

TIPE-TIPE PROSES TRANSITIVITI SISTEM DALAM PENULISAN SKRIPSI MAHASISWA DI UNIVERSITAS

The Process Types of Transitivity System in Students' Thesis Writing at University

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Abstrak

Penelitian ini bertujuan untuk melihat bagaimana penggunaan tipe process transitiviti sistem pada penulisan skripsi mahasiswa di Universitas PGRI Sumatera Barat. Penelitian ini menggunakan metode deskriptif kualitatif. Untuk penelitian ini, peneliti menggunakan teori Halliday (2014). Data dikumpulkan melalui 37 mahasiswa yang didapat dari perpustakaan kampus. Hasil penelitian menunjukkan terdapat 6 tipe yang digunakan mahasiswa yaitu material, mental, verbal, behavioral, relational, dan existential. Mahasiswa menggunakan masing-masing tipe yaitu, material digunakan untuk menyatakan aktifitas yang terjadi dan aktifitas yang dilakukan secara fisik. Kedua, mental process digunakan untuk mengekspresikan pikiran, perasaan, dan untuk menanggapi. Ketiga, verbal process untuk menyatakan aksi verbal. Keempat, behavioral, perilaku yang dilakukan secara psikologis dan fisiologis. Kelima, relational process, untuk menyatakan suatu hubungan dalam kalimat. Keenam, existential, digunakan untuk menyatakan suatu keberadaan. Kesimpulan dari penelitian ini yaitu mahasiswa dapat menggunakan keenam tipe proses dalam menulis latar belakang skripsi mereka.

Kata Kunci:

Penulisan
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Keywords:

Writing
Thesis
Process Types
Transitivity System

Abstract

This study aims to see how the use of the system transitivity process type in student thesis writing at PGRI University, West Sumatra. This study used descriptive qualitative method. For this study, researchers used Halliday's theory (2014). Data was collected from 37 students obtained from the campus library. The results showed that there were 6 types used by students, namely material, mental, verbal, behavioral, relational, and existential. Students use each type, that is, materials are used to express activities that occur and activities that are carried out physically. Second, mental processes are used to express thoughts, feelings, and to respond. Third, verbal process to express verbal action. Fourth, behavioral, behavior that is carried out psychologically and physiologically. Fifth, relational process, to express a relationship in a sentence. Sixth, existential, is used to express an existence. The conclusion of this study is that students can use the six types of processes in writing their thesis background.

INTRODUCTION

Students of the English Department are expected to be able to master writing skills in order to complete their writing thesis accurately. But, writing is not an easy skill and writing is one of the most difficult skills to master. The difficulty of the students in writing thesis are lack of confidence deciding the title of the thesis, lack of ability to write a good sentence in writing, and also the students lack of the ability in grammar (Amesti, 2010). (Fauziah et al., 2021) also

state that in writing thesis viewed not only from the organization of the text but also from the grammar, the sentence structure and mechanics of the text. In thesis, five chapters are represented includes introduction, review of related literature, the research methodology, research finding, and also conclusion and suggestion. The introduction contains the background of the research problem. As Lidiana et al., (2019) state that the background of the problem is a great beginning point for giving readers or listeners a grasp of what you need to express. Therefore,

Students have to be good in grammar to make sentences and also have to pay attention to the rules of writing.

To fulfill the grammatical features in the background of the problem in thesis, students must be able to understand the elements contained in the clause. The clause element itself consists of several words, has a subject and a predicate, has one predicate and has object or complement. As Yuniar et al., (2017) state that the transitivity system can analyze clauses effectively. Transitivity is known as the system to explore the clause as representation and it is normally understood as the grammatical feature which indicates if a verb takes a direct object (Oktoma, 2017; Rahayu & Efransyah, 2020)

As Halliday & Matthiessen (2014) say transitivity has three components namely participants, process, and circumstance. Participants are them who directly involved of doing the process. Process is the action word and circumstances are typical adjuncts. Process is divided into six types, those are material process (process of doing physically), mental process (process of sensing), relational process (process of being), verbal process (process of saying) behavioral process (the combination of psychological and physiological behavior) and existential process (represents that something exist and happen).

Many students still do not know the term transitivity system itself. Some people Rahayu & Efransyah (2020) explained process is the action word or processes are realized by verb. The same thing was also expressed by Senjawati (2016), transitivity system roles are realized as follows: processes by verbal groups; participants by nominal groups; and circumstances are by adverbial groups or prepositional phrases. Based on the explanation above, it can be concluded that the term of process in transitivity system is as verb in clauses or sentences.

Transitivity system is important in writing thesis because it could discover the grammatical features of a

specific text. It is because the transitivity system could probe the participant, process, and circumstance of time and place Eggin (2004). As Nurhadi Maya et al., (2020) state that transitivity was realized on activity, process, and situation. The process is central in transitivity. It is realized by verbs that carry the meaning.

This research aims to answer the question "How do the students use the process types of transitivity system in thesis's Background at English Department in University of PGRI Sumatera Barat?". Therefore, the purpose of this research is to find out how the students use the process types of transitivity system in thesis at English Department in University of PGRI Sumatera Barat?

Oktoma (2017) states transitivity is normally understood as the grammatical feature which indicates if a verb takes a direct object. When we looked at the experiential metafunctions, we were looking at the grammar of the clause as representation. The clause can be explored in its various aspects using the transitivity system, such as who does what, to whom, when, where, why, or how function. Then, Rahayu & Efransyah (2020) state that transitivity is known as the system to explore the clause as representation. Also, Yuniar et al., (2017) state that the transitivity system can analyze clauses effectively. Transitivity system could be a system to explore the clause and can analyze the clause effectively.

A key component of transitivity is processes. They are also referred to as "goings-on" and denote a wide range of activities that invariably involve various participant types under various conditions. There are six types of process namely, material process, mental process, verbal process, behavioral process, relational process, and existential process (Halliday, 2014) :

a. Material Process

Material process is as a part of transitivity that shows the process of doing and happening. It shows something that has been done physically

between two entities (animate or inanimate), in the clauses or texts.

b. Mental Process

Mental processes, on the other hand, are processes of feeling, wanting, thinking and seeing. Any activity involving perception, feeling, thought, or sensing is referred to as a mental process. Some processes combine a material action with a phenomenon referred to as a psychological event or a state of mind.

c. Verbal Process

The act of saying is represented by the verbal process. It is concerned with the production of voice in order to convey information. Sayer is the person who performs the process. Verbs such as say, tell, ask, reply, and suggest are used to express verbal processing. Verbal process typically have one desired participant and, in most cases, a representation of what is said, known as the "saying."

d. Relational Process

According to Halliday (2004), there are two types of relational process: identifying relational process and attributive relational process. The process that assigns a quality is part of the attribution relational process. "A is a quality of x." Additionally, something is given an identity as part of the identifying relational process. The phrase "x is identified by a" or "a serves to define the identity of x" means that one entity is being used to identify another. The three main relation types in the English system are intensive, possessive, and circumstantial, and each of these has two distinct attributive and identifying modes (Halliday, 2004).

e. Behavioral Process

Behavioral process as the process of physiological and psychological behavior. "Behavioral processes" refer to psychological and behavioral processes such as breathing, dreaming,

snoring, smiling, looking, coaching, christening, and pondering. They are partly like the material and partly like mental. This process is grey area between material and mental processes

f. Existential Process

This process represents the existence of something. It is borderline between relational and mental process. In existential process, it involves existential constructions which are introduced by an empty "there" is subject position. Usually, this process use "there" as its subject. For example, "there was a mountain in Jambi" The clause above includes the type of existential process. The word 'There' above has no representational meaning but tells that such a mountain is exists.

Based on several explanation above, the researcher can conclude that The most significant component of transitivity is processes. Processes are described using verbs. In most processes, a particular arrangement of participant roles is utilized. The process consists of five different types of activity: the material process (the act of doing), the mental process (the act of sensing), the relational process (the act of being in a relationship), the verbal process (the act of saying), the behavioral process (the combination of psychological and physiological behavior), and the existential process (which represents that something exists and happens).

METHODOLOGY

This research used descriptive qualitative method which aimed to describe and analyze the existed condition in the field. It is appropriate in identifying and describing the process types of transitivity system in student's background of the problem in thesis at English Department of PGRI Sumatera Barat.

This research will be carried out at University of PGRI Sumatera Barat. Students in the English Department were the participants in this study in order to learn

more about the data. This study used the data from students who had completed their thesis. Researcher took thirty seven student thesis which data is the latest data available on campus. Data on student assignments, researchers get from the library on campus.

Therefore, the key instrument used in this research was the researcher's knowledge of the transitivity theory while Halliday's theory of transitivity became the main key in the data analysis. In addition, two instruments will be used. The first instrument is the writing task. The second instrument is the table of data distribution sheet. Data sheets were used as a guideline for the classification and analysis of the data. After being classified, the data were immediately transferred into data sheets and analyzed.

The procedure of analysis was divided into some steps, they are:

The researcher collects the thesis from the students. Based on Halliday's (2014) theory, the researcher will identify the clause of students' background in thesis to determine the data using the first data sheet. Then, based on Halliday's (2014) theory, the researcher will analyze different types of processes in students' background. In the process of analyzing the data, the researcher put the clauses and categorized them based on theory of transitivity by using a checklist in the second sheets. After analyze the process types, the researcher will describe the process types used by the students in order to achieve the research question.

The researcher concludes the results.

FINDING AND DISCUSSION

After the researcher got the data, then the researcher carried out data processing and data analysis which found several types of processes on student backgrounds.

As the results of this study, the researchers found the results of the study. This study entitled the process types of transitivity system in the students' thesis writing at university. This study was conducted to see

how students use the process types based on Halliday (2014) theories. The researcher used Halliday (2014) theories which consist of 6 types namely, material, mental, verbal, behavioral, relational and existential process. The findings are described as follows:

First, material process. The researcher found the students used this process to state the activities of doing and happening as well as something that has been done physically based on several examples that have been examined. Both active voice and passive voice were used by the students in the sentence. The process was used by the students in the present tense, present continuous, present perfect, past tense, and future tense, among other tenses. Students made clear mention of the participant in active voice. However, occasionally when using the passive voice, students omitted the participant. Because this process demonstrates a fact or an occurrence, the students used it to support their viewpoint. The examples of material process are:

Student 1

so that they make boasting of a funny joke

As we can see, the form of this clause is in active voice. The student uses the present tense to reveal the fact. In this clause, he/she uses verb 1 that is "make". The verb "make" represents the material process. It shows the process of doing and happening. This process includes a doing (process) and a doer (participant). They as the participant. It means, the participant does something (make a boasting of a funny joke) physically. he/she tries to tell the readers about the event that occurs related to the word joke, so she/he used this process.

Student 2

Students are not coming to the school

From the clause above, the form of it is in active voice. The student uses the present continuous to reveal the event with the aim of declaring that something is going on for a certain amount of time. He/she uses verb that is "are not coming". The verb "coming"

represents the material process. It shows the process of doing and happening. This process includes a doing (process) and a doer (participant). Is it clear if the students as the participant. It means, the participant does something (not coming to the school). The student tries to tell the readers about what happening to the students at that moment.

Second, mental process. Through this process, the students were able to engage in sensing, feeling, thinking, or perceiving. The majority of students used this process to express their cognition or thought, feelings, and sensing relevant to their thesis context in order to support their opinion in context. The students applied this process to express their ideas and opinions on the subjects they were studying.

Student 5

Moreover, giving homework for students, the teacher can see students' understanding in learning

As we can see, the student used the active voice in this clause. In this clause, the student uses verb 1 "see". The verb "see" refers to the mental process. It belongs to mental process of perceptive. He/she uses this process because it indicates the sense of seeing. He/she uses it to give an information to the readers about what the teachers see to the students.

Such as the students can understand with homework

The student uses the active voice in this clause. The verb "understand" refers to the mental process. It belongs to mental process of cognitive. The student used this process because it is process of thinking. He/she tries to state the students' cognition or thought related to the context of thesis in order to support the student opinion in background.

Student 6

Then, to achieve the target of learning students need strategy to make it easy

Throughout this clause, the student uses the active voice. There is a subject and verb 1 that indicates whether it is the simple present or not. He/she uses the verb 1 "need" in this clause. The verb "need" refers to the mental process. It belongs to mental process of reactive (feeling). He/she uses this process to show the feeling of his self. There is a process of feeling and that is why this verb belongs to the mental process. He/she tries to give an information to the readers about what the students need.

Third, verbal process. The majority of students used this process to demonstrate the act of saying based on several clauses that the researcher completed. The act of saying something in order to convey information was also stated by the students using this method. They frequently used the past tense and the present. Students frequently use the verbs "say," "state," "tell," "explain," "inform," "call," and "ask." Because the thesis is a written text, the students used indirect speech to represent this process in an effort to distinguish spoken actions from indirect speeches.

Student 8

Based on pre-survey at SMA N 12 Bungo and interview the English teacher, the writer was informed

The student writes this clause in the passive voice. The student uses was + verb 3 "informed" which indicates the past tense. The verb in this clause is informed which refers to the verbal process. He/she uses this process because it is the act of saying. He/she uses to state if the there is the act of saying that students found on pre-survey.

Student 9

Further (Swastika et al. 2020) said that speaking task for Junior High School still in the Beginner

Throughout this clause, the student writes this clause in the active voice. He/she uses verb 2 "said" which indicates the past tense. The verb in this clause is said

which refers to the verbal process. He/she uses this process because it is the act of saying.

Fourth, behavioral process. The behavioral process that recognized the equivalence between the mental and material processes was employed by the students. To convey both physiological and psychological behavior, they used behavioral processes. The majority of students attempted to use this process to state a few instances that illustrated the actions they were taking at the time in the context of their thesis.

Student 17

Second, students cheat on their friends

As we can see, the form of this clause is in active voice. The student uses the simple present to express current habits or events. In this clause, he/she uses verb I that is "cheat". The verb "cheat" represents the behavioral process. This process refers to the behavioral because, it is the process of physiological and psychological behavior. It is also the grey area between material and mental process. He/she uses this process to shows the action that students found in the class at the moment.

Student 32

Researcher also looks that in the lesson plan the assessment rubric only focuses on certain aspects of writing skills assessment

Throughout this clause, the form of it is in active voice. The student uses the simple present to express current habits or events. In this clause, he/she uses verb I that is "looks". The verb "looks" represents the behavioral process. The verb "look" actually indicates a deliberate intent to direct the eyes in a direction, object, or someone. This process refers to the behavioral because, it is the process of physiological and psychological behavior. It is also the grey area between material and mental process. He/she uses this process to shows the action that researcher found in the class at the moment.

Fifth, relational process. The students used this process to explain the relationship between two terms, to identify something, to describe something, to determine a quality of something, and to state the possession clause. They frequently used the active voice in nominal sentences. They additionally assigned a quality to something by using an adjective to describe it. To express the possession, they used the verb "has/have."

Student 12

Thesis is a final task to the students for graduated from a collage to get strata degree

As we can see, it is the form of nominal sentence. The student uses the tense present tense to reveal the fact. In this clause, the student used to be "is". The to be "is" represents the relational process. It belongs to relational of identifying process. He/she uses this process to identify the thesis. He/she tries to wrote if one entity (a final task to the students for graduated from a collage to get strata degree) is being used to identify another entity (thesis).

Student 23

Teaching and learning process is a series of activities carry out in schools consisting of teachers and students

It is the form of nominal sentence. The student uses the tense present tense to reveal the fact. In this clause, he/she uses to be "is". The to be "is" represents the relational process. It belongs to relational of identifying process. He/she uses this process to identify the teaching and learning process. He/she tries to wrote if one entity (a series of activities carry out in schools consisting of teachers and students) is being used to identify another entity (teaching and learning process).

Student 8

Nowadays, technology is very important for English learning process

From the example above, it is the form of nominal sentence. The student uses the tense present tense to

reveal the fact. In this clause, the student used to be "is". The to be "is" represents the relational process. It belongs to relational or attributive process. The student used the adjective to give a quality of the technology. The student used this process to describe the quality of technology.

Student 3

This is dangerous disease

From the example above, the form is nominal sentence. The student uses the tense present tense to reveal the fact. In this clause, he/she uses to be "is". The to be "is" represents the relational process. It belongs to relational or attributive process. There is an adjective that is used to describe the disease. It also shows the quality of the entity (covid 19). He/she describes if the disease is the dangerous disease.

Last, existential process. The students represented the existence of something using this process. Students typically used the present tense and the past tense. "There" and "to be" were used as subjects. The students acknowledged the existence of something connected to their background through this process. Additionally, the students used this technique to help the readers understand and visualize the circumstance.

Student 35

There are several competencies in English subjects

Based on the example above, the student uses subject "there" and to be "are". It indicates the existential process. In this clause, he/she uses this process because to state about the existence of several competencies in English subjects. He/she uses it to make the readers know and give information about several competencies in English subjects.

Student 26

Studying at school, especially in high school, there are various subjects such as biology, physics, and chemistry for the science department,

The student uses "there" as the subject and "are" as the verb in the aforementioned example. The

existential process is indicated. He/she states that there are various subjects in this clause by using this process. He/she uses it to inform and educate the readers about various subject in High School.

CONCLUSION

Transitivity is known as the system to explore the clause as representation and it is normally understood as the grammatical feature which indicates if a verb takes a direct object. Transitivity has three components namely participants, process, and circumstance. Participants is the one who directly involved of doing the process. Process is the action word and circumstances are typical adjuncts. Process is divided into six types, those are material process (process of doing physically), mental process (process of sensing), relational process (process of being), verbal process (process of saying) behavioral process (the combination of psychological and physiological behavior) and existential process (represents that something exist and happen).

The researcher hopes that everyone who reads this thesis will find it useful, particularly writers, lecturers, and students. After reading this thesis, it is hoped that can be motivated by the author to conduct further research on the topic of this research, because we all know that the process of transitivity is important, especially in writing.

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