

**STUDENTS' ABILITY IN IDENTIFYING TRANSITIVITY SYSTEM: A
STUDY AT ENGLISH LANGUAGE EDUCATION PROGRAM OF UNP**

THESIS

*Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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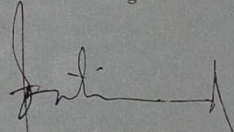
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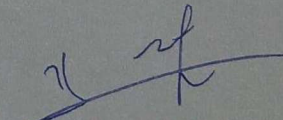
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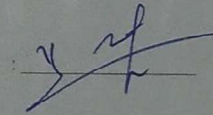
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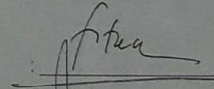
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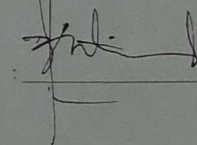
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The researcher realizes this thesis is not perfect yet. However, the researcher hopes this thesis can be useful for herself, especially for all people in general. In addition, the critics and comments are useful for the researcher to improve this thesis from weaknesses.

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ABSTRACT

Fadrinasesa, Dinda (2024): Students' Ability in Identifying Transitivity System: A Study at English Language Education Program of UNP. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.

The purpose of this research is to know students' ability and students' difficulties in identifying transitivity system. The population of this research was all English Language Education Program of UNP in academic year 2021, while the sample of this research was Class of K2 which consisted of 22 students. This research used descriptive quantitative methods and included two instruments: transitivity test and questionnaire. The transitivity test was used to know the students' ability in identifying transitivity system while questionnaire was used to know students' difficulties faced by them. The mean of student' ability in identifying transitivity system was poor with score 47.72. In addition, students' difficulties in identifying transitivity encountered that there were several significant difficulties. The most difficulties faced by the students were relational identifying process, mental process and verbal process. Difficulties in relational identifying process was difficulty in determining "role" "identity" or "meaning" with 86.3%. Difficulties in mental process were difficulty in determining verbs of feeling, thinking, and perceiving with 81.8%. Additionally, in verbal process, students had limited understanding of the function of Target with 77.2%.

Keywords: Transitivity System, Students' Ability, Students' Difficulties

ABSTRAK

Fadrinasesa, Dinda (2024): Kemampuan Mahasiswa dalam Mengidentifikasi Sistem Transitivitas: Sebuah Research di Program Pendidikan Bahasa Inggris UNP. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan dan kesulitan yang dihadapi oleh mahasiswa dalam mengidentifikasi sistem transitivitas. Populasi penelitian ini adalah seluruh mahasiswa Program Pendidikan Bahasa Inggris UNP tahun akademik 2021, sedangkan sampel penelitian ini adalah Kelas K2 yang terdiri dari 22 mahasiswa. Penelitian ini menggunakan metode deskriptif dengan pendekatan kuantitatif dan melibatkan dua instrumen: tes transitivitas dan kuesioner. Tes transitivitas digunakan untuk mengetahui kemampuan mahasiswa dalam mengidentifikasi sistem transitivitas, sedangkan kuesioner digunakan untuk mengetahui kesulitan yang dihadapi oleh mahasiswa. Rata-rata kemampuan mahasiswa dalam mengidentifikasi sistem transitivitas tergolong rendah dengan skor 47.72. Selain itu, kesulitan yang dihadapi mahasiswa dalam mengidentifikasi transitivitas menunjukkan adanya beberapa kesulitan yang signifikan. Kesulitan terbesar yang dihadapi oleh mahasiswa adalah dalam proses identifikasi relasional, proses mental, dan proses verbal. Kesulitan dalam proses identifikasi relasional adalah kesulitan dalam menentukan "peran", "identitas", atau "makna" dengan persentase 86.3%. Kesulitan dalam proses mental meliputi kesulitan dalam menentukan kata kerja yang berkaitan dengan perasaan, pemikiran, memiliki persentase 81.8%. Selain itu, dalam proses verbal, mahasiswa memiliki pemahaman yang terbatas tentang fungsi Target dengan persentase 77.2%.

Kata kunci: Sistem Transitivitas, Kemampuan Mahasiswa, Kesulitan Mahasiswa

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is the component of a language and rules of how language units such as words and phrases are structured to form sentences that convey the meaning. According to Gerot and Wignell (1994), grammar as a theory of language which shows the process of language happened. Then, Thornbury (1999) also clarified that grammar is analysis the meaning in the form of the sentences. Meanwhile, Halliday (2014) stated that functional grammar focuses on the way language is put together, so that meaning is communicated for particular purposes. It means that functional grammar analyzes the communicative situation. In conclusion, functional grammar provides a deep understanding of how grammar influences the way human express ideas and interact with others by human's communicative purposes.

As time goes on, language also experiences the changing. The perspective toward grammar has shifted, that is from traditional grammar to modern linguistics. Blake (1988) stated that traditional grammar was taught in England universally in 15th century. Traditional grammar is known as "Language as a set of rules", which focuses on the ways of words are organized within sentences. Meanwhile, in modern linguistics, there is a language approach, Systematic Functional Linguistics (SFL) which is known as functional grammar. Furthermore, Halliday (2014) also clarified that systematic functional linguistics had metafunction.

Metafunction means the process of making meaning. Halliday (2014) also divided that there are 3 types of metafunctions: ideational metafunction, interpersonal metafunction, and textual metafunction. Ideational metafunction refers to the speaker's strength of meaning as an observer so the speaker can encode experiences to the world around them. Interpersonal metafunction concerns with the speaker and addressee interact each other. Lastly, textual metafunction is related to how people organize their experiences through written and spoken form.

Functional Grammar has many materials, one of them is transitivity system. Aisaro & Suhardi (2023) said that transitivity system refers to experiences which represent in a clause. It means that transitivity is the way of looking at how verb work in a clause. Furthermore, According to Halliday & Matthiessen (1999) transitivity construes the world of experience into set of process types. By looking verb in a clause, people can know what types of process that another people's used. Transitivity is categorized as ideational metafunction that relates to the context of culture. Ideational metafunction is represented by a clause then a clause is analyzed into some process, participants and circumstances (Halliday, 2014).

Due to shifting perspective toward grammar phenomenon, from traditional grammar to functional grammar as part of modern linguistics, transitivity system material is also learned by English Language Education Program students of Universitas Negeri Padang that required by curriculum. As a part of students' course, they should understand transitivity system since they have to accomplish their study.

The students need to learn transitivity system because as a graduating student who will become a teacher, the teacher can develop students' understanding toward grammar such as verb in teaching different genre of the text. For example, when the teacher teaches a narrative, the teacher can engage in the transitivity system to the students. For example, in the orientation (generic structure of the narrative text), the process of transitivity system can be appeared is existential process which means introducing people, places, or things in the story. The teacher can briefly explain another process of transitivity system for other generic structures in narrative text. Then, by implementing transitivity system, it helps students understand what the text talk about.

The syllabus of Functional Grammar requires the students to analyze some clauses or a text based on transitivity system. As learners, the students of English Language Education Program find difficulty to understand transitivity system because of its complexity. It is supported by Martin (1992) who said that transitivity system has complexity because it requires depth of analysis to understand transitivity system. Moreover, it seems reasonable since transitivity involving three semantic categories such as participants, processes, and circumstances. The participants are individuals that involve in process. The processes represent the type of action expressed by the verb. Lastly, circumstances provide additional information about the process.

The researcher interviewed students of English Language Education Program at Universitas Negeri Padang to know what difficulties they face in understanding the transitivity system. They stated that transitivity system material is difficult to

understand because of various reasons. Transitivity system requires the students to shift their thought from a traditional grammar to a modern linguistics. In functional grammar, the students think simply, while in modern linguistics the students must think deeply. It means that the material of transitivity system is more difficult to understand because transitivity system required analytical thinking. The students used to learn traditional grammar in Senior High School. When the students entered University and chose English Language Education Program, they were confused about this transitivity system material as part of modern linguistics. This happens because the students do not experience analytical thinking when learning traditional grammar. Then, when the lecturer asked the students to do a task about transitivity system, the students were confused in identifying process for each clauses. As the result, they cannot classify the participant that belongs to the process.

In fact, some researchers investigated the transitivity system. Harto and Handayani (2019) identified the major problems encountered by students in three semantic categories: participants, processes, and circumstances. Then, Apendi and Mulyani (2020) conducted a research about the analysis of transitivity process of students' descriptive text. The aim of this research is to find out the transitivity process of students' descriptive text and to find out the most dominant transitivity process. Wachyudi and Adn (2021) investigated transitivity analysis of an EFL teacher talk. The aim of this research is to untangle how an English teacher carries out transitivity process in the classroom. These previous studies only focused on the dominant

semantic categories errors in transitivity process and investigate on realizing transitivity process in a teacher's talk in the classroom. Meanwhile, this research will focus to know students' ability and students' challenges in analyzing transitivity system. Based illustration above, the researcher is interested to conduct a research about "Students' Ability in Analyzing Transitivity System: A Study at English Language and Literature Department of UNP"

B. Identification of the Problem

The students had difficulty understanding transitivity system material because transitivity system required analytical thinking. Unlike traditional grammar, the students were only to think simply. Therefore, the students did not experience analytical thinking when learning traditional grammar in Senior High School, leading to confusion in understanding transitivity system material. Then, the students struggle with the task related to transitivity system.

C. Limitation of the Problem

In accordance with the identification of the problem, this research focused on knowing students' ability in identifying transitivity system: a study at English Language Education Program of UNP

D. Formulation of the Problem

The problem of this research was formulated in this following question:

1. What is students' ability in identifying transitivity system?
2. What are students' difficulties in identifying transitivity system?

E. Research Questions

The research questions of this research were:

1. What is the ability of English Language Education Program of UNP students' in identifying transitivity system?
2. What are difficulties that English Language Education Program of UNP students face in identifying transitivity system?

F. Purpose of the Research

The purpose of this research is to know English Language Education Program of UNP students' ability and difficulties in identifying transitivity system.

G. Significance of the Research

This research would be important to be conducted as it can contribute both theoretically and practically. Theoretically, the results of the research are expected to give information about students' ability and students' difficulties in identifying transitivity system especially for Graduate of English Language Education Program students who become teachers, so transitivity system can be introduced while teaching

English subject at school. Practically, the researcher hopes that the results of this research can be used as consideration for lecturers to implement new strategies to help the students by improving their ability and solving their difficulties in identifying transitivity system based on students' transitivity test result and questionnaire. Lastly, the researcher hopes the results of this research can provide knowledge and horizon that is useful for the next researchers who want to research other aspects about transitivity system

H. Definition of Key Terms

1. Transitivity

Transitivity is semantic system which has different types of process based on people experience are reflected in language.

2. Participant

The participant involves in process which typically relied by noun phrase in a clause.

3. Process

The process express by the verb phrase in a clause. There are six types of process i.e. material process, mental process, relational process, verbal process, existential process and behavioral process.

4. Circumstance

The circumstance is associated with process, normally express by adverbial and prepositional phrase.