PENGGUNAAN TRANSITIVITY SYSTEM DALAM ARGUMENTATIVE PARAGRAPH SISWA

The Use Pf Transitivity System In Students' Argumentative Paragraph

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Abstrak

Argumentative Paragraph merupakan salah satu tugas menulis di perguruan tinggi. Dalam menulis paragraf argumentatif, penulisan harus mendefinisikan gagasan dan pandangan penulis terhadap suatu masalah disertai dengan alasan dan bukti yang logis. Serta bagaimana penulis menguraikan ide untuk membangun makna melalui pilihan tata bahasa juga menjadi hal yang penting dalam menulis argument. Penelitian ini mengkaji tentang kualitas paragraf argumentatif siswa dengan menggunakan sistem transitivitas. Data dikumpulkan secara kualitatif dengan instrumen dokumen ceklis. Temuan menunjukkan berdasarkan kualitas struktur 8 paragraf memenuhi kualitas relevancy, 10 paragraf memenuhi kualitas acceptability, dan 2 paragraf memenuhi kualitas adequary. Dan berdasarkan proses transitivity system, secara keseluruhan peneliti menemukan 80 proses material, 16 proses mental, 12 proses relational, 10 proses eksistensial, dua proses verbal dan 1 proses behavioral. Sehingga dapat disimpulkan kualitas menulis paragraf argumentatif siswa masih tergolong rendah karena sebanyak dua belas siswa tidak memenuhi semua struktur utama paragraf argumentatif. Dan delapan siswa yang memiliki kualitas relevansi memiliki proses material yang dominan. Hal ini menunjukkan bahwa kualitas mereka dalam menulis paragraf argumen tidak hanya baik berdasarkan struktur tetapi juga berdasarkan sistem transitivitas dalam mengkonstruksi suatu peristiwa melalui pengalaman, siswa mampu mengungkapkan masalah yang terjadi ke dalam teks argumen.

Abstract

Argumentative Paragraph is one of the writing assignments in college. In writing argumentative paragraphs, writing must define the author's ideas and views on a problem accompanied by logical reasons and evidence. As well as how the writer outlines ideas to build meaning through grammatical choices is also important in writing an argument. This study examines the quality of students' argumentative paragraphs using the transitivity system. The data was collected qualitatively using a checklist document instrument. The findings show that based on the quality of the structure, 8 paragraphs meet the quality of relevance, 10 paragraphs meet the quality of acceptability, and 2 paragraphs meet the quality of adequacy. And based on the transitivity system process, overall the researcher found 80 material processes, 16 mental processes, 12 relational processes, 10 existential processes, two verbal processes and 1 behavioral process. So it can be concluded that the quality of writing student argumentative paragraphs is still relatively low because as many as twelve students do not fulfill all the main structures of argumentative paragraphs. However, the eight students who have the quality of relevance have dominant material processes. This shows that their quality in writing argumentative paragraphs is not only good based on structure but also based on the transitivity system in constructing an event through experience, students are able to express and interpret problems that occur in argument texts.

INTRODUCTION

Argumentative paragraphs include writing assignments in university. A paragraph is a combination of sentences containing the main idea and several supporting ideas. While argumentative can be defined as one type of paragraph development in writing that is written with the aim of persuading the reader. In writing argumentative paragraphs, writing must define the author's ideas and views on a problem accompanied by logical reasons and evidence, real

data, reasonable data analysis, and persuasive. But there are some problems when students write argumentative text such as structure and writing claim of an argumentative text (Ozfidan & Mitchell, 2020). Structure is an important role in writing text because it will affect the quality of the text. The writer of argumentative paragraph needs to give the claim or statement. Then, the writer must provide arguments, including evidence or proof to persuade the readers.

Based on the author's observations in the paragraph writing class in one of the university. There are twenty students that write an argumentative paragraph. In general, it can be said that quality of students' argumentative paragraph is still realtively low. They cannot develop ideas and do not know how to organize them properly. This happens because students have not been able to arrange their ideas with their background knowledge. This means that they find it difficult to conceptualize the issues being discussed so that it affects the quality of their argumentative paragraphs.

In this case, to know whether or not the texts written by students have a good composition, that must be identified first is the structure of the arguments. And to find out the quality of the structure, one of the analysis tools called the transitivity system can be used. It can be said to explain how meaning is represented in a sentence (Halliday, 2004). It serves to decompose an idea or an experience into a text. when students write a text, it means that automatically they construct meaning through grammar choices. It has some benefits to increase the ability to write. One of the most one is to know the realization of experiential meaning when the writer writes a text (Nurkholidah et al., 2019).

This is related to the argumentative paragraph. This kind of paragpah shows the way the writer convinces the reader through their conceptualization of their opinion towards the issue. And through analyzing transitivity systems, it constructs the writer's

experience in using language. Thus, the researcher will know the writers' experience in conceptualizing their opinions using transitivity system that can affect the quality of texts. Transitivity is classified into three parts. They are process, participant and circumstances. The process consists of six types, namely material processes, mental processes, relational processes, behavioral processes, verbal processes and existential processes. Each process has criteria and characteristics.

A. Argumentative Paragraph

A paragraph is a group of sentences that deal with a single topic. Though the length of paragraphs varies significantly according to text type, they should not be less than four or five sentences (Owusu, 2020). Wirantaka (2016) says that there are three important parts of a paragraph. The first part is introduction. It contains a topic sentence which outlines the main idea of a paragraph to which the rest of the paragraph should be focused. A topic sentence usually occurs in the beginning of the paragraph but it sometimes occurs in other positions such as in the middle or at the end of the paragraph. The second part is the body, it contains supporting sentences which develop the main idea by giving examples, details, and explanations. The third part is conclusion.

Argumentative text is a kind of text in which an author supports his own view and try to refute counter-view about an issue including counter views (Özdemir, 2018). The author aims to lead readers to think just like himself in this kind of texts. It is not easy to change readers' view or make them question. The author is expected to explain why he supports these views and why counter-view is invalid so as to achieve his goal. Argumentative text is a genre of text, which establishes a position on an issue or topic, and explains and supports this position with reliable pieces of evidence (Ozfidan & Mitchell, 2020).

Based on the explanation above, it can be concluded that An argumentative text is one prepared

with the aim of convincing or persuading the reader about the relevance of the idea contained in the writing. The purpose of argumentation text is to influence behavior, when the author's view or opinion is explained in a logical and data-based.

B. Structures of Argumentative

In developing a good argument, the primary elements of argument must be included. Toulmin (1979) developed a model explaining the structural features of argumentative discourse. According to Toulmin, an argument was composed of the claim revealing individual's standpoint, data establishing the grounds of the claim, a warrant that strengthened the link between the claim and the data, the backing, which set the general rules to increase the acceptability of the claim, the qualifier defining the extent of strength and characteristics of the claim, and the rebuttals that proved the invalidity of the counterclaim. And the structure based on the Toulmin called Toulmin model (Junaidah Januin, 2021). The first primary three are important elements include a claim, evidence, and warrant. Another three additional elements such as qualifier, backing, and rebuttal can be added if necessary.

The Toulmin model of argument has widely used to teach and to analyze argumentative writing genre. Not only that, it has become an important indicator to assess the quality of argumentative writing (Sundari & Febriyanti, 2021). Toulmin model is useful to develop the argument as it gives the basic layout for argumentation which can help the students-writers to develop ideas to be transformed into a complete argument (Jumariati et al., 2021). In Toulmin's model of argumentation, there are five elements which include a claim, data (evidence), the warrant, backing, and qualifier.

Freeman (2006) reveals that Toulmin model should be use to analyze the content of the argument text because applying this model in a writing would enhance students' ability to examine and evaluate the argument. It is also recommended to analyze the written and spoken argument to measure the validity and the reasons behind.

a)   Claim

An argumentative writing absolutely must have a claim statement. Claim is also the main idea of the text. Claim statements can be present in various forms. The various manifestations of claim statement further result in models of argumentation.   the subjectivity of claim statements or topic sentences should be lowered to the point of near objective. It is because the essence of a scientific writing is a work that has a high level of objectivity. Without the presence of a proper claim statement, it is impossible for a writing to be a correct argumentative writing.

b)   Data (Evidence)

It needs to support the formulation of the claim statement. Such data or facts in argumentative writings can have double roles. On one hand, the data or facts can be used as the basis for the formulation of claim statements and on the other hand, the data or facts can also be used to support the formulation of the claim statements. Therefore, it can be asserted that data or facts are components that must be present after the another component.

c)   Warrant

A correct argumentative text should also include warrant components after claim and data fact statements. Warrant is a statement that is related and relevant to the claim statement proposed by the writer. With the presence of such warrant, the claim statement will degrade its' subjectivity level so that it will approach the objectivity. The writer's personal argument cannot become the primary parameter of the scholarship of a work. Only when the personal arguments are based on relevant data that are concrete, clear and supported by the viewpoint of

author as a reference, such personal argument will decrease the subjectivity level to become an objective ones.

d)   Backing

It aims to support for the warrant. It might take the form of a well-reasoned argument (or sub-argument) that directly strengthens the warrant. To strengthen the warrant, give additional evidence that shows that the causal relationship is not really just a simple correlation.

e)   Qualifier

A qualifier is a statement about how strong the claim or the degree of certainty in the argument. Words used to moderate the strength of the argument include always, sometimes, usually, likely, loosely, etc.

f) Rebuttal

Rebuttal is a form of evidence that is presented to contradict or nullify other evidence that has been presented or it is when the author respond directly to your opponent's argument/point to explain/show how/why they are wrong.

C. Transitivity System

Transitivity system refers to how meaning is represented in clauses. It is a system that lists the different types of processes that can be carried out in language and the structures that can be used to demonstrate them (Halliday, 1985). This study refers to three main theories that are relevant to this research. The first is the theory developed by Halliday (1994), regarding systemic functional linguistics, especially the Transitivity system of systemic functional grammar, which includes three elements: participant, process, and state. The concepts of process, participant and circumstance are semantic categories which explain in the most general way how phenomena of the real world are represented as

linguistic structure. It interprets the world of experience into a collection of manageable types of processes and distinguishes six types of processes in English.

Thompson (1996) says that transitivity refers to a system for describing the whole clause, rather than just the verb and its object. It describes how meaning is carried across from subject to predicate through the verb. In this processes, different kinds of participants are involved. Transitivity system is whole grammatical source for interpreting events. In short, it refers to the grammatical system by which the experiential meaning of the clause is achieved. Furthermore, it is a resource for interpreting and expressing events, mental states, speech and behavior. Thompson states that there are four main processes, namely material processes, mental processes, relational processes and verbal processes. Apart from the four main processes, there are two sub categories of processes, namely behavioral processes and existential processes.

Gerot & Wignell (1995) reveals that in the transitivity system, processes that are manifested by verbs and circumstances answer questions like when, where, why, how, etc. In traditional grammar, verbs are defined as action words. But in functional grammar, some verbs not only act or do but also feel and think, they are included in the verb or in functional grammar are called processes. In transitivity clauses can be classified into three constituents. They are Process types, Participant, and Circumstances. It is the same as Halliday's theory, only the circumstance is different.

From the explanation above, there are 3 supporting theories that explain the transitivity system. The main theory used in this study is the theory developed by Halliday. There are three components of the Transitivity Process. They are the Process itself, the participants in the process, and the circumstances associated with the process. Halliday used the term process to refer to an activity that the

arguments did. The system of transitivity consists of various types of processes together with the structures that realize these processes. The six types of processes are Material Process, Mental Process, Relational Process, Behavioral Process, Verbal Process, and Existential Process.

METHODOLOGI

Research was an activity carried out by someone to find out about the problem that is happening. in this research, the researcher uses a descriptive method with a qualitative research approach. The purpose of descriptive qualitative research was to describe a phenomenon and its characteristics (Nassaji, 2015). In descriptive research, the researcher described something like a phenomenon. A phenomenon in this research has been explained by the researcher. It involves collecting data to answer questions about the subject's current status or research topic. Thus, the researcher used descriptive research to describe the quality of structure in students' argumentative paragraph by using the transitivity system.

This study used an students' argumentative paragraph as an object, the object of research was the source of data in the study in the form of text. The researcher used documents from the task created by students in an English paragraph writing class session A for the 2021/2022 academic year. the research focused on the quality of structure in students' argumentative paragraphs by using transitivity system. In this case, the researcher took those paragraphs from Learners who were following the writing compulsory subject in the second semester. The chosen class is class A, this class was chosen because it had a lot of diversity of ideas in writing argumentative paragraphs and this was very supportive for seeing the quality of structure in students' argumentative paragraph by using transitivity system.

the researcher used documentation instruments and collected data in the form of students' argumentative paragraph task. the researcher analyzed the transitivity system in students' argumentative paragraph made by second-semester students in session A. The researcher used document checklist as one of the instrument in this research. this document aim to make it easier for researcher to analyzed the data.

The researchers conducted an analysis of the data. The researcher used a content analysis method which analyze the content on students' argumentative paragraph. It was the analysis of what is being said, written or recorded through systematic classification process and identifying themes or patterns (Parveen & Showkat, 2017). In technique of content analysis the one is document selection that we will analyze. In this research, the document selection is an argumentative paragraph that made by students. The writer analyzes the contents of the student's argumentative paragraphs by doing some following steps, frist listed the structure of the argumentative text, second Found the structure of argumentative text in student argumentation paragraphs. Third, Classified the structures that have been found using the transitivity system to knew the quality of the structure in students' argumentative paragraph. And the last, the researcher described the result of the finding.

FINDING AND DISCUSSION

The results of the document checklist that have been carried out by the researcher, it can be concluded that argumentative paragraphs that have claims amount to nine paragraphs. Then fifteen students have evidence, and twelve students have warrants.

Based on the transitivity system, the researcher found process in the claim, evidence and warrants. In the claim, there are three process of transitivity system. There are nine material process, one

relational process and two mental process. Through the data, it can be concluded that the material process is the most dominant process of transitivity system used in structure claims in student argumentative paragraphs.

Based on the data above, the researcher concluded that only eight argumentative student paragraphs met the criteria of relevance (had all the primary structures namely claims, evidence and warrant). Then to see the use of verbs on the quality of the structure, the researcher used a transitivity system analysis tool. The use of the transitivity system aims to explain how meaning is represented in a sentence. it serves to elaborate ideas or experiences into text. when students write texts, it means that they automatically construct meaning through grammar choices. This has several benefits for improving writing skills.

Based on the data analysis that has been carried out, the most dominant process used is the material process with a total of eighty verbs and the least used is the behavioral process with a total of one verbs. There are 121 processes in twenty paragraphs. The occurrences of material process are eighty verbs, mental process is sixteen, verbal process is two verbs, behavioral process is one, relational process is twelve and existential process is ten.

The most dominant process in structure of students argumentative paragraph is a material process with eighty occurrences. With the dominance of the material process in argumentative paragraphs, this indicates that students are able to express the meaning of experience by constructing the events being discussed so that the reader can feel the same way as the author or the reader can be influenced by the arguments made by the author. This relates to the opinion Nurkholidah et al (2019), that the material process is the process most often used in argumentative paragraphs because in the process of writing argumentative texts, the material process

expresses the author's material world experience which serves to represent the meaning of doing and happening and the writer constructing the event. It was because the writer construed the happening issue through the opinion in the text. Besides that, the highest proportion of usage of material process implies that students' argumentative paragraphs mostly tell about the experience of human's physical action, about the external world, things, events, and qualities.

CONCLUSION

The researchers found the eight of twenty argumentative paragraphs made by students met the quality of relevance criteria. ten students were identified to the criteria of acceptability because they only have two structures. And lastly, two students are identified with adequate criteria because they only have one structure. Based on these data, it can be concluded that the quality of writing student argumentative paragraphs is still relatively low because as many as twelve students do not fulfill all the main structures that build argumentative paragraphs. And this is one of the inputs for lecturers who teach to pay more attention to how students write argumentative paragraphs. Then to see the quality of the structure of argument, researchers used the transitivity system as an analysis tool. Based on the data analysis that has been carried out, the most dominant process used is the material process with a total of eighty verbs and the least used is the behavioral process with a total of one verb. And eight students who have relevance quality have dominant process material. This indicates that the quality of students is not only good based on structure but also based on transitivity systems in constructing an event through experience, students are able to express and interpret problems that occur through opinions in argument texts.

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