

**THE HIGH SCHOOL STUDENTS' NARRATIVE WRITING
DEVELOPMENT: A TRANSITIVITY PATTERNS ANALYSIS**



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“We have been more involved over the past twenty years with town planning and urban renewal, with the flow of traffic around us and above our heads, ... This inevitably has distracted us from thinking about the other part of our environment, that which consists of people – not people as mere quanta of humanity... but other individuals with whom we have dealings of a more or less personal kind.”

-Michael Halliday

“As members of the human species we possess an almost unlimited potential for learning: in this sense, the world is truly our oyster.”

-Ruqaiya Hasan

Na iyya tau kuttu'e marimonri pa na kédo
(Nice guys finish, at last)

ABSTRACT

RIZKY ISMAIL J: *The High School Students' Narrative Writing Development: A Transitivity Patterns Analysis. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2019.*

This research is an attempt to track the students' narrative writing development using analytical tools developed in systemic functional linguistics theory, i.e. transitivity system. The development in this research is analysed through (1) the proportion of different process types deployed in constructing each stage of the students' narrative texts, and (2) transitivity system networks drawn up from the students' narrative texts.

In order to achieve such objective, it employed a sequential explanatory mixed-method approach. The quantitative data gathering and analysis entailed a simple descriptive statistic in order to reveal the proportion of the different process types deployed in each stage of the students' narrative texts. These quantitative data, then, were used as an entry point to undertake the qualitative analysis of transitivity system networks found in the students' narrative texts. With regard to the data gathering, this research applied a cross-sectional method in that the researcher gathered the texts from a number of different students at the single point in time. The texts were gathered from an English classroom in a highly reputed senior high school in Yogyakarta. The 34 texts gathered then were selected to represent three level of achievement: low, middle and high achievers' texts. The similarities and differences found in these three categories of achievement were used as the basis of comparison in order to draw a general conclusion about development likely performed by the students.

The analysis of the texts reveals that the developmental phases are indeed performed by the students. Looking through the proportion of process types, the students deploy more various choices of process types as they achieve better narrative writing quality. This happens especially for Relational, Behavioural and Verbal processes where they are found in higher rate in the high achievers' texts compared to the other two levels of achievement. This can be interpreted as the students' increasing capability to incorporate richer descriptive story and more psychological and physiological aspects of human experience. Looking through the networks of transitivity system found in the students' texts, the students perform more delicate networks of transitivity system following the increasing levels of achievement. This especially can be seen in the three major process types of constructing the texts, i.e. Material, Relational and Mental processes.

Key words: *Transitivity, Narrative Text, Development*

ABSTRAK

RIZKY ISMAIL J.: *Perkembangan Penulisan Teks Naratif oleh Siswa SMA : Sebuah Analisis Pola Transitivitas. Tesis. Yogyakarta : Program Pascasarjana, Universitas Negeri Yogyakarta, 2019.*

Penelitian ini bertujuan untuk melacak perkembangan siswa dalam penulisan teks naratif dengan menggunakan alat analisis yang dikembangkan dalam teori linguistik sistemik fungsional, yaitu: sistem transitivitas. Dalam penelitian ini, perkembangan dianalisa melalui: (1) proporsi berbagai tipe proses yang digunakan dalam mengkonstruksi tiap tahap dalam teks naratif, dan (2) jaringan sistem transitivitas yang ditemukan dari hasil analisa teks naratif yang ditulis oleh siswa.

Agar dapat mencapai sasaran tersebut, penelitian ini menggunakan pendekatan sequential explanatory mixed-method. Pengumpulan serta analisa data kuantitatif dilaksanakan dengan menggunakan statistik deskriptif sederhana untuk menemukan proporsi dari beragam tipe proses yang digunakan dalam setiap tahap dalam teks. Hasil analisa data kuantitatif ini kemudian digunakan sebagai dasar untuk melaksanakan analisa data kualitatif yang melibatkan analisa jaringan sistem transitivitas yang ditemukan di dalam teks. Dalam hal pengumpulan data, penelitian ini menggunakan metode cross-sectional di mana peneliti mengumpulkan teks dari sejumlah siswa yang berbeda dalam satu waktu yang sama. Teks dikumpulkan dari satu kelas bahasa Inggris di salah satu SMA berreputasi sangat baik di Yogyakarta. Teks yang terkumpul kemudian dipilih untuk mewakili tiga tingkat pencapaian: rendah, sedang dan tinggi. Kesamaan serta perbedaan yang ditemukan dari hasil analisa teks digunakan sebagai dasar untuk membuat perbandingan dalam rangka membuat kesimpulan umum tentang perkembangan yang ditunjukkan oleh siswa.

Hasil analisa teks menunjukkan bahwa siswa mampu menunjukkan tahapan perkembangan. Dilihat dari aspek proporsi tipe proses, siswa menggunakan tipe proses yang lebih bervariasi seiring dengan meningkatnya kualitas teks mereka. Hal ini terjadi khususnya pada proses Relasional, Behavioral dan Verbal yang ditemukan dalam jumlah yang lebih banyak dalam teks siswa dengan performa tinggi dibandingkan dengan dua kelompok yang lain. Dilihat dari aspek jaringan sistem transitivitas yang ditemukan dalam teks, siswa mampu menunjukkan peningkatan di mana perangkat pilihan transitivitas yang muncul semakin detail mengikuti tahapan pencapaian kualitas menulis siswa. Hal ini terjadi khususnya pada tiga tipe proses utama dalam teks, yaitu: Material, Relational dan Mental.

Kata Kunci: *Transitivitas, Teks Naratif, Perkembangan*

PERNYATAAN KEASLIAN KARYA

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Dengan ini menyatakan bahwa tesis ini merupakan hasil karya saya sendiri dan belum pernah diajukan untuk memperoleh gelar magister di suatu perguruan tinggi, dan sepanjang pengetahuan saya dalam tesis ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Yogyakarta, 21 Agustus 2019

Yang membuat pernyataan

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