CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A.   Research Findings

It is indicated in the previous chapters that in order to draw a conclusion about development likely appear in the students' writing, the analysis of the texts have to go further beyond description to comparison. In order to do so, the researcher needed to carefully ensure that the texts which were described and then compared had to possess similarities and differences which were appeared due to differences in language proficiency and not other differences among the students.

Therefore, the first step done when the researcher started to analyse the students' texts was to classify the texts based on their proficiency levels. This classification was done based on the grade had been given by the teacher previously. This classification was further reinforced through preliminary diagnostic analysis of the students texts using parameter proposed by Feez and Joyce (1998: 132-133). This classification resulted in three broad categories of achievement of the texts, i.e. low, middle and high achievers' texts. The researcher further took two texts from each category which could represent the characteristics of the achievements as the sample to be described and compared. These samples of the students' texts are represented in table 10.

The selected texts then were analysed in terms of their transitivity elements. Each of the texts was firstly broken down into clauses which were further identified and encoded based on their process types' categories: Material, Mental, Relational,

Verbal, Behaviour, and Existential clauses. Having finished encoding all the clauses into their process types' classification, the researcher counted each of the process types' clauses deployed in constructing each of the stages in the texts using simple descriptive statistics. This method was done to reveal which choices of process types were made most frequently in constructing the stages of the texts. The similarities and differences in typical process types found in particular stages then became the basis to make the comparison. Further description of the process types' proportion in building up the stages in the students' texts are presented in the following sub-heading.

Table 11. Sample of the Selected Students' Texts

Categories	Title of the Texts	Number of Clauses
Low Achievers	'Determination' (Text 1)	262
	'Live Love Laugh' (Text 2)	529
Middle Achievers	'Sharon Yang' (Text 3)	577
	'Secretly Secret' (Text 4)	455
High Achievers	'The Other Side' (Text 5)	528
	'Getting to Know a Ninja' (Text 6)	647

The next analysis done by the researcher in order to build a basis for comparison was the transitivity system network analysis on the major process types used. This analysis complements the statistical findings and is particularly very

useful in tracing the progress performed by the students learning and taught English as foreign language (Perrett, 2000: 88-110). This analysis was done by finding out the type of clauses the students had successfully employed in order to construct their texts. Unlike error analysis, this analysis focused on what kind of English language resources that the students had already been able to control well instead of observing the errors or mistake that they make. The type of process clauses which were found then were drawn up into a sort of system presented in figure 3 (page 49). The similarities and differences between the students' transitivity system presentation could show the developmental changes that had been taken place, meaning the more delicate the system that the students had already been able to perform, the more likely they develop their language.

These two ways of comparison basis will be described further in the following sub-heading.
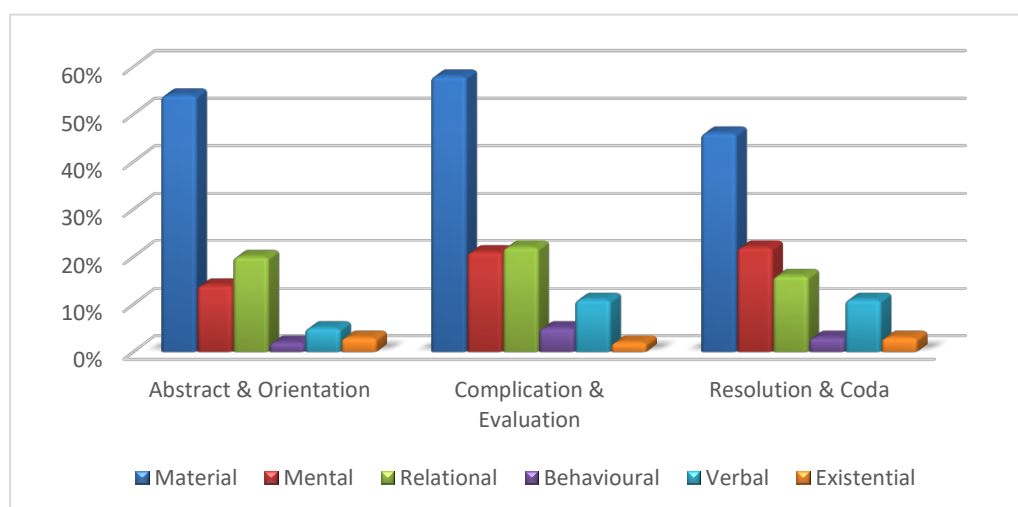
1.   Proportions of Process Types Constructing the Students' Texts

The first thing which could be seen after gathering the quantitative data was all of the sample texts showed a high rate of Material clauses deployment. As it can be seen in figure 6, figure 7 and figure 8, the Material clauses predominate the proportion of the process types followed by Relational, Mental and Verbal clauses, and less deployment of Behavioural and Existential clauses. This is in line with the findings of Washitake (2004) as well as Shansan and Libo (2008). The high rate of Material clauses can be understood due to the characteristics of narrative texts which are mostly concerned with series of disruptive events as well as actions taken

to overcome those events which are primarily encoded through Material clauses. The deployment of Relational clauses shows the students' struggle to build details in their story since Relational process is mostly used to build the character or to identify the characters, so that the story in the texts can be richly descriptive. On the other hand, the students' deployment of more Mental clauses compared to the remaining process types in their texts seems to represent the students' attempt to add emotion and perception to their texts, so that the readers can be engaged into the story.
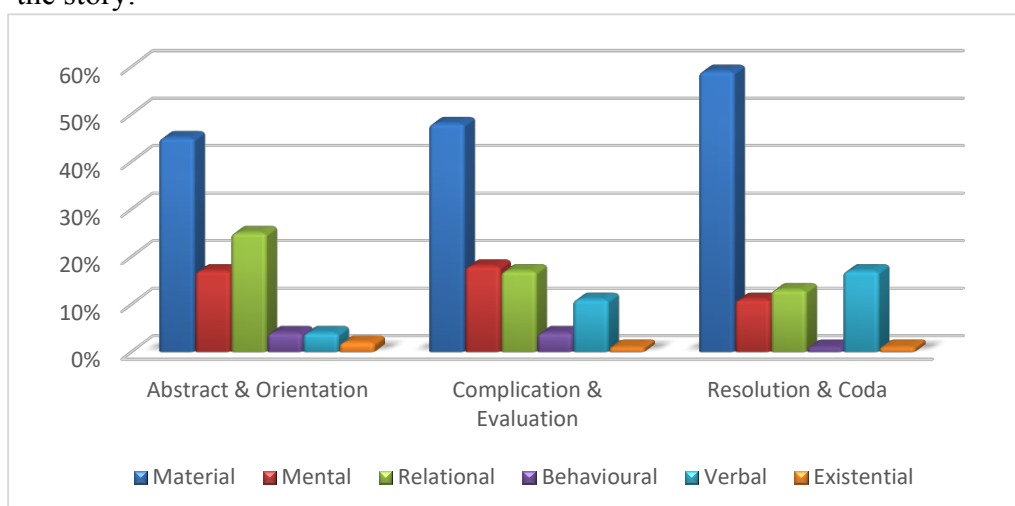
Chart 1. Proportions of Process Types in Low Achievers' Texts

Chart 2. Proportions of Process Types in Middle Achievers' Texts
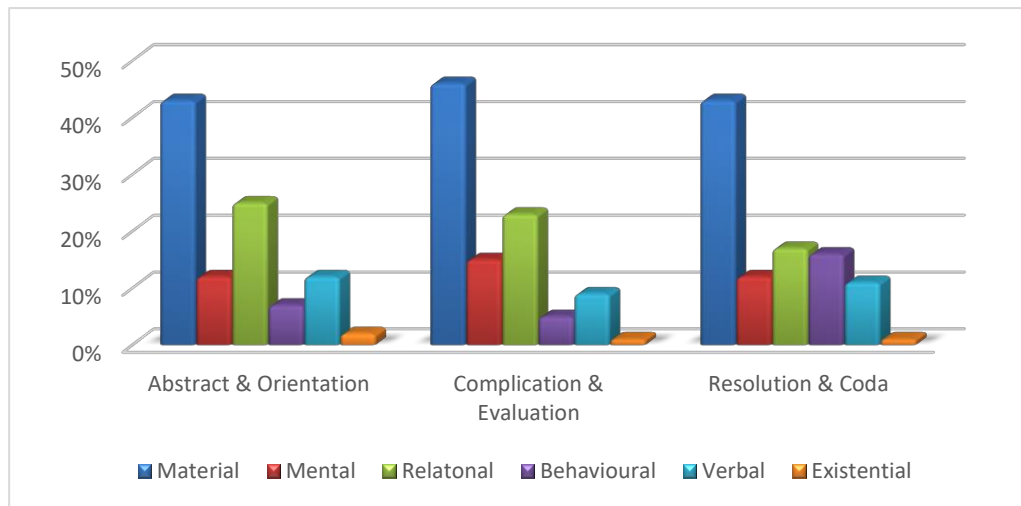
Chart 3. Proportions of Process Types in High Achievers' Texts

Following the genre pedagogy theorists, the researcher agrees that a text can achieve its purpose successfully when it follows the conventional stages shaped socially in the given culture. Moreover, each of the stage in a text contributes functionally to the construction of a successful text. Thus, in order to see how the students struggle to meet the demand of narrative texts, it is important to see how they deploy the language resources in composing each of the stage. The similarities and differences found in the choice made in each stage can be used as the basis for comparison and then drawing conclusion about development.

a.   Abstract and Orientation

Abstract is an optional opening generic stage in narrative text (Rothery & Stenglin, 1997). This stage mainly functions to give a summary of how the readers probably can be whetted by the story (Toolan, 2013: 137). There was only one, out of six selected texts, which began the story with an abstract, i.e. Text 3, which was

identified as middle achievers' text. This stage is characterised by high rate of Material clauses deployment followed by Relational clauses. Following excerpt is the sample of the Abstract stage found in Text 3 (all the examples of the students' text are reproduced verbatim).

> *... In the crowded city where everyone was busy with all their jobs and the city light never faded out. It got lighter, the more night got dark. Hong Kong never slept whenever there was no silent times. The skyscrapers stood like a prison, because they obstructed the real view of heaven. There were only fake pleasure that were seen through the glass of these skyscrapers. On the roof top of a luxurious building, a group of teenagers were enjoying a party. Seemed a big deal just happened between two directors inside a room that was very confortable... but they did not know where they were going they were living a good life without knowing the other side of the world.*

Most of the sample texts begin with the Orientation which is an obligatory stage functioning as opening paragraphs introducing the main characters and establishing a physical setting. Even though this stage usually specifies the when, where and who in the story, this stage can also create a context for understanding what is to follow in the subsequent stages (Rothery & Stenglin, 1997).

In order to achieve such functions, the students employ mostly Material clauses followed by Relational and Mental clauses. As it can be seen in Figure 9, the high rate of Material clauses occurrence characterises the Orientation stage of the students' texts in all level of achievement: 45% in low achievers' texts, 54% in mid achievers' texts, and 43% in high achievers' texts. This can be understood because Material process is mainly used to construe what happens (Martin, Matthiessen & Painter, 1997: 103).

The second dominant process type occurred in this stage is Relational process. This is closely related to the demand of this stage to establish the setting and

background information of the story which is possibly construed by Relational process which serves to characterise and to identify (Halliday & Matthiessen, 2004: 210). This process accounted for 25% in low achievers' texts, 20% in middle achievers' texts and 25% in high achievers' texts.

The third dominant process building this stage is Mental process which accounts for 17% in low achievers' texts, 14% in middle achievers' texts and 12% in high achievers' texts. This process is deployed in order to construe prospective evaluation in the opening paragraphs for Mental process encodes the inner world of perception or inclination (Butt et al, 2000: 55).

Other process types occur less frequently in this stage. Behavioural processes are deployed less than 10% in all of the achievement levels. Verbal processes occur about 5% in low and middle achiever texts, but were employed about 12% in high achievers' texts. Surprisingly, Existential process which is mainly used to construe being and serving to introduce central participants and background in the orientation stage (Halliday and Matthiessen, 2004: 257) occur no more than 3% in all of the achievement levels.
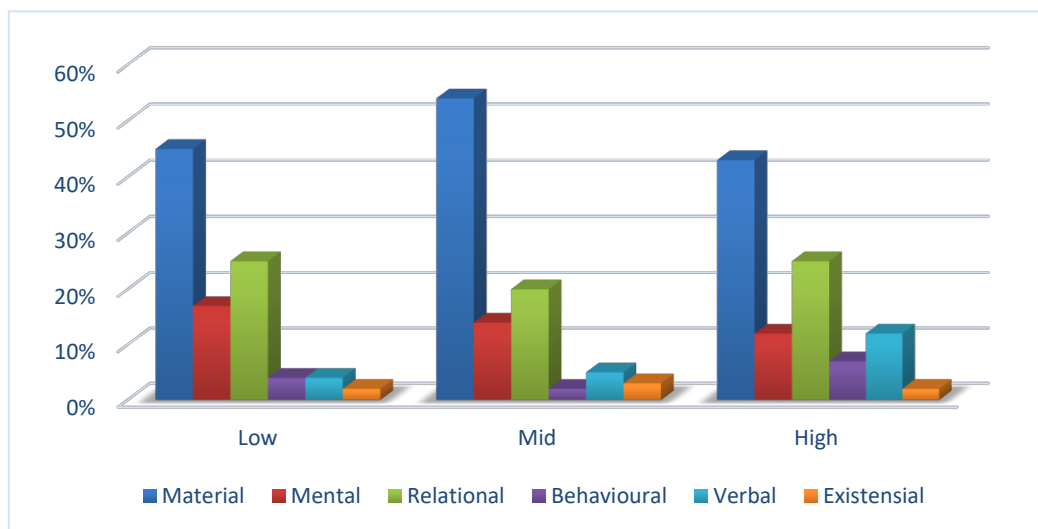
Chart 4. Proportion of Process Types in Abstract and Orientation Stages in all Level of Achievements

b.   Complication and Evaluation

Complication is an obligatory stage in narrative text involving series of events which lead to a disruption which the characters are engaged (Rothery & Stenglin, 1997: 246). Because of this nature, this stage is mainly characterised by high frequency of Material clause occurrences. As it can be seen in figure 10, Material clauses dominantly appear in the students' texts in this stage: 48% in low achievers' texts, 58% in middle achievers' texts, and 46% in high achievers' texts.

Evaluation is a stage which is not so much a single block stage; rather it is interspersed within complication stages (Rothery & Stenglin, 1997; Toolan, 2013). This stage functions as a space to give significance to the events in complication through expressions of attitude, reaction, incredulity, impossibility, etc. which are realised by Mental process clauses. That is why we can see the high rate of Mental processes shown in figure 10. This process accounts for 17% in low achievers' texts, 21% in middle achievers' texts, and 15% in high achievers' texts.

Relational process clauses are also found in a considerable number in this stage, showing the struggle of the students to create richer description to the series of events they build in complication. This process occurs as many as 18% in low achievers' texts, 21% in middle achievers' texts, and 15% in high achievers' texts.

Compared to the other stages, the proportion of Verbal processes shows significant number in Complication. This can be interpreted as the students' struggle to incorporate dialogue in the story they build for Verbal process construe process of saying (Martin, Matthiessen & Painter, 1997: 108), and express meanings about what we or others say which can include direct and indirect speech (Droga & Humprey, 2003: 30). This process contributes up to 11% in low and middle achievers' texts, and 9% in high achievers' texts.

The occurrence of Behavioural and Existential process is still can be seen in this stage, yet their proportion is not significance. The percentage of Behavioural process was no more than 5%, and Existential was less or no more than 2%.
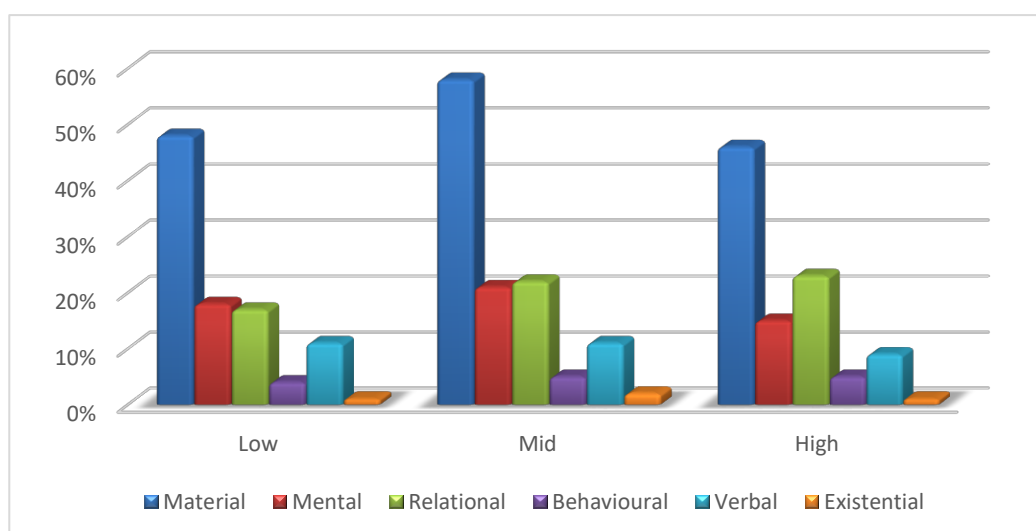
Chart 5. Proportion of Process Types in Complication and Evaluation Stages in all Level of Achievements
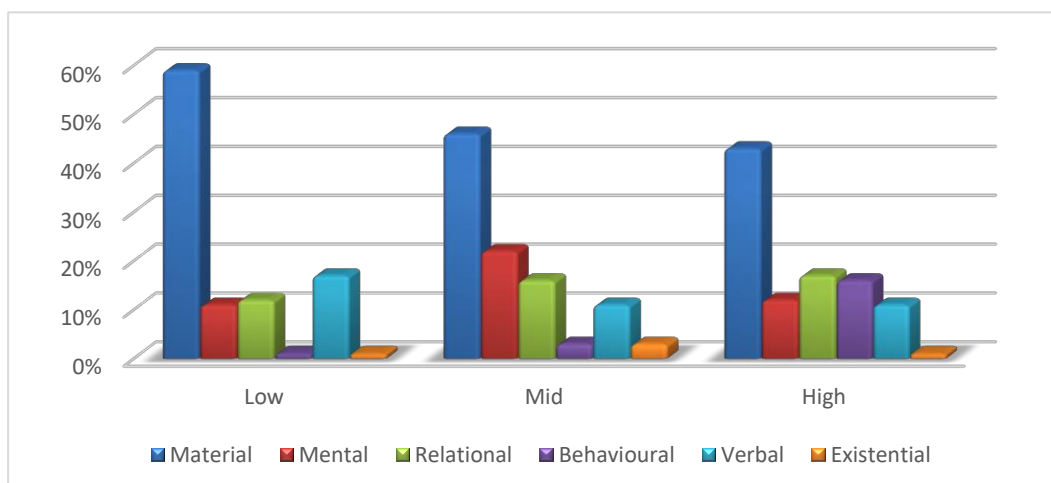
c.   Resolution and Coda

Resolution is an obligatory closing stage of narrative text where the participants of the story find acts to resolve the disruption happened in complication. Thus, this stage is mainly constructed again by a high proportion of Material process clauses. This process accounts for 58% in low achievers' texts, 46% in middle achievers' texts, and 43% in high achievers' texts.

Coda is an optional closing stage which gives an overall evaluation of the story and usually contains moral lesson raised in the story. From the sample of the texts that were analysed, there is only one text which incorporated a Coda, i.e. text 4 representing the middle achievers' texts. This stage is represented in the following excerpt:

> *... They laughed. They learned many lessons from these experience. First, devote your parents whatever the condition. Second, love your brothers and sisters, because they are the one who will help you whenever you need. And third, don't break someone trust. Because once you break other's trust, they will never trust you again. Keep your secret, ssttt!*

According to Washitake (2004) Coda is mainly constructed through Material, Mental and Relational processes. This is in line with the findings in this research. As it can be seen from figure 11, the other two Process types having significant proportion after Material process are Mental and Relational process. The number of these two processes reached between 10% - 20% from the overall clauses in all of the texts. These processes working with Material process build the details of the end of the story.

Surprisingly, the number of Verbal process clauses shows significant rate in this stage compared to the other stages. The proportion of this process reached 17% in low achievers' texts, and 11% in middle and high achievers' texts.

Chart 6. Proportion of Process Types in Resolution and Coda Stages in all Level of Achievements

2.   System Networks of Process Types Found in the Students' Texts

The system networks analysis was meant to complement the statistical data in the way that it could show a network of the choices which the students have already been able to control. Through this analysis, it was expected that the researcher could examine the similarities and differences of systemic delicacy found between the different levels of students' achievements, and thus, could represent some of the developmental phases that have taken place.

The system networks drawn up in this section was based on the clauses which had been identified and coded into their types of process from the previous analysis. These system networks are read by following the arrows from left to the right until all the choices, represented by the arrows, have been exhausted. The number of the arrows in the networks shows the delicacy of language choices that the students

have already been able to perform, meaning the more arrows appearing in the system networks, the more adept the students to control the language features in composing their texts.

The first thing that can be seen after drawing up the system networks found in the selected texts is that all of the students are successfully adept at the simple process types system, represented in figure 12. This means that the students are able to perform the basic choices available in every types of process even though the rate of Behavioural and Existential processes is very low. The differences later can be seen in the system network of three main processes deployed in the students' texts, i.e. Material, Mental and Relational processes. Thus, the differences of system networks found in these three processes will be described further in the following sub-section.

a.   System Networks of Process Types in Low Achievers' Texts

As it has been indicated before, the system networks drawn up from the analysis of the selected low achievers' texts show the students' ability in controlling the basic options available in the process types system. The variations of options, then, cannot be identified in all types of process, but it can be seen in the three main process types incorporated in the students' texts: Material, Relational and Mental processes. This is due to the fact that Verbal, Behavioural and Existential processes show insignificance number of occurrence in the texts. Thus, the description of the three main process types will be focused more in the following paragraphs.

1) Material Clauses System Networks in Low Achievers' Texts

Looking at the Material process types, the properties of the system can be identified through two inter-related viewpoints. First, we can identify the properties of the system through the types of doing or happening in the clauses. This includes two sub-types of Material clauses: transformative and creative clauses. Secondly, we can ascertain the properties through the impact of the process in the clauses, whether the process involves any direct participants other than the Actor in a clauses or not. This also includes two sub-types: transitive and intransitive clauses.

When we look through the type of doing viewpoint, we can see that the Material clauses made by the students are mostly fall into transformative sub-type clauses. This sub-type, in fact, predominates in the occurrence of Material process compared to the creative processes which occur only in a very limited number. This can be interpreted as the students' tendency to construe happenings in the story through the processes that change some states of the participants rather than bringing new participants into existence, since the transformative clauses are the clauses which construe the change of some aspect of an already existing Participant as the outcome of a process (Halliday & Matthiessen, 2004: 185).

Furthermore, a closer examination to the transformative clauses used in the texts reveals more detailed characteristics of the low achievements' texts in terms of the additional participants engaged in the clauses they made. This will entail further sub-types of transformative clauses i.e. elaborating, extending and enhancing. Generally, the students are able to construct all these sub-types of transformative clauses, yet only the elaborating and enhancing clauses showing

important occurrence with the significant number of elaborating clauses. The limitation also appears in the variation of additional participants included in these clauses, as shown in the following examples:

Sample 1 (Text 1)

People	*always*	*wore*	*those long Chinese dresses*
N gp.	**Adv.**	**V gp.**	**N gp.**
Actor	**Circ.**	**Process: Material**	**Goal**

Sample 2 (Text 2)

We	*ate*	*many cakes and soft drinks*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Goal**

Sample 3 (Text 1)

Ou	*entered*	*his grandfather's palace.*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Scope**

The first clause above shows the sample of elaborating clauses made by the student in text 2 with the main participants being *People* as Actor, *wore* as the Process, and *those long Chinese dresses* as the Goal of the process. Like the first sample, the second sample has the same basic characteristics where *we* serve as Actor, *ate* as the Process and *many cakes and soft drinks* as the Goal. Goal as participant in this kind of clauses has a potential to be extended structurally so that a clause can construe more semantic load. Goal can be accompanied by an extended semantic agent such as: Attributive – a qualitative result happened to Goal, or Role – changing in shape or in position of the Goal as the outcome of the process (Martin, Matthiessen & Painter, 1997: 103-104; Halliday & Matthiessen, 2004: 183-196). Thus, the above sample can be represented as *People always wear those Chinese long dresses in proud* or *We eat many cakes into crumbs.* However, there are no

material clauses found in the texts of this group of achievement represent such semantic extension of Goal. All the clauses incorporating a Goal found are constructed through basic relation of Actor + Transformative-Elaborating Material Process + Goal.

The third sample clauses above represent the enhancing type of material clauses made by the students. This clause has quite a different characteristic from the previous sample since it incorporates different main participants, i.e.: *Ou* as the Actor, *entered* as the Process and *in his grandfather's palace* as the Scope. Scope is a distinctive participant in a clause since it is not any way affected by the performance of the process, and rather it construes the domain over which the process takes place or construes the process itself (Halliday & Matthiessen, 2004: 192). Because of this distinctive characteristic, Scope can never have the resultative attributive and cannot be configured with circumstance of product as possibly happened to Goal. Furthermore, Scope may construe an entity which exists independently of the process or it may also construe an extension of the process, either in general or specific terms (Halliday & Matthiessen, 2004: 192; Thopmson, 2013: 112-113). The sample above demonstrates the clauses engaging a Scope construing an entity which exists independently rather than construing the process itself: '*in his grandfather's palace*' exists independently of the act of arriving. In fact, most of the clauses incorporating the Scope in the students' texts in this group characterised as this kind of Scope, and Scopes as the unfolding of the process hardly appear.

As noted above, we can also examine the properties of the Material process system network from the viewpoint of the appearance of direct participants other than Actor in the clauses. This will involve the sub-type. If a clause does not involve any other direct participant other than Actor, it is identified as intransitive clause. Whereas the clauses involving other direct participants other than Actor are then identified as transitive clauses. Transitive clauses can further be extended a bit more detailed into the type of voice chosen: operative or active and receptive or passive (Halliday & Matthiessen, 2004: 180-182).
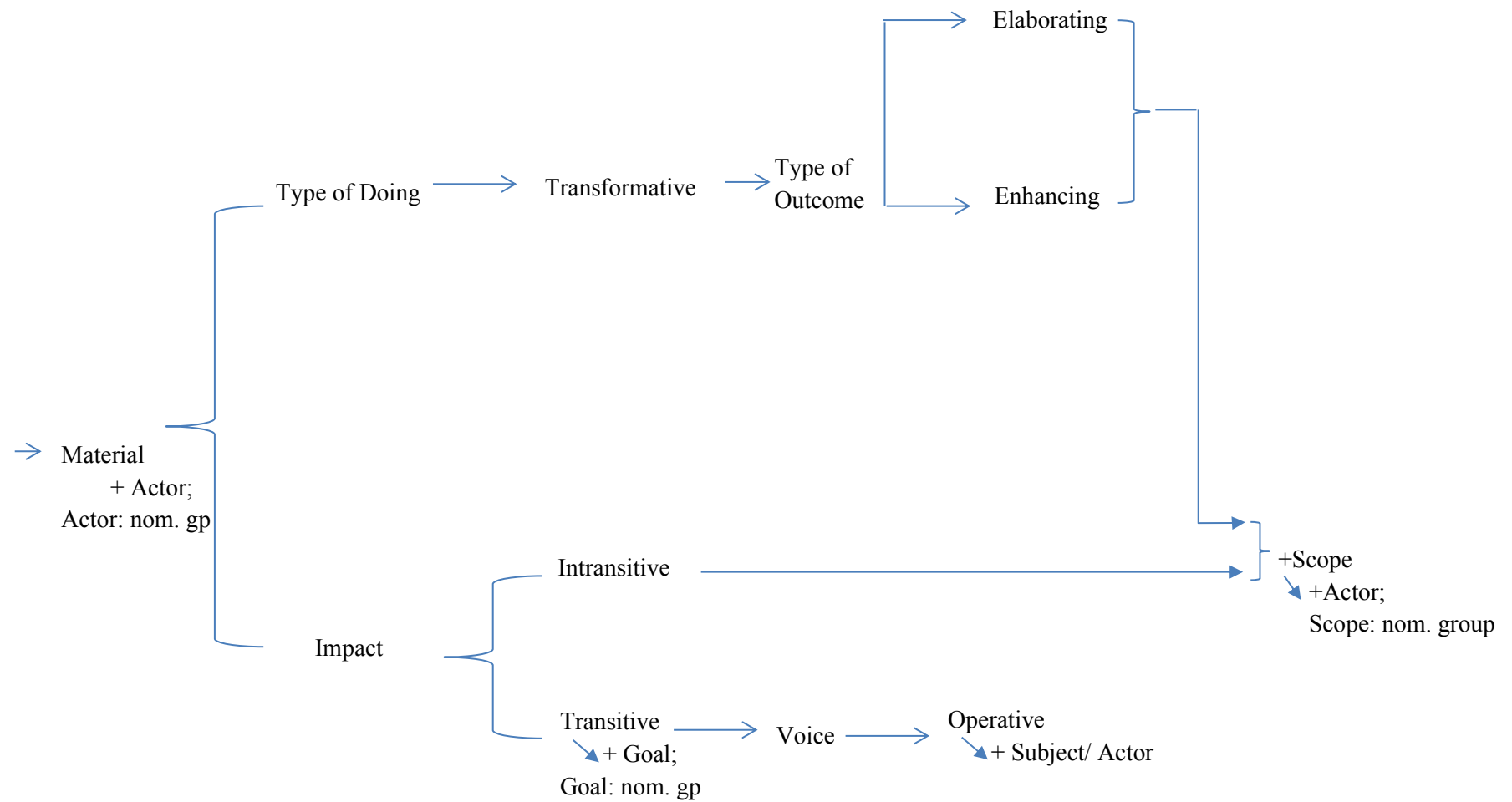
Looking at these criteria, it can be seen that the students are generally able to construct both of the types of the clauses with the dominant appearance of the transitive ones. The further choice for transitive clauses also appear in the students' texts even though they are dominated by the operative or active clauses and very limited number of passive clauses. Following clause exemplify the typical passive clauses in low achievers' texts.

Sample 4 (Text 1)

The books	were filled	with such a weird language.
N gp.	**V gp.**	**N gp.**
Goal	**Process: Material (Passive)**	**Actor**

The following figures illustrates the system of Material process taken from the low achievers' texts

Elaborating

Type of Doing → Transformative → Type of Outcome

Enhancing

Material
+ Actor;
Actor: nom. gp

Intransitive

+Scope
+Actor;
Scope: nom. group

Impact

Transitive → Voice → Operative
+ Goal;   + Subject/ Actor
Goal: nom. gp

Figure 8. Material Clauses System Networks Found in the Low Achievers' Texts

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2) Mental Clauses System Networks in Low Achievers' Texts

The analysis of Mental clauses, as carried out in the analysis of Material clauses, includes a close examination on the presence of the properties of Mental processes. In brief, the properties of Mental clauses include the process itself, Senser – the one that feels, thinks, wants or perceives, and Phenomenon – that which is felt, thought, wanted or perceived (Halliday and Matthiessen, 2004: 201-203). Furthermore, the more detailed type of clauses can be characterised by usage of different sub-types of Mental processes: types of sensing, and different types of Phenomenon. The development then can be interpreted here as the progress the students can make in utilising the set of Mental clauses properties system. The more delicate the system can be drawn up upon the students' texts, the more development likely to take place.

Within this group of achievement, the students are generally able to employ the basic sub-types of mental clauses resources with the major occurrence of cognitive and perceptive types, lesser rate of desiderative, and a very limited numbers of emotive ones. Furthermore, the lexical items used for cognitive and perceptive types of clauses in this group's texts are apparently the very frequently used words such as: know, think and see. This fact also revealed that the students in this level of achievement are only capable of performing "like" type of sensing direction – the process flowing from one's consciousness - instead of "please" type – process impinging upon one's consciousness. Following clauses exemplify the sub-type of Mental clauses found in the texts within this group.

Sample 5 (Text 1)

The warrior	knew	this	already
N gp.	**V gp.**	**Pronoun**	**Adv.**
Senser	**Process: Mental**	**Phenomenal**	**Circ.**

Sample 6 (Text 1)

He	saw	a child
N gp.	**V gp.**	**N gp.**
Senser	**Process: Mental**	**Phenomenal**

Sample 7 (Text 1)

Jack	thought	[[it was a dream]]
N gp.	**V gp.**	**Finite clause**
Senser	**Process: Mental**	**Meta-Phenomenal: Idea**

Sample 8 (Text 2)

I	heard	a voice.
N gp.	**V gp.**	**N gp.**
Senser	**Process: Mental**	**Phenomenal**

Sample 9 (Text 2)

I	don't know	[[why I could sick]]
N gp.	**V gp.**	**Finite clause**
Senser	**Process: Mental**	**Meta-Phenomenal: Fact**

From the sample of clauses presented above, we can move further to examine the other element of Mental process, i.e. the type of phenomenon. As thoroughly explained in Halliday and Matthiessen (2014: 203-206), the phenomenon in Mental process can be classified into three major types: phenomenal or things, macro-phenomenal or acts, and meta-phenomenal or fact. Among these three types of phenomenon, the students in this level of achievement are basically able to control the structure of Mental clauses with things as the participant, as shown in samples 5, 6, and 8. The other considerably more complex extensions of the phenomenon

types have also occurred in the texts within this level, yet they are restricted to meta-phenomenal, i.e. phenomenon representing fact or idea. Sample 7, and 9 represent such clauses. The macro-phenomenal type, however, is absent. Moreover, the number of such clauses are very limited: only four out of 132 mental clauses in the students of this level. Following figure illustrates the system of Mental process of low achievers' texts.
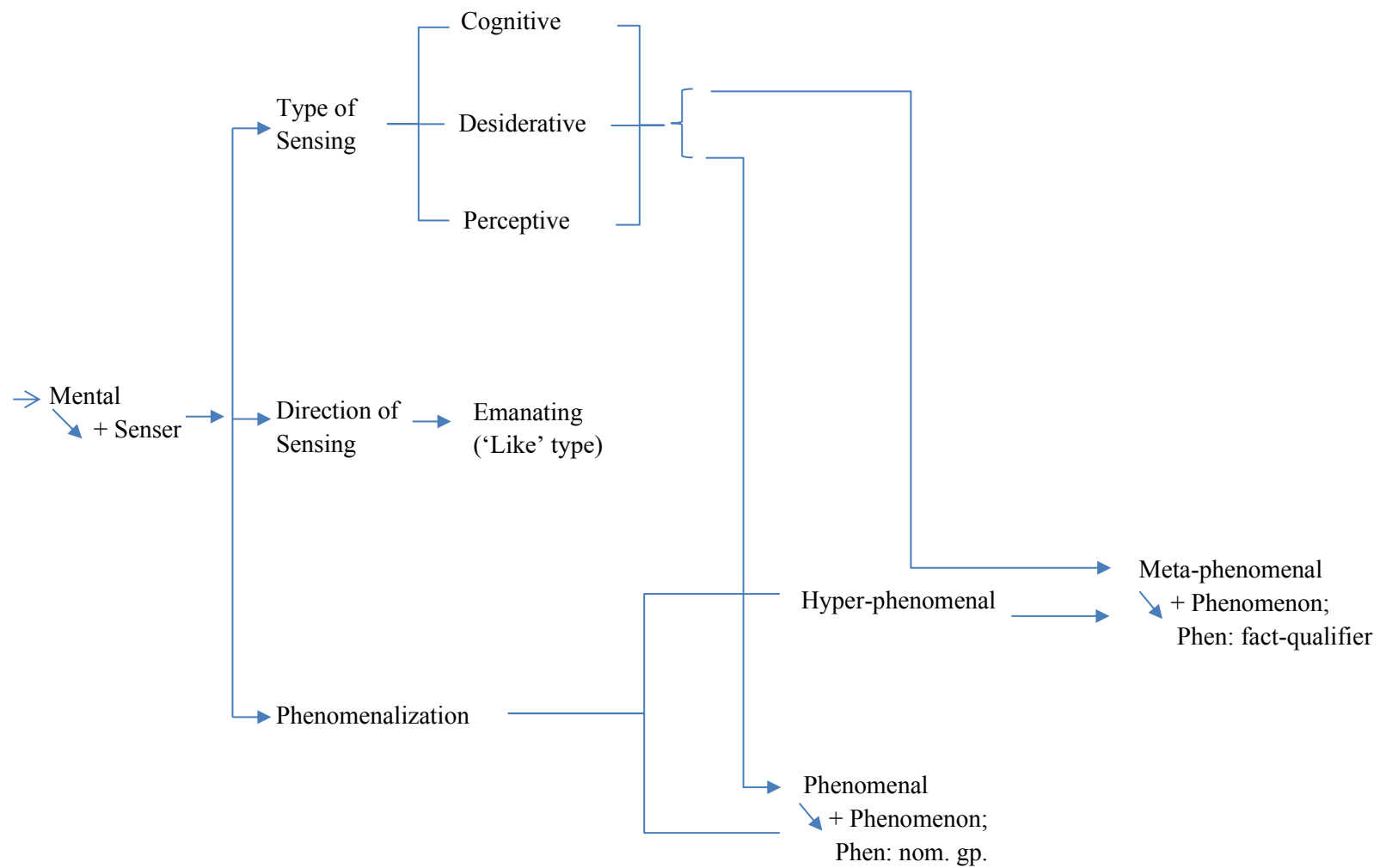
Figure 9. Mental Clauses System Networks Found in the Low Achievers' Texts

3) Relational Clauses System Networks in Low Achievers' Texts

As showed in the previous sub heading (section A.1.), the last process types predominantly characterizing the students' narrative texts analysed is the Relational process. This process is somehow quite different from the previous process types since it does apparently not construe the process in the normal sense of something happening (Thompson, 2013: 101). Rather, it construes meaning where two concepts are in a relationship of being: one concept is said to be another concept (Halliday & Matthiessen, 2004: 213). This relationship in English system is accommodated through three main types of relation: intensive, possessive and circumstantial, and each of those type of relation comes in two distinct modes of being: attributive and identifying. Thus, the availability of various types of relations as well as various modes of being in the students' texts will be the indicators of the students' language development in terms of the deployment of relational clauses.

In the low achievers' texts, it can be noticed immediately that the clauses involving attributive mode of being is dominantly deployed by the students, more specifically, those incorporating the intensive and possessive types of relation. Regarding with the variety of lexical items, we can identify that the Attributive-intensive clauses are generally realised through linking verb be, and the other options of linking verbs, such as: seem, appear, sound, smell, etc. cannot be found. This also happens to the Attributive-possessive clauses where all of the clauses are constructed through the use of very common verb: have, and other more infrequent alternative, such as: belong or own, are absent in the students' texts. The following excerpts illustrated the common Relational clauses in this level's texts:

Sample 10 (Text 1)

He	was	an active and curious child
N gp.	**V gp.**	**N gp.**
Carrier	**Process: Intensive**	**Attribute**

Sample 11 (Text 1)

It	was	a story picture book.
N gp.	**V gp.**	**N gp.**
Carrier	**Process: Intensive**	**Attribute**

Sample 12 (Text 1)

That door	had	about five doors	with big glasses every floor.
N gp.	**V gp.**	**N gp.**	**N gp.**
Carrier: Possession	**Process: Possession**	**Attribute: Possessed**	**Circ.**

Sample 13 (Text 2)

I	did not have	boyfriend
N gp.	**V gp.**	**N gp.**
Carrier: Possession	**Process: Possession**	**Attribute: Possessed**

Other options of Relational clauses do appear in the texts of this level, yet the occurrence is very limited. As shown in the sample below, the Attributive-circumstantial clause is used in the text 1. This clause is, however, the only Attributive-circumstantial clause occurs in the text. Furthermore, another type of modes of being, i.e. Identifying, is deployed in both texts of this level, as exemplified by the clauses below. The option used is, nevertheless, restricted to the Identifying-intensive clauses, and the rate is, again, very limited.
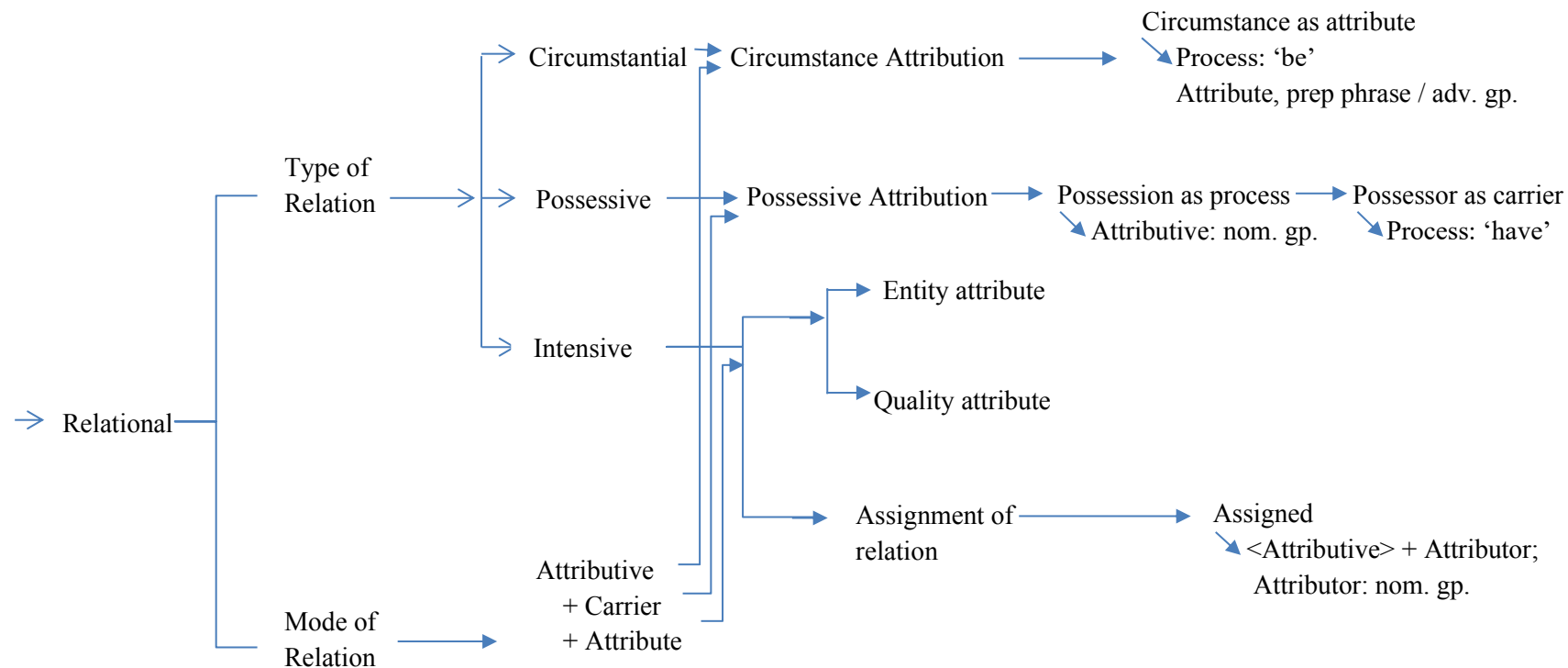
Sample 14 (Text 1)

The next day	*was*	*a free time for Jack*
N gp.	**V gp.**	**N gp.**
Identified	**Process: Intensive**	**Identifier**

Sample 15 (Text 2)

My name	*is*	*Alice Harrison.*
N gp.	**V gp.**	**N gp.**
Identified	**Process: Intensive**	**Identifier**

The following figures represents the system network of Relational process found in low achievers' texts:

Figure 10. Relational Clauses System Networks Found in the Low Achievers' Texts

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b.   System Networks of Process Types in Middle Achievers' Texts

Like the system networks found in the texts of the low achievers' students, the system networks in this group of achievement also show the students' struggle in performing the basic choice available in transitivity system in general. This means that the students in this group are able to construct all the rudimentary choice of process types including Material, Mental, Relational, Behavioural, Verbal, and Existential clauses. Of course there are some differences found in the variation of the choice in the texts which characterise this group of achievement. The differences, however, are not too diverse compared to the previous group of achievement and they are found, again, in the three general process types constructing the texts: Material, Mental and Relational processes.

1) Material Clauses System Networks in Middle Achievers' Texts

The system networks of Material process drawn up for this group of achievement were also done through examining the texts from two inter-related viewpoints mentioned earlier. Scrutinising the texts from the type of doing sub-type, the students in this group are basically able to perform all two options available: Transformative and Creative clauses. The transformative clauses are, again, found in high rate of occurrence compared to creative clauses. This is also found in the previous group of achievement.

Looking more closely to the transformative clauses, the students in this group are apparently able to construct the three choice of this type of doing clauses: Elaborating, Extending and Enhancing. Thus, the students in this group of

achievement show their ability to control slightly fuller options of the Material process sub-type. The more varied options are also found in the additional Participants which enable the clauses to construe more semantic load.

Sample 14 (Text 3)

She	*packed*	*all of her stuff*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Goal**

Sample 15 (Text 4)

A centre unit	*organised*	*all the watch*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Goal**

The samples above represent the transformative-elaborating type of clauses found in the text 3 and text 4. Both of the clauses construct fairly similar pattern in terms of their participants where *She* and *A centre unit* as the Actor, *Packed* and *organised* as the Process, and *all of her stuff* and *all the watch* as the Goal. As found in the previous group, the variations of the additional Participant other than Goal are also hardly found in this group. As noted earlier, an elaborating clause with a Goal can possibly accompanied by other participants either resultative Attributives or Role of the product. Yet, none of the clauses identified in this type shows such characteristics. Therefore, the clauses found in this sub-type of process generally have basic structure: Actor + Transformative-Elaborating Material Process + Goal. This is eventually the same as the previous group.

The other variation of elaborating clauses, however, appeared in text 4, as exemplified in the following clause:

Their son	*was playing*	*video games*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Scope**

This sample has quite a different pattern because it involves another Participant which is not a Goal, i.e. Scope. Therefore, the structure can be identified as: *Their son* as the Actor, *was playing* as the Process, and *video games* as the Scope. As noted earlier, Scope is the Participant that is not directly affected by the Process and may construe two kinds of meaning: an independent entity or the process itself (Halliday & Matthiessen, 2004: 192). The sample above exemplifies the clause involving the Scope which unfolds the process in general terms. It means that *game* here is inherently complete the act of playing construed in the Process. Further, there is no sign at all showing the specific terms for the game which is played, thus it completes the process in general terms. This kind of clauses is one of the distinctive characteristics of this group because it cannot be found in the previous group of achievement.

Other distinctive characteristic of the texts in this group of achievement is the significant number of Transformative-Extending type of clause found throughout the texts. This sub-type of Material process can be illustrated by the following clauses:

Sample 17 (Text 3)

you	*give*	*me*	*my wallet*	*now*
N gp.	**V gp.**	**N gp.**	**N gp.**	**Adv.**
Actor	**Process: Material**	**Recipient**	**Goal**	**Circ.**

.

Sample 18 (Text 4)

Mom	sent	us	a message
N gp.	**V gp.**	**N gp.**	**N gp.**
Actor	**Process: Material**	**Recipient**	**Goal**

Sample 19 (text 4)

They	gave	motivation	to each other
N gp.	**V gp.**	**N gp.**	**N gp.**
Actor	**Process: Material**	**Goal**	**Recipient**

The three samples above represent the clauses involving Extending type of Material clauses with the presence of the additional participants besides a Goal, i.e. Recipient. The Recipient here functions as the representation of the participant benefiting from the performance of the process, and it is not an inherent participant in the clauses. Thus there are two options can be taken: it can be construed in the clauses or it can be ignored. Once it appears, it may appear with or without preposition depending on its position in the clause (Halliday & Matthiessen, 2004: 191). When it appears before Goal, it will not be constructed with any preposition, as exemplified in the first and second clauses above. Therefore, the first and the second can be represented as: *you* and *Mom* served as Actor, *give* and *sent* as Process, *me* and *us* as Recipient, and *my wallet* and *a message* as Goal. On the other hand, if it appears after Goal, it is typically accompanied by a preposition, as exemplified in the third clauses. Thus the third clause can be represented as: *They* served as Actor, *give* as Process, *motivation* as Goal, and *to each other* as Recipient.

The next aspect that is worth to be examined here is the appearance of the third sub-type of Transformative-Material process, i.e. Enhancing. This type of clause can be found also in the previous group of achievement, yet there are some

characteristics found in this group which differentiate it from the previous one. It can be exemplified by the following sample:

Sample 20 (Text 4)

The employee	*must enter*	***the room*.**
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Scope**

Sample 21 (Text 3)

Her father	*threw*	***the wallet***	*to the ground*
N gp.	**V gp.**	**N gp.**	**Prep. Phrase**
Actor	**Process: Material**	**Goal**	**Location**

The samples above represent two typical Enhancing clauses found in this group. The first sample exemplifies the sample of the clause involving a Scope construing an independent entity. Thus, it can be represented as: *The employee* served as Actor, *must enter* as the Process and *the room* as the Scope which is not directly affected by the process and is an independent entity apart from the act of entering.

The second sample demonstrates the sample of the clause involving other additional Participant other than Goal. It is identified as Place specifying where the Process unfolding to. Thus it can be represented as: *Her father* served as Actor, *threw* as the Process, *the wallet* as Goal, and *to the ground* as the Place. Therefore, it has structure as: Actor + Material Transformative-Enhancing Process + Goal + Place. This type of structure cannot be found in the previous group of achievement.
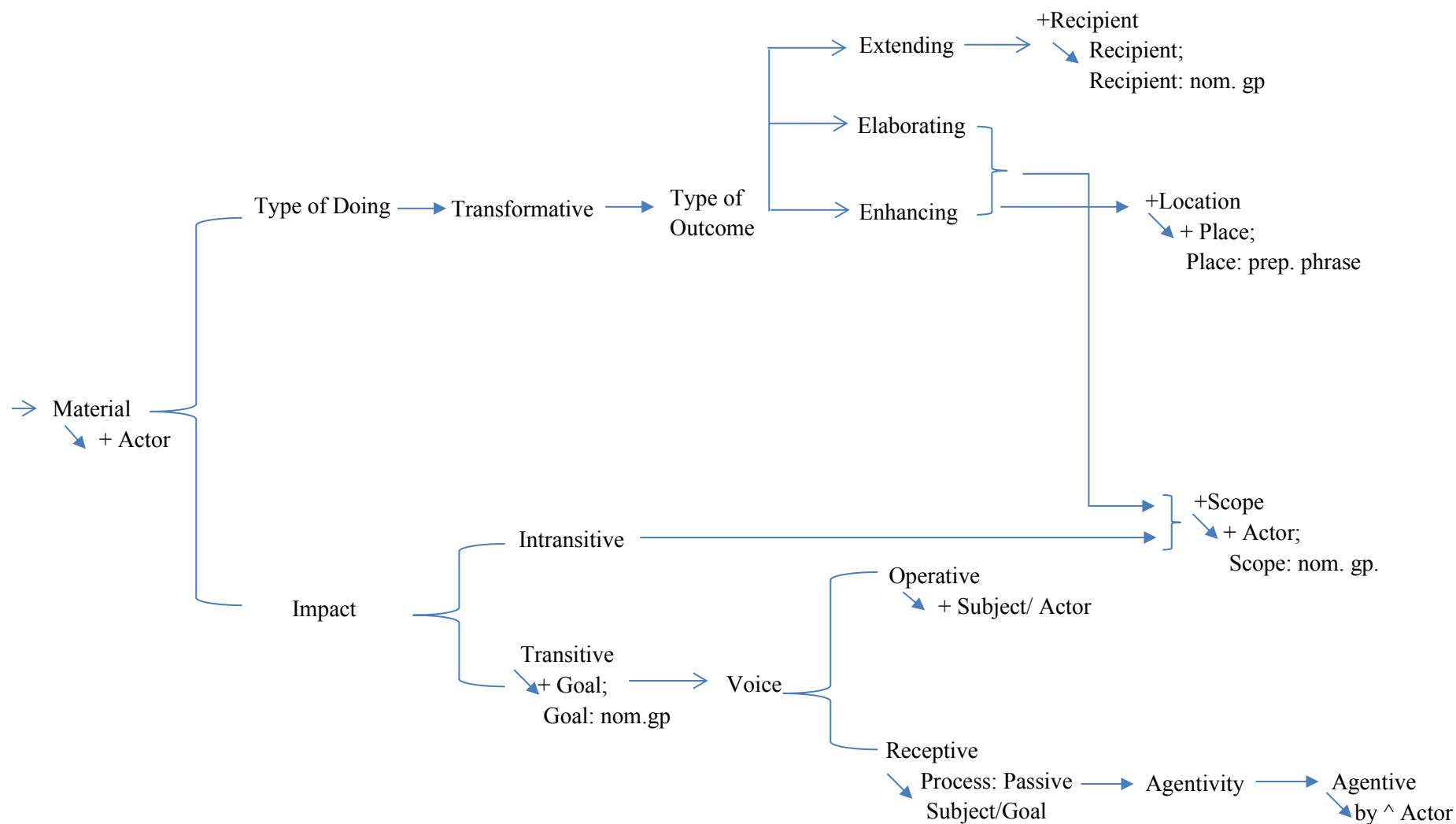
Figure 11. Material Clauses System Networks Found in the Middle Achievers' Texts

2) Mental Clauses System Networks in Middle Achievers' Texts

In terms of Mental clauses, the students' texts in this level of achievement generally have things in common with the previous group in that they share the same characteristics of the usage of Mental clause sub-types. The texts in this group are also featured by a large proportion of perceptive and cognitive sub-types of Mental clauses compared to the other two sub-types. Moreover, like the texts in the low achievers' group, the types of sensing direction are also restricted to the "like" type while the "please" type remains absent. The followings are the extractions of such clause taken from the texts.

Sample 22 (Text 3)

We	*don't realise*	*it*
N gp.	**V gp.**	**N gp.**
Senser	**Process: Mental**	**Phenomenal**

Sample 23 (Text 3)

Everyone	*enjoyed*	*the party*
N gp.	**V gp.**	**N gp.**
Senser	**Process: Mental**	**Phenomenal**

Sample 24 (Text 3)

He	*saw*	*[[there were two thieves]]*
N gp.	**V gp.**	**Finite Clause**
Senser	**Process: Mental**	**Meta-Phenomenal: Fact**

Sample 25 (Text 3)

I	*think*	*[[mom shows us her location]]*
N gp.	**V gp.**	**Finite clause**
Senser	**Process: Mental**	**Meta-Phenomenal: Idea**

Sample 26 (Text 4)

She	*saw*	*[[her father was chased by the man]]*
N gp.	**V gp.**	**Finite Clause**
Senser	**Process: Mental**	**Meta-Phenomenal: Fact**

Sample 27 (Text 4)

He	*saw*	*[[Sheun preparing to go out from home]]*
N gp.	**V gp.**	**Non-finite Clause**
Senser	**Process: Mental**	**Macro-Phenomenal**

Sample 28 (Text 4)

He	*thought*	*[[that there was no a new beginning]]*
N gp.	**V gp.**	**Finite Clause**
Senser	**Process: Mental**	**Meta-Phenomenal**

The difference turning out to distinguish the texts within this level from the previous level is that the middle achievers' texts are already incorporated with several more uncommon lexical items. For instance: while the low achievers' texts show a vast occurrence of common cognitive mental processes such as: think and know, the middle achievers' texts have already used more varied words such as: realise, understand and confuse. This also happens to the emotive sub type of Mental process where the students' texts in this level have already been able to employ the words such as enjoy, rather than other a bit more common words like love and hate.

Furthermore, the comparison of the texts done within these two different groups of achievement reveals slightly dissimilar traits in terms of the deployment of phenomenon properties of the clauses. We have seen that the texts in the low

achievers' group mostly employ structure involving the first order of phenomenality, i.e. phenomenon representing things. On the other hand, the students' texts in this group seemingly to be able to control a bit more sophisticated options of phenomenality in which they show a considerably proportions of macro-phenomenon as well as meta-phenomenon usage in their Mental clauses, as illustrated by the sample 28-32 above.

The increasing involvement of macro-phenomenon and meta-phenomenon in the texts implies that the students within this level are already familiar with considerably complex English system. This is because macro as well as meta – phenomena are not only identified as more complex level of abstraction than the ordinary things, they also require the students to be able to control more complex English clause structure. As it is elaborated in Halliday and Matthiessen (2004: 204-206), macro and meta-phenomena are realised by an embedded clause; non-finite clause for meta-phenomenal and typically finite clause for macro-phenomenal. This means that the students constructing a number of such clauses are considered to be skilled enough to control higher rank of language organisation, i.e. clause complex. Therefore, the occurrence of such clauses in the students' texts can be regarded as one of the development indicator among the others. The following figure illustrates the system network of Mental process taken from the middle achievers' texts.
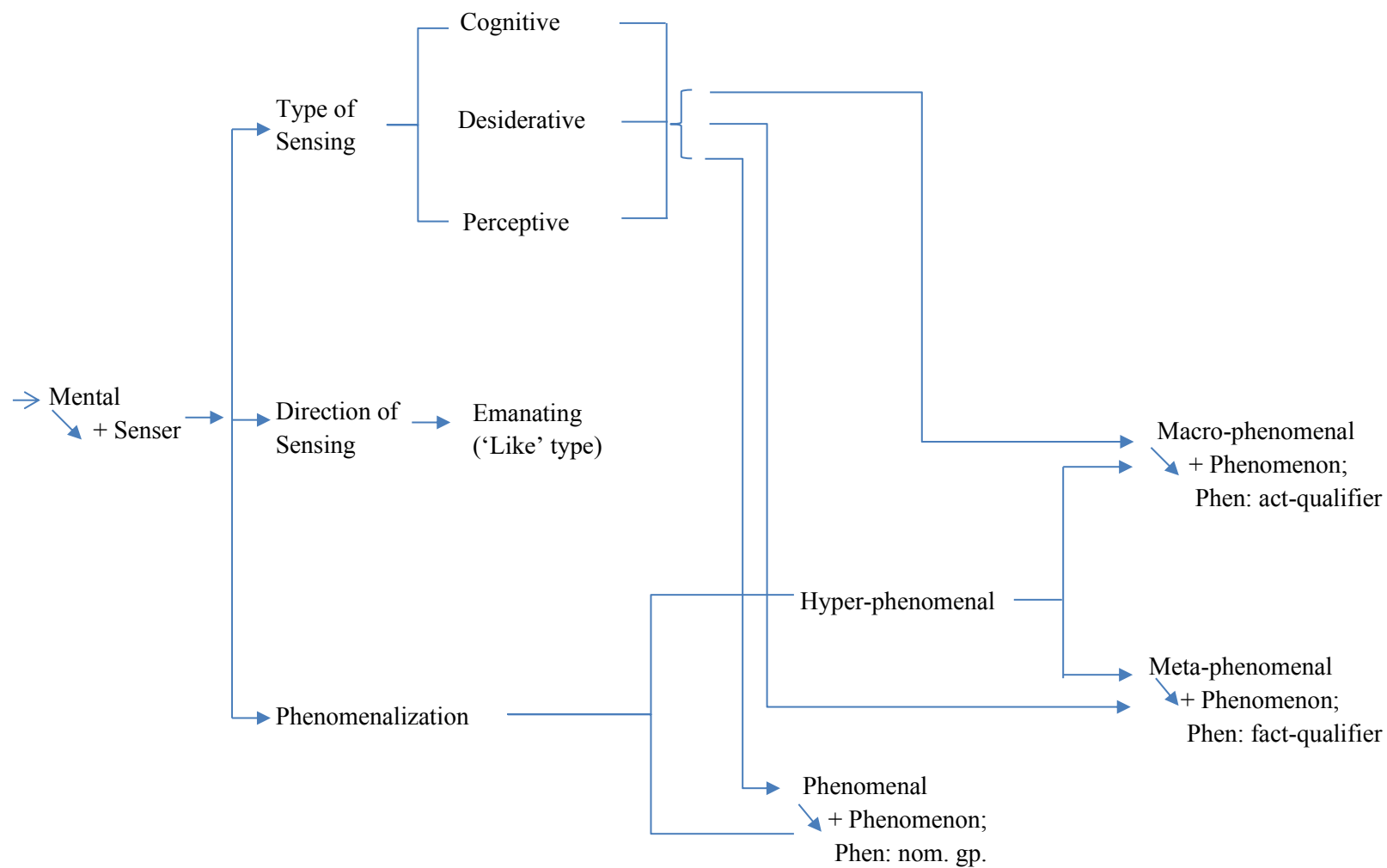
Figure 12. Mental Clauses System Networks Found in the Middle Achievers' Texts

1) Relational Clauses System Networks in Middle Achievers' Texts

The analysis of Relational clauses reveals the fact that the texts within this level, yet again, share characteristics with the texts in previous level. This means that, in terms of Relational clauses, the texts in this level generally use Attributive mode of being, more specifically, Attributive-intensive one. The differences will be obvious when we notice the lexical items used to construct such clauses. While the Attributive-intensive clauses in low achievers' texts are restricted to clauses using linking verb 'be' as the process, the texts within this level have already incorporated some other linking verbs such as: seem, look, mean and get. The sample below illustrated such clauses:

Sample 29 (Text 3)

This company	*was*	*very unique*
N gp.	**V gp.**	**Adj gp.**
Carrier	**Process: Intensive**	**Attribute**

Sample 30 (Text 4)

It	*seemed*	*simple and peaceful*
N gp.	**V gp.**	**Adj. gp.**
Carrier	**Process: Intensive**	**Attribute**

Sample 31 (Text 4)

It	*got*	*lighter*
N gp.	**V gp.**	**Adj. gp.**
Carrier	**Process: Intensive**	**Attribute**

The appearance of Attributive-possessive clauses is also can be identified in the texts in this level. Even though the number of such clauses are quite significant, the Attributive –possessive clauses in the texts of this level are too constructed

through very common verbs: have. Similar to the texts in the low achievers group, the other options of verbs construing this meaning, e.g. belong and own, are still absent. The following samples illustrated the typical Attributive-possessive clauses found in the texts within this level.

Sample 32 (Text 3)

This company	*had*	*a very complicated regulation*
N gp.	**V gp.**	**N gp.**
Carrier: Possessor	**Process: Possession**	**Attribute: Possessed**

Sample 33 (Text 4)

I	*have*	*a good profession there.*
N gp.	**V gp.**	**N gp.**
Carrier: Possessor	**Process: Possession**	**Attribute: Possessed**

Other options of Relational clause deployed in the texts are the Attributive-circumstantial clauses. Compared with the texts in the previous group, the number of Attributive-circumstantial clauses in this level increases significantly. The texts also show quite a significantly various lexical items to construct such clauses. The following excerpts illustrated the Attributive-circumstantial clauses found in the middle achievers' texts.

Sample 34 (Text 3)

The first investigation	*was*	*in their work room*
N gp.	**V gp.**	**Prep. Phrase**
Carrier	**Process: Intensive**	**Attribute: Circumstantial**

Sample 35 (Text 3)

It	*looks like*	*a riddle.*
N gp.	**V gp.**	**N gp.**
Carrier	**Process: Circumstantial**	**Attribute**

Sample 36 (Text 4)

She	was	still on her way home.
N gp.	**V gp.**	**N gp.**
Carrier	**Process: Intensive**	**Attribute: Circumstantial**

The last alternative types of Relational clauses that can be noticed in the text of this level is the Identifying one, more specifically the Identifying-intensive clause. Even though the lexical item construing this type of process is restricted to linking verb of be, the appearance of this type of clause rises significantly in this level of achievement compared to the previous level. The following excerpts show the typical Identifying-intensive clauses found in the texts.

Sample 37 (Text 3)

The third step	was	a health test.
N gp.	**V gp.**	**N gp.**
Identified	**Process: Intensive**	**Identifier**

The following figures represents the system network of Relational process of middle achievers' texts:
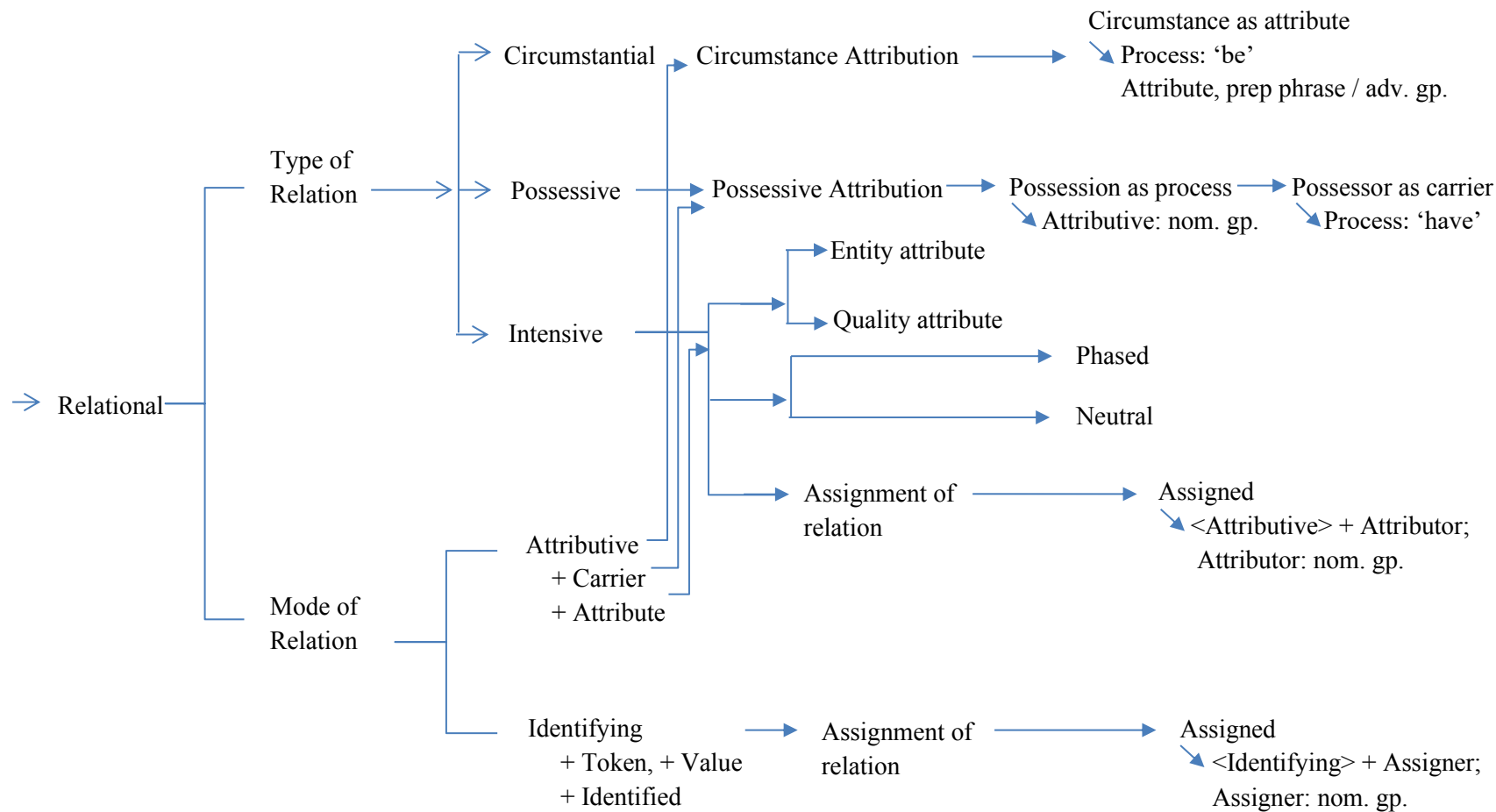
Figure 13. Relational Clauses System Networks Found in the Middle Achievers' Texts

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c. System Networks of Process Types in High Achievers' Texts

Compared to the system found in the other groups of achievement, the system networks drawn up from the students' texts in this group show that this group have struggled to make a much greater set of choice available in the Transitivity system. This is more evident in the system of Material Process where the students in this group are able to perform much fuller options involving various additional Participants. This also appears in the Mental Process where the students show their ability to construct various type of sensing in Mental system networks as well as various accompanying Participants: Phenomena. As it has been done previously, the following paragraph will only focus on the system networks for three main processes constructing the texts: Material, Mental and Relational.

1) Material Clauses System Networks in High Achievers' Texts

Like the two group of achievement above, the properties of the Material system networks in this group were also identified through two inter-related aspects noted before. Analysing the texts in terms of the types of doing of the Material clause, the texts still show a high rate of Transformative clauses. However, unlike the two group described above, this group shows a significance increase in utilising Creative clauses. In other words, compared to the two group of achievement before, this group employed much more Creative clauses in constructing their story instead of relying primarily on Transformative clauses. This evidence is found especially in text 6. Thus this is the first distinctive characteristics of this group. The samples of such clauses are represented as follows:

Sample 38 (Text 5)

It	*made*	*a big sound*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Goal**

Sample 39 (Text 6)

She	*made*	*a gesture of zipping her mouth*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Goal**

Sample 40 (Text 6)

Cara's voice	*always*	*appeared*	*in my head*
N gp.	**Adv.**	**V gp.**	**Prep. Phrase**
Actor	**Circ.**	**Process: Material**	**Circ.**

Sample 41 (Text 6)

It	*was manufactured*	*in 19th century.*
N gp.	**V gp.**	**Prep. Phrase**
Goal	**Process: Material (Passive)**	**Circ.**

The samples above show typical Creative clauses found in the texts of this group of achievement. As we can see in the first three samples, they are mostly constructed through the commonly used words construing Creative clauses, i.e. *made*. The samples also show that the students rely on the basic structure of Creative clauses in their texts: Actor + Process + Goal, and there are no clauses found with the additional participant, i.e. Client.

Another characteristic can be identified through the third sample above (sample 54). This type of clause employed verb: *appeared* instead of *made* in order to construe a Creative clause. This word is typically used in constructing an

Intransitive-Creative clause where the outcome of the process is confined to the Actor itself. As the consequence, there are only one inherent participant in this type of clause: Cara's voice served as Actor, and *in my head* is the Circumstantial element of the clauses which is an Adjunct.

The second distinctive characteristic of this group is the emergence of the more delicate options in Elaborating clauses of Transformative type. As noted before, this type of clause cannot be found in either Low or Middle group of achievement. The samples of such clauses are mostly found in text 6 and represented as follows:

Sample 42 (Text 6)

High school	started to tore	us	***apart***.
N gp.	**V gp.**	**N gp.**	**Adj.**
Actor	**Process: Material**	**Goal**	**Resultative Attribute**

Sample 43 (Text 6)

I	pulled	the doorknob	***open***.
N gp.	**V gp.**	**N gp.**	**Adj.**
Actor	**Process: Material**	**Goal**	**Resultative Attribute**

The two samples above show the students' performance to construct Elaborating clauses with the presence of an additional Participant other than Goal, i.e. Resultative Attributes. These Participants are typed in bold. As it has been noted above, this additional participant is potential to be added to extend the semantic load of the clause because it functions to specify the resultant qualitative state of the Goal as the outcome of the Process (Halliday & Matthiessen, 2004: 195).

However, the other type of Attributive Participants: Resultative Role still does not emerge in this group.

Other types of Elaborating clauses have to be considered here. It is a type that involves Scope rather than Goal. As it has been noted before, Scope is quite different from Goal in that it is not directly affected by the Process. It may construe an independent entity or it may also complete the Process itself. The common type of Scope for Elaborating clauses found in the texts in this group is the type of construing or completing the Process. The samples below exemplify the structure noted here:

Sample 44 (Text 6)

He	*started to play*	***with his broccoli***
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Scope**

Sample 45 (Text 5)

We	*also did*	***our homework***	*together*
N gp.	**V gp.**	**N gp.**	**Adv.**
Actor	**Process: Material**	**Scope**	**Circ.**

The words *his broccoli* and *our homework* in the sample above is not Goal, and thus they are not affected by the performance of Process. They are, instead, construe the Process. In other words, they complete the act of *play* in first and second samples, and *did* in the last sample. The absence of this kind of Participant brings about a consequence where the verbs are lexically 'empty'. This type of structure can be found in the middle achievers' texts, yet its number is increasing as the texts of this group are analysed. This evidence shows that the students in this group are more adept at constructing such structure.

The next characteristic of the texts of this group is the considerable rate of Extending type of Material-Transformative clauses. This type of Transformative clauses cannot be identified in the Low achievers' texts, yet it appears in Middle achievers' texts despite its limited number. The following sample show the typical Extending clauses found in this group:

Sample 46 (Text 6)

I	can't give	any words	*to her*
N gp.	**V gp.**	**N gp.**	**N gp.**
Actor	**Process: Material**	**Goal**	**Recipient**

Sample 47 (Text 6)

Logan	gave	*me*	a quick punch
N gp.	**V gp.**	**N gp.**	**N gp.**
Actor	**Process: Material**	**Recipient**	**Goal**

Sample 48 (Text 5)

We	just give	*her*	a little more time.
N gp.	**V gp.**	**N gp.**	**N gp.**
Actor	**Process: Material**	**Recipient**	**Goal**

Even though they use a very common word for Extending clause, all of the samples above show the structure involving not only Goal but also Recipient. The Recipient here, as explained before, is an additional Participant benefiting from the performance of the process. As we can see from the sample, the students are able to construct the two choices possible for this Participant: it may appear with a preposition when it comes after Goal as in first sample, and it may be constructed without a preposition when it comes before Goal as in the rest of the sample. This means that the students in this group are generally able to perform a full set of choice for Extending type of Material-Transformative clause.

The last type of Transformative clauses which need to be noted here is the Enhancing clauses. This type of clauses appears also in a considerable number throughout the texts. The following sample show the typical Enhancing clauses found in the texts:

Sample 49 (Text 6)

I	*'m trying to climb*	*this fence*
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Scope**

Sample 50 (Text 5)

Lucy and Jess	*have already arrived*	*at my house*.
N gp.	**V gp.**	**N gp.**
Actor	**Process: Material**	**Scope**

All the sample above show the structure of Enhancing clauses involving Scope. Unlike the Scopes found in the Elaborating clauses, all of the Scopes in the above samples construe independent entities which are not completing the performance of the Process, but indicates the domain over which the Process take place. The third sample is quite distinctive in that it goes further to involve other choice of Participant. The Participant: *out from my house* here specifies the place where the Process ends up. It is technically coded as + Place (Halliday & Matthiessen, 2004: 189). Thus the last sample can be represented as: +Actor + Enhancing Transformative-Material Clauses + Scope + Place. This type of structure is found in this group only, especially in text 6. The following figures illustrates the system network of Material process found in high achievers' texts:
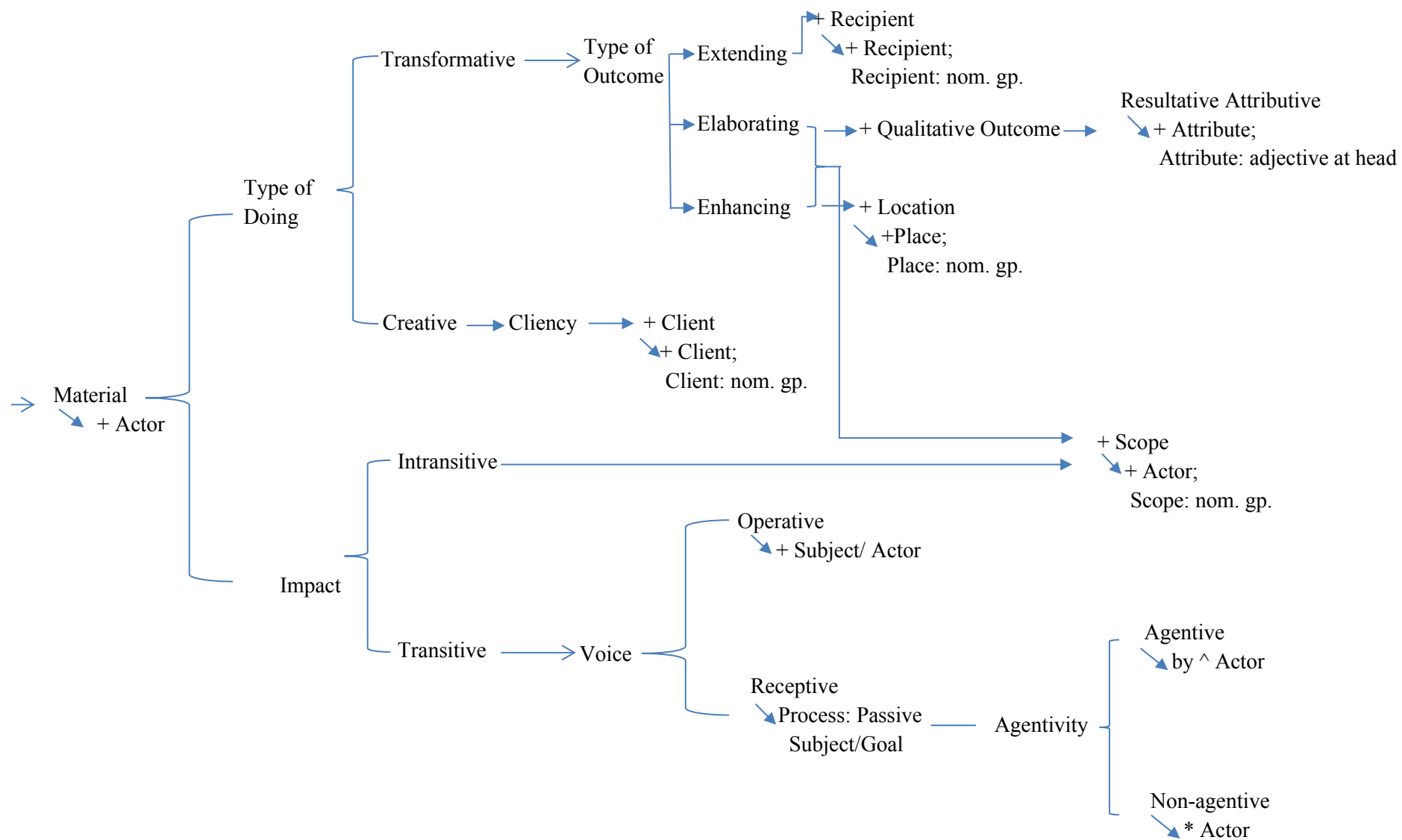
Figure 14. Material Clauses System Networks Found in the High Achievers' Texts

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2) Mental Clauses System Networks in High Achievers' Texts

The first thing that can be noticed from the analysis of Mental clauses within this group is that the texts show the usage of a significantly wide range of variety of options available for Mental process. This especially happens to the text 6. Even though the texts of this group are also characterised by dominant occurrence of cognitive and perceptive sub-types of Mental process, they apparently incorporate more desiderative and emotive sub-type compared to the other two previous groups of achievement. Besides, the most important traits distinguishing this group is that the students are already able to control the structure involving the "please" type of sensing direction, constructed through verbs such as: surprise and remind, while the other two groups only capable of constructing "like" type. The following samples illustrate the Mental clauses found in the texts of this group.

Sample 51 (Text 5)

I	hate	***them***
N gp.	**V gp.**	**N gp.**
Senser	**Process: Mental**	**Phenomenal**

Sample 52 (Text 5)

I	think	***[[she's on the way]]***
N gp.	**V gp.**	**Finite Clause**
Senser	**Process: Mental**	**Meta-Phenomenal: Idea**

Sample 53 (Text 6)

I	wonder	*[[where she is right now]]*
N gp.	**V gp.**	**Finite Clause**
Senser	**Process: Mental**	**Meta-Phenomenal: idea**

Sample 54 (Text 6)

I	can see	[[Rick's face was like "I-got-slapped]]
N gp.	**V gp.**	**Finite Clause**
Senser	**Process: Mental**	**Meta-Phenomenal: Fact**

Sample 55 (Text 6)

I	can see	[[her hopping out from her bedroom's window]]
N gp.	**V gp.**	**Non-finite Clause**
Senser	**Process: Mental**	**Macro-Phenomenal**

Moreover, speaking of the lexical items used in the texts, the students in this group have already shown their capability to use wider range of words variety to construe Mental process. This occurs especially in the deployment of cognitive Mental process. The students are able to control such verbs as realize, confuse, accept, imagine, rather than more common cognitive verbs such as know and think appearing in the texts within previous groups.

Finally, when examining closely on the deployment of phenomenon properties of Mental clauses in the texts within this group, we can find out that the texts have already incorporated the more sophisticated variation of phenomenon types. Almost similar to the texts in middle achievers group, the texts in this group also show significant occurrence of macro as well as meta-phenomenon, not to mention ordinary things phenomena. The difference has to be noticed here is the increasing number of meta and macro-phenomenon occurrence. This especially, again, happens to the text 6 showing much more variety of clause structures realizing the Mental clauses with meta or macro-phenomenon.

Moreover, the texts within this level show a significant occurrence of clauses incorporating Perceptive and Emotive Mental process combined with macro-phenomenon realizing acts. This fact is interesting since such kind of clauses barely appear in the middle achievers' texts and absent in Low achievers' texts. One thing that can be assumed here is that the students in this level have already competent enough to construct sentences with reduced embedded clause, which are considered as advance grammar. Therefore, this fact can be concluded as an important development trajectory on the students' capability to control more complex English structures. The following figures represents the system network of Mental process taken from the high achievers' texts:
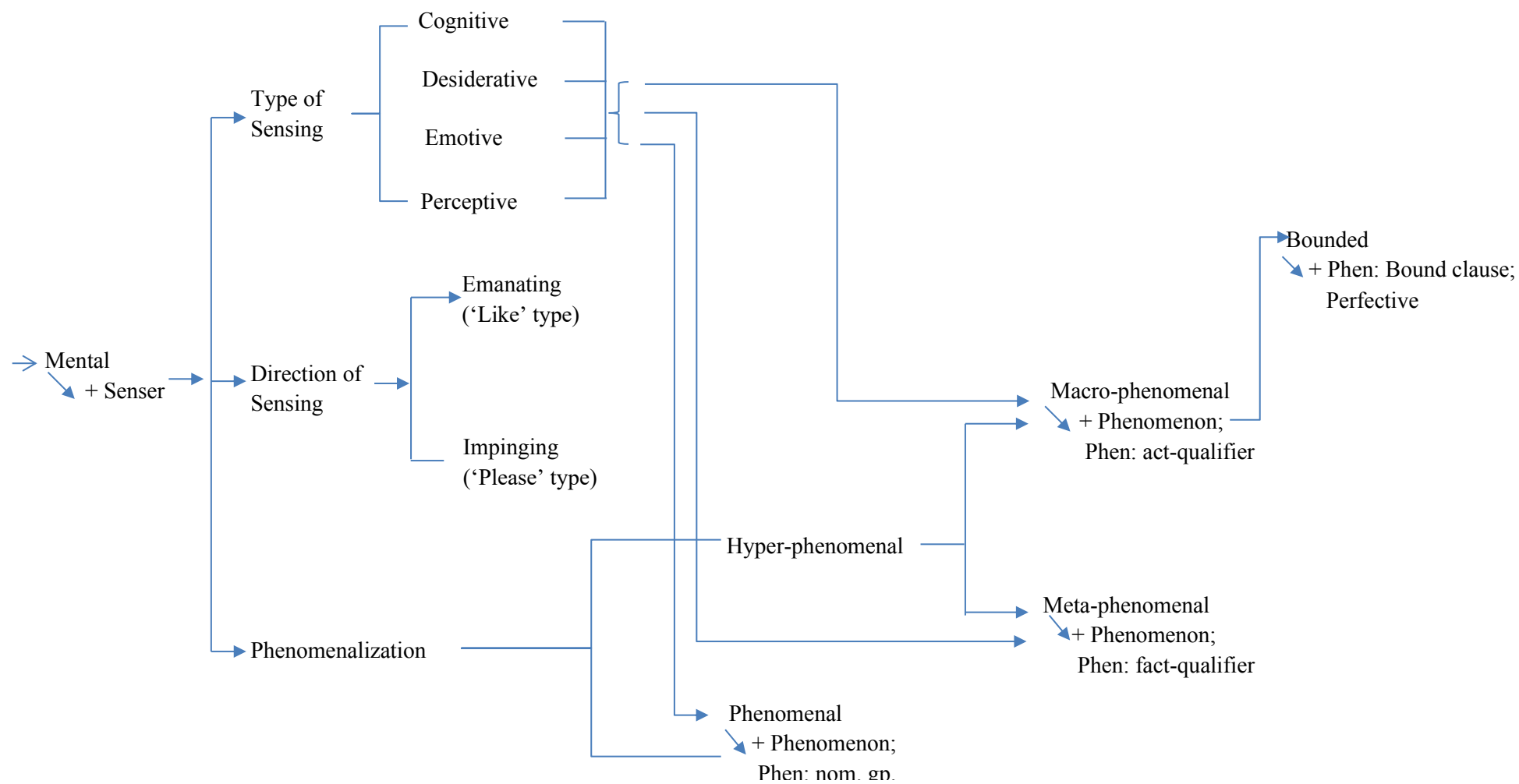
Figure 15. Mental Clauses System Networks Found in the High Achievers' Texts

3) Relational Clauses System Networks in High Achievers' Texts

The first characteristics that can be easily noticed from the texts within this level is that they show significantly various options of process types usage. This also happens to the Relational clauses usage, both in terms of options of the relational process sub-types and the variety of lexical items used in each of the clauses. This can be seen, for instance, from the fact that all the sub-types of Attributive modes of being are adequately distributed thorough out the texts, especially text 6. This means that the Attributive-intensive, Attributive-circumstance, as well as Attributive-possessive types of clauses can easily be noticed from the very beginning of the texts, with the various options of lexical items involved.

The Attributive-intensive clauses in the texts of this level are constructed with various kinds of linking verbs such as: mean, got, look, and seem. They are not restricted to the clauses using linking verb be as found in low achievers' texts. This fact shows that the students' in this level are capable enough to understand and control the Relational clause structures involving various linking verbs. The following excerpt exemplify the Attributive-intensive clauses found in the texts.

Sample 56 (Text 6)

Cara	was	*always*	*a good friend.*
N gp.	**V gp.**	**Adv.**	**N gp.**
Carrier	**Process: Intensive**	**Circ.**	**Attribute**

Sample 57 (Text 6)

That	*Means*	*Trespassing*
Pronoun	**V gp.**	**N gp.**
Carrier	**Process: Intensive**	**Attribute**

Sample 58 (Text 6)

Her face	looked	really	beautiful
N gp.	**V gp.**	**Adv.**	**Adj.**
Carrier	**Process: Intensive**	**Circ.**	**Attribute**

Sample 59 (Text 6)

The sound	was getting	closer and closer
N gp.	**V gp.**	**Adj.**
Carrier	**Process: Intensive**	**Attribute**

The second sub-type of Relational clauses found in the texts of this level is Attributive-circumstantial clause. This sub-type increase and are more obvious in the high achievers' texts. Moreover, similar to the Attributive-intensive clauses, this sub-type is also obvious from the beginning of the texts even though it is only constructed though common verbs such as be and look like. The following samples are the typical Attributive-circumstantial clauses in the texts within this level.

Sample 60 (Text 5)

That thing	sounds like	a little kid
N gp.	**V gp.**	**N gp.**
Carrier	**Process: Circumstantial**	**Attribute**

Sample 61 (Text 6)

We	were	on the same age.
N gp.	**V gp.**	**Prep. Phrase**
Carrier	**Process: Intensive**	**Attribute: Circumstantial**

The other sub-type of Relational clause which occur in the high achievers' texts is the Attributive-possessive clause. The occurrence of this sub-type is fairly similar to the previous two level of achievement in that the clauses are strictly constructed through very common verbs of have; the other options of verbs such as

belong and own are still absent in this level. The structure of the verb group, however, is noticeably quite complex. The following excerpts show the sample of such clauses in the texts.

Sample 62 (Text 5)

He	has	a lot of wrinkles on his face
N gp.	**V gp.**	**N gp.**
Carrier	**Process: Possession**	**Attribute: Possessed**

Sample 63 (Text 6)

Clara	had	a cottage	beside the lighthouse
N gp.	**V gp.**	**N gp.**	**Prep. Phrase**
Carrier	**Process: Possession**	**Attribute: Possessed**	**Circ.**

Another mode of being do occur in the texts of this level, i.e. Identifying. The sub-type of this mode, nevertheless, is limited to the intensive one. In other words, similar to the other two levels of achievement, the sub-types of Identifying-circumstantial and Identifying-possessive clauses are still absent in this level. This might be concluded that such meaning as well as structure seem still very difficult for the students to be constructed in their texts. The following sample of clauses illustrate the Identifying-intensive clauses found in the texts.
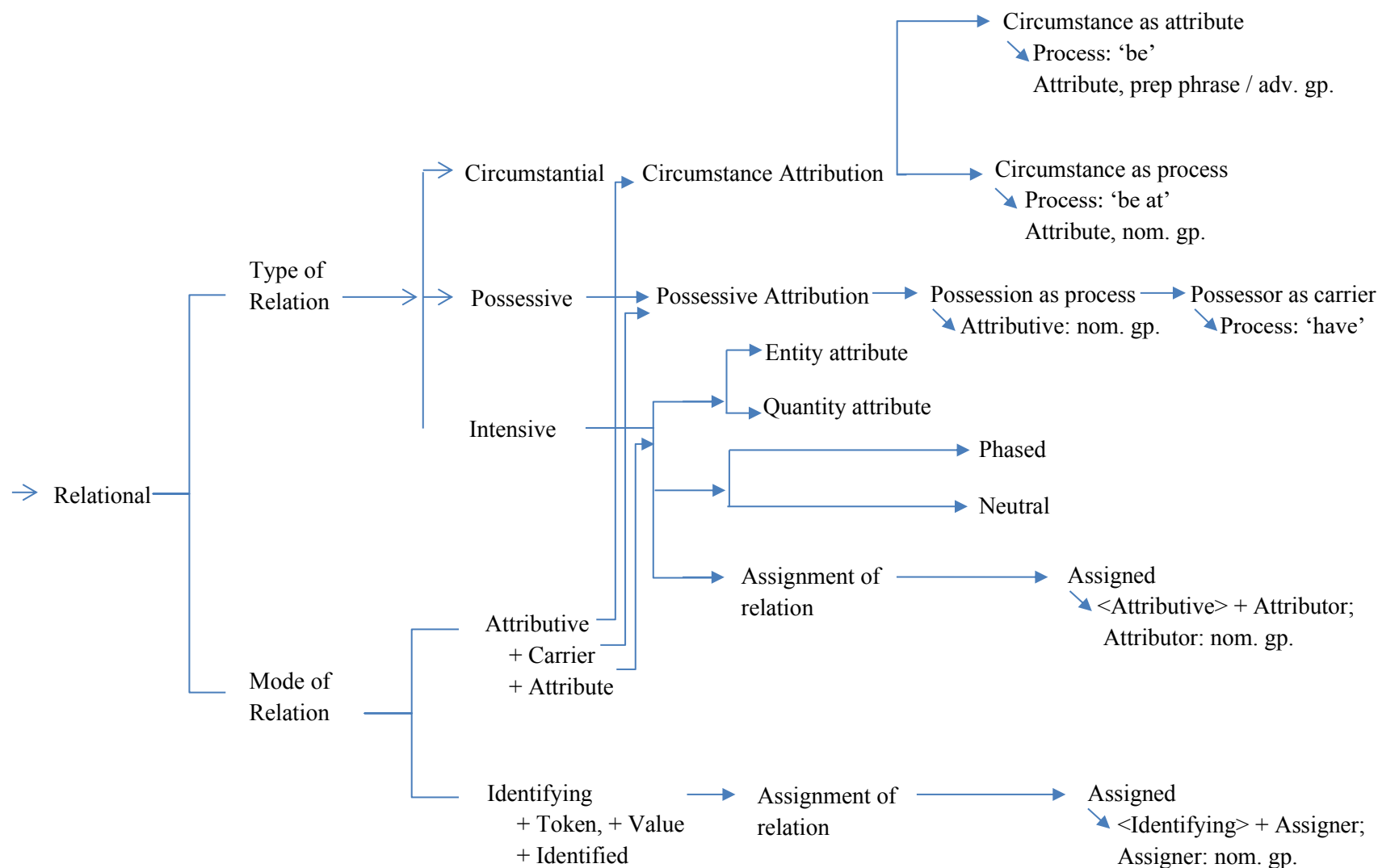
Sample 64 (Text 5)

my name	is	Natalie
N gp.	**V gp.**	**N gp.**
Identified	**Process: Intensive**	**Identifier**

Sample 65 (Text 6)

Rick	is	one of the coolest guy	in my school.
N gp.	**V gp.**	**N gp.**	**Prep. Phrase**
Identified	**Process: Intensive**	**Identifier**	**Circ.**

The following figures illustrates the system network of Relational process found in the high achievers' texts:

Figure 16. Relational Clauses System Networks Found in the High Achievers' Texts

B.   Discussions

The previous section has revealed the findings of the research which show the characteristics of the students' narrative texts in three different levels of achievement. The characteristics here were identified through the analysis of Transitivity properties found in the selected texts. The analysis was undertaken in two different yet related ways. Firstly, the analysis was focused on the frequency of different process types deployed in constructing each stage of their texts. This analysis was done through simple descriptive statistic method to reveal the proportion of the most frequently used process types in constructing the stages of the students' narrative texts. The second analysis was focused on the system network of process types drawn up from the students' texts. This analysis was done to complement the statistical data and to disclose the increase in choice of process type that the students have already able to perform. The similarities and the differences found in both analyses became the basis of comparison in order to draw a general conclusion about the development happened. This will be discussed in the following sub-sections:

1.   Development Seen through the Proportions of Process Types

As it can be seen in figure 6, figure 7 and figure 8, the usage of the six process types in the students' texts is distributed in quite similar pattern in three different levels of achievement. All of the texts are characterised by a high occurrences of Material process followed by Relational, Mental and Verbal process. Other two process types, Behavioural and Existential process, are still can be identified in the

students' texts, yet they appear only in quite a limited number. This is in line with the findings of Shanshan and Libo (2008).

The high rate of Material clauses found throughout the texts can be understood due to the characteristics of narrative texts which are mostly concerned with series of events, and the process types responsible to construe such meaning is Material process. All the selected texts share the same characteristics in that the story in the texts is mostly constructed by this process type which is account for more than 40% in all of the stage. The differences are later can be identified in the proportion of the other process types, especially in constructing different stage of the texts.

The first difference can be seen is the proportion of Relational process which is more evident in the texts representing high achiever students than in low and middle achievers' texts. This process accounts for more than 20% in Orientation as well as in Complication stages and more than 15% in Resolution of the high achievers' texts. This process otherwise appears roughly no more than 20% in all stages of low and middle achievers' texts. The high rate of Relational process indicates that the high achievers' students are able to construct more precise and richly detailed characters and events in the story since this process serves to characterise and to identify (Halliday & Matthiessen, 2004).

The next major process used in the students' texts, as noted above, is Mental process. Comparatively speaking, the proportion of this process is quite similar in three different level of achievement. All of the texts examined show the occurrence of this process which accounts for more than 10% in each stage. Yet its usage is

more evident in middle and high achievers' texts. This process is generally used by the student to construct emotion and perception in their story.

The usage of Behavioural process is important to be considered here since the proportion of this process is the second distinctive characteristics differentiating the three group of achievement after the usage of Relational process. It can be seen easily in figure 6, figure 7 and figure 8 that the number of this process deployment increases following the level of the students' achievement. It is used by the low achievement students less than 5% in each of the stage, increases in the middle achievers' texts, and then reaches its peak in the high achievers' texts which account for more than 5% in the Orientation and Complication stages and more than 15% in Resolution. This fact denotes the students' struggle in incorporating clauses that exhibit the mixing characteristics of Material and Mental process: physiological and psychological aspects of human experience, as noted by Halliday and Matthiessen (2004: 250), that Behavioural processes are partly like the Material and partly like Mental processes. The finding of Shansan and Libo (2008) also reveals that the students' usage of Behavioural process increases as the students mature linguistically.

Another process needed to be examined at this point is the Verbal process. As a matter of fact, the proportion of this process is quite similar in all three levels of achievement, especially in Complication and Resolution stages where it occurs more or less than 10%. The occurrence of this process indicates the students attempt to incorporate more dialogues in Complication and Resolution stages of their texts since this process is an important resource in the creation of narrative texts by

making it possible to set up dialogic passage in the texts (Halliday and Matthissen, 2004: 252). The only difference found is that the occurrence of Verbal process is already significance in the beginning stages of the high achievers' texts compared to beginning stages of the two other groups of achievement. This fact indicates that the high achievers' students have already attempted to set up a dialogic passage in Orientation stage besides background details which are construed by Material and Relational process. This finding is in contrast to the findings of Shansan and Libo (2008) stating that the more mature students use less Verbal process in their narrative texts. This may be due to the different number of the texts analysed.

When we look more closely to the construction of each stage, some similarities and differences of the characteristics of the students' texts are also evident. Each of the stage is generally constructed by three major processes, as noted before: Material, Relational and Mental processes. The differences, however, appear in the variation of other process types in different stages. Some processes are employed in high rate in certain stages, but they are used in a fewer number in other stages. This is related to the different meanings that are constructed in different stages.

The first stages analysed were the opening stages of narrative texts: Abstract and Orientation. As it has been mentioned earlier, there is only one out of six selected texts which incorporate an Abstract, i.e. text 3. This can be understood as Abstract is an optional stage in narrative functioning to give a prospective evaluation and context for the subsequent stages. This stage is mainly constructed with Material, Relational and Mental Processes. On the other hand, Orientation can

be identified in all of the students' texts. Compared to Abstract, Orientation is an obligatory stage construing the introduction of the main characters of the story, establishing a physical setting, and creating a context for understanding the following stages. As we can see in figure 9, all of the students' texts show a high rate of usage of Material process in this stage, followed by Relational and Mental processes. The differences are found in the usage of Behavioural and Verbal processes. The Behavioural process is more evident in high achievers' texts compared to the low and middle achievers' texts. This can be interpreted as the students' capability to incorporate physiological and physiological aspects of human experience starting from the beginning part of their story. This also happens for Verbal process appearing in quite a high rate in high achievers' texts. This shows the students attempt to deploy dialogue, which is one of substantial characteristics of narrative texts, from the beginning of the story.

The next obligatory stages are Complication and Evaluation. Complication entails series of events which later accumulate as major problem in the story which have to be accomplished by the main characters. Evaluation, then, adds attitudes and reaction to the events in the Complication. Thus this stage does not appear as a single block stage, it rather intersperses with Complication. Comparatively speaking, as we can see in figure 10, all of the texts analysed share the relatively similar characteristics of these two stages where they are constructed dominantly by Material process, then followed by Relational and Mental process. Compared to the previous stage, the low and middle achievers' texts show a significant occurrence of Behavioural and Verbal processes in these stages. This means that

the students in this group of achievement start to incorporate dialogue as well as psychological and physiological experience in this stage. Meanwhile the high achievers' texts show consistency in deploying these two processes.

The last obligatory stage is Resolution. In this closing stage, the writers attempt to put forward the actions taken by the main characters in the story to overcome the problem appear in Complication. This stage is usually followed by an optional stage: Coda which gives an overall moral lesson trying to be delivered throughout the story. While all of the students' texts incorporate Resolution stage, there is only one text incorporating Coda, i.e. text 4. Referring to figure 11, we can see that these stages are again characterised by a high rate of Material process in all of the texts, followed by Mental and Relational processes. However, the high achievers' texts show significance number of Behavioural and Verbal processes in these stages. This means that the students at this level are able to perform a consistency in deploying various process types in each stage besides three major processes constructing the texts.

Overall, after comparing the proportions of different process types in the texts of three different groups of achievement, it can be seen that all the texts share quite a similar characteristic in that they are constructed through three major processes: Material, Relational and Mental processes. However, the usage of Relational process in high achievers' texts is slightly higher than the other two groups of achievement showing the students' growing capability in constructing details of the events in the story. The second evidence of development that we can see from the proportion of the process type usage is the deployment of Behavioural process

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which is much more evident in the high achievers' texts. This process is consistently used in significant number in all stage in the high achievers' texts. This can be interpreted as the students' development in entailing physical as well as physiological aspects of human experience into their story.

2. Development Seen through the System Networks of Process Types

As it has been noted earlier, all the texts analysed show that students are already able to perform the basic options available in transitivity system. This means that the students in all levels of achievement can generally construct clauses which represent the rudimentary structure of each process types.

However, when we examine the structure of each process types more closely, we can see significant differences among the groups of achievement. The differences are found in the detailed construction of the clauses for three major processes constructing the texts, i.e. Material, Relational and Mental processes. This means that some variations of choice of these processes are easily found in the high achievers' text while they are absent in the other two levels of achievements' texts. This involves the variation of sub-types of those three main processes and the Participants' role as well as the attendance of additional participants or other elements constructing the clauses.

The first process type that is important to be noted is Material process. As it has been stated earlier, all the students are already able to show their capability in constructing simple choice of Material process structure. However, when we look

closely to choice of Material process sub-type, we can see that the students make greater variety of choices as they achieve higher quality of writing.

The first category of Material process sub-type is the type of doing and happening comprising two types of process: Transformative – where the clause construe the change of some aspects of an already existing Participants, and Creative – where the clause construe the creation of other Participant which is not exist before the process. The numbers of Creative processes in low achievers' texts are very limited.

The low achievers' students mostly construct their Material process through the choice of Transformative process rather than Creative. This can be inferred that the students in this level of achievement tend to construct the happening in the texts through the processes construing the changes of the existing characters in the story rather than creating other possible characters. On the other hand, the number of Creative processes appearance increase in the middle achievers' texts and reach its peak in high achievers' texts. Moreover, the structures of Creative process in high achievers' texts are considered to be sophisticated enough since they incorporate the additional participants other than goal, i.e. Client signifying the participant receiving benefit from the act of the process. These additional participants are found in their two possible form in the high achievers' texts: that with preposition 'for' and that without preposition.

When we examine much more closely to the options in Material process, we can see that other sub-types under Transformative process are also available. These sub sub-types are: Elaborating, Extending and Enhancing. Each of these sub

sub-type has their uniqueness in terms of the possibility of the additional participant to be engaged in the clause. Among these three sub sub-types, the Extending process is missing in the low achievers' texts, and the two other processes become important processes constructing the students' texts in this level. Meanwhile, the middle achievers' texts show significant appearance of Extending process and the high achievers' texts deploy much more Extending process in the texts compared with the two group of achievement. This means that the students are able to make a fuller variation of choice following the increasing level of achievement.

Now we look at the elements involved in the sub sub-type of Material process mentioned above. The first sub sub-type examined is the Elaborating process which typically has basic structure as: Actor + Process + Goal for transitive clauses and Actor + Process + Scope for intransitive clauses. Furthermore, Goal in Elaborating clauses can be followed by other additional participants which signify the resultant state of Goal after the process. These additional participants are technically termed as: Resultative Attributive and Role.

The clauses constructing the low achievers' texts are all in the form of basic structure and mostly transitive ones. Thus the low achievers' texts are generally able to construct structure as: Actor + Process + Goal. This means that the choice of extended participants available for Elaborating process is missing in this group of achievement. This also happens in the middle achievers' texts. However, the middle achievers' texts show a significant number of intransitive clauses occurrence compared to the low achievers' texts. On the other words, the middle achievers students are more adept with the options of structure as: Actor + Process

+ Scope. The Scope find in this group of achievement are the type which unfolds the act of process in general terms. On the other hand, the high achievers' students show a noticeable progress to perform a much fuller set of Elaborating clauses. The high achievers' students are already able to control a bit more complex structure of transitive Elaborating clauses where Goal is accompanied by other additional participant. This additional participant, however, are still restricted to resultative Attributive, and resultative Role does not emerge at all. In addition, the students in this group also show their growing capability to control the structure of Elaborating clauses entailing Scope of process.

The next sub sub-type of Material-Transformative process in Extending process. Like Elaborating process, Extending processes also have potential to contain additional participant other than Goal, i.e. Recipient, representing a participant benefiting from the act of the process. Grammatically, this additional participant may either have preposition 'to' if it comes after Goal, or without any preposition when it comes before Goal.

The data show that the choice of Extending process does not appear at all in low achievers' texts. This type of Transformative processes begin to have a noticeable appearance in the middle achieves' texts. In fact, the middle achiever students are already able to control the structure of this process with additional participant – Recipient – both with preposition and without preposition. The number of this process, then, rises in the high achievers' texts. Comparatively speaking, the high achievers' students use much more Extending processes in their texts which become one of distinctive characteristics of high achievers' texts.

Other sub sub-type of Material-Transformative process is Enhancing. This process, like Elaborating process, may have either structure: that with a Goal or with a Scope. The difference is that this process cannot be constructed with the type of Scope construing or completing the process. The Scope in this process then is that representing an entity independent from the act of the process. Both Goal and Scope in this process have potential to be accompanied by additional participants signifying the place where Goal end up after the process, and the place where the Actor finishes the act toward the Scope. This process is coded as + Place.

The texts in all level of achievement share quite a similar characteristic in that they all employed Enhancing process in a considerable quantity. All the texts also show the appearance of this process in both possible participants, i.e. with Goal and with Scope. The clauses with Scope are, however, dominant. The difference is only found in the variety of the structure incorporating the additional participants. Comparatively, the additional participant for this process cannot be identified at all in low as well as middle achievers' texts. The additional participants are only used by the students in high achievers' texts, especially in text 6.

In conclusion, the data from the network of system, it can be inferred that the high achievers' students are more adept with more various options of Material process than the other two group of achievement. The evidence can be seen in the usage of more delicate choice of transitivity system performed by the students in high level of achievement, including the presence of various additional participants bringing about more semantic load to the clauses.

Now we move to see how the Mental process system found in the texts indicates the progress that the students made. As seen in the previous sub-heading, the analysis of this process comprises the examination on the options of the type of sensing and the choices of type of phenomenon found in the students' texts. The type of sensing can be set out into three further sub-types: perceptive, cognitive, desiderative, as well as emotive type, and the Type of phenomenon can be seen from three categories, i.e.: ordinary things or phenomenon, acts or macro-phenomenon, and fact/ideas or meta-phenomenon.

Looking at the texts from the type of sensing viewpoint, it can be noted that all the students are generally capable enough of constructing all the three types of sensing. The low achievers' texts, however, use cognitive and perceptive types in a large proportion compared to the desiderative and emotive types which occur in a very limited number. The number of desiderative and emotive clauses then raises in middle achievers' texts, and significantly in high achievers' texts.

The mental process is an important element of narrative texts since it is the major process used to construe emotion in the story (Halliday & Matthiessen, 2004: 198). Therefore, this process is significant in constructing the stage of evaluation in the texts. The presence of various type of sensing in the texts, then, enabling the writers to offer various experience of emotions and evaluations upon the conflict raised in the story. Thus, referring to the fact of the variety of sensing type in the students' texts, the low achiever students are able to add experience involving cognitive and perceptive mental process I their story. On the other hand, the high

achiever students are able to offer much more variety of experience involving all types of sensing.

Other important things should be considered here is the occurrence of type of sensing direction of Mental clauses. As it has been mentioned earlier, Mental process can be divided into two type of sensing direction: like type where the process flowing from one's consciousness, and please type where the process impinging upon one's consciousness. We have seen that the please type is absent in the low and middle achievers' texts, and only occurs in the high achievers' texts. This fact can be considered as an important indicators of the students' development in writing narrative texts. This is because the presence of the two options illustrate the students' capability to offer the experience where the acts and happenings in the story not only become the object of participants' consciousness, but it also actively influences the participants' consciousness in the story. The high achiever students, then, are successfully enough to build such experience in their writing.

Furthermore, other important evidence of development regarding the deployment of Mental process sub-types is the range of lexical items used to construe the process. When we compare the lexical items used among the texts, the low achievers' texts in general employ the most frequently used verbs to construe the perceptive and cognitive process, such as: know, think, and see. The range of the verbs variation increases significantly in the high achievers' texts where the students use other verbs options, such as: imagine, confuse, realize, etc. to construe the same process. The deployment of various lexical items, in fact, illustrates an

important indication of the students' struggle to explore different ambience of mental experiences.

The development is more obvious when we compare the deployment of phenomenal elements in the mental clauses occurring in the students' texts. The typical phenomenon involved within the low achievers' texts is the one construing the ordinary things. Structurally, this type of phenomenon is the simplest constructions to make since it only consists of nominal group. Furthermore, the nominal groups construing the phenomenon here are also considered to be a rudimentary structure for it is constructed through a noun as the head with very minimal extension of modifier. These phenomena are also often replaced with demonstrative pronoun such as: this and that. These structures in fact bring about a significant reduction in the descriptive language within the story which is very important element for a narrative text.

The meta-phenomenon – the phenomenon construing a fact or idea – do appear in the low achievers' texts even though its proportion is not considerable enough. The construction of this type of phenomenon demands quite a sophisticated knowledge of English structure because it is realized by an embedded clause which is typically finite. Thus, the students who are able to construct this particular structure are considered to be capable enough to control a complex English system. Yet, looking at the options available in low achievers' texts, meta-phenomenal mental clauses occurs only in two types: those combined with the desiderative and cognitive mental clauses.

The number of meta-phenomenal mental clauses raises as the students achieve higher proficiency. In the case of high achievers' texts, the occurrence of this type of clause does not only develop in terms of its number, but also in terms of its variety of options. The high achievers' texts have already incorporated clauses involving meta-phenomenal combined with the perceptive process. This construction is quite different for it typically construes fact rather than idea which is construed in cognitive and desiderative clauses. Another option of meta-phenomena, appearing in emotive process, unfortunately remains absent in all level of achievements.

In terms of phenomenality, the last indicator of development can be noted from the students' texts is the occurrence of macro-phenomenal mental clauses. This type of clauses is hardy found in the middle achievers' texts, and its number increases significantly in high achievers' texts. This clause is unique because it construes acts rather than facts, and its construction is realized through non-finite clauses. This means that the students need to be able to understand and control an English structure with reduced clause when they want to deploy this type of clause into their writings. Such structure may be difficult to be understood by the students for its characteristic which involves a shift of an embedded full clause onto a down-ranked clause in a clause complex. The high achiever students therefore demonstrate an important trajectory of development where they understand that a verb are not only possible to be set as a full process, but it is also possible to be set as if it was an adjective in a form of down-ranked clause.

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Finally, the last type of process that is dealt with here is the Relational process. Like the analysis on the other major processes, the analysis on this particular process also encompasses the occurrence of the possible options of its elements. Regarding to this, Relational clauses can be divided into three types of relation, i.e. intensive, circumstantial, and possessive, and each of these types come in two distinct types of mode, i.e. attributive and identifying. A quick look on these categories, we are able to notice that the development can be traced through the variety of options occur in the students' texts as well as the variety of lexical items used to construe those options.

In the low achievers' texts, the attributive mode of being become the major type of Relational clauses, especially those involving the intensive and possessive types of relation. Looking at the variety of the lexical items construing those clauses, the low achiever students can only perform a very limited options. They are only able to deploy Attributive-intensive clauses with verb 'be', and other options of linking verbs are absent. This also happens to the Attributive-possessive clauses where the students are only able to make clauses with very common verbs of possession, i.e. have. The Attributive-circumstantial clauses do occur in the texts within this level, yet its proportion is very limited, and barely shows the students' understanding on the possible options in exploring Relative clause constructions.

Quite a various options of verb start to be noticeable in middle achievers' texts and escalate in high achievers' where the students are capable enough to incorporate other verbs to construe Attributive-intensive clauses. Linking verbs such as: mean, get, seem, and look, can be identified in the students' texts turning

into an important indicator which shows the students' struggle to add more vibes of relation. Here the readers are invited to involve their sense in order to attribute the actors, backgrounds, or happenings created the story. Such characteristic is missing in the low achievers' texts.

Furthermore, the number of Attributive-circumstantial clauses growths in the middle achievers' texts as well as high achievers' texts. Besides, the students in these levels start to be able to explore more option of verbs construing such clauses. While the low achievers' texts only incorporate verb 'be' in their Attributive-circumstantial clauses, the texts within these levels have shown significant occurrence verb group like 'be + like', 'look like', or 'sound like'.

However, the middle achievers' texts share other things in common with the low achievers' in a sense that they construct the Attributive-possessive clauses with very common verb, i.e. have. The other possible choices of verbs such as: belong or own are still absent. As a matter of fact, the Attributive-possessive clauses with options of verb other than have does not appear too in the high achievers' texts at all. In other words, this type of clause is realized by the same verb in all level of achievement. In this case, this means that the variation of Attributive-possessive clause is barely developed.

Other option of mode of being also appears in the students' texts, i.e. Identifying clauses. This type of clause is absent in low achievers' texts, raises quite significantly in the middle achievers', and considerably escalates in the high achievers'. Since one of the function of Identifying clauses is to establish uniqueness, the occurrence of such clauses illustrate the students' struggle to show

their strategy for expanding the naming resources of the language. In the other words, this evidence show how the students are capable of exploring the unique characteristics of the characters, background or happening in the story they present. Therefore, the deployment if this type of clause is considered as one of the other important trajectories of development the students can perform. This types, nevertheless, is limited to the sub-type of Identifying-intensive clauses; the other options: Identifying-circumstance and identifying-possessive remains absent up to the high achievers' texts.

3. Summary of the Students' Narrative Writing Developmental Trajectory

The findings discussed above have confirmed somewhat the challenge proposed by Matthiessen (1999), who put forward hypothesis that the quantitative frequencies of selection of different process types correlate closely with the degree of qualitative systemic elaboration in the texts. At the same time, the findings also have responded to Matthiessen's call (2007) arguing that the successive of the unfolding stages can be indicated through the pattern of selection of different process types in the text. These hypotheses can further be associated with Martin's (1992; 2012) definition of genre as a staged, goal-oriented social process accomplished by means of language. The development in this research context, thus, can be conceived as the growth that the students perform in manipulating selection of different process types in order to achieve the successful stages of the narrative text.

Quantitatively, the development can be noticed through the growth that the students show in employing varied selection of different process types to construe the task of each stage. The data shows that the variety of process types selection rises as the students achieve better narrative writing competence. In the Orientation stage for instance, we can see that all level of achievement shows considerable deployment of Material process. This fact is interesting since Orientation is basically written to establish the background of the event and to introduce the main characters in the story (Rothery & Stenglin, 1997). Thus, this stage is principally constructed through Mental, Relational, and Existential processes like shown in Washitake's findings (2004), yet the Orientations of the students' texts were characterized by major occurrence of Material process, followed by Relational then Mental, and very limited Existential process. This difference may be due to the number of the texts analyzed and different nature of the writers; the text analyzed by Washitake was a short story written by a professional writer whereas the texts analyzed in this research were taken from students learning English as foreign language. However, this can be interpreted as the growth of linguistic strategy performed by the students in introducing the characters and setting in their texts. Therefore, the majority of the students' texts do not have very common introduction of narrative such as: "Once upon a time, there were…" etc. The students, instead, experiment with other way to establish the background, i.e. through actions and events which the characters engage in. Through this way, the students are able, in general, to put forward specific trait of the imaginative characters in the story through what they do, not merely through what they look like.

Such strategy is more evident in the high achievers' texts where the students are able to deploy much more varied process types in construing the Orientation. When we see the data of the proportion of different process types presented above (Chart 4), it seems that we have a paradox in that the high achievers' texts show lesser deployment of Material process compared with the low and middle achievers'. Yet, looking though this angle, it in fact, show an obvious growth of linguistic strategy made by the students where they are able to incorporate more flux of experience through various selection of different process types. It can be noted that the students within this level have already added more Verbal as well as Behavioral processes, meaning they can incorporate dialogue and several aspects of human behavior – comprising both physical and physiological behavior – in order to present the background of their story. Therefore, the students within this level are generally able to extend the specific traits of the characters in the story through what they do, say and feel.

This pattern continues in the other successive major stages of the students' texts. In the Complication/Evaluation stages, Material process again dominates the process deployment followed by Relational then Mental process. The texts of low and middle achievers start incorporating the Verbal as well as Behavioral process in this stage. The emergence of these two processes in this stage pinpoints the students' struggle in adding dialogue as well as psycho-physiological aspect of human behavior waving together with the Material, Relational as well as Mental process in order to represent how the characters act upon and reflect on situations emerge in Complication.

In the resolution, where the characters find the best way to deal with the problem raised in the previous stage, the students are still employed Material clause as the major process type. The number of Behavioral process decrease significantly in the low and middle achievers' texts, and the Verbal process remains to be deployed in considerable number. On the other hand, the texts written by the high achiever students show a consistent deployment of varied choice of different process types up to this closing part of the texts.

Qualitatively, the data of the systems of different process types (presented in section 2 above) show that there is a noticeable growth of qualitative systemic elaboration in the texts as the students achieve better quality of narrative writing. We can notice that as the students move from low achievement group to the higher one, there is a significance growth of greater delicacy of system emerged, meaning there are important new additions to the rudimentary system performed by the higher level students in terms of realization of different process types. The students indeed show a substantial transition to a further level of complexity on controlling the lexico-grammatical resource of transitivity in order to build various meanings in their texts. Therefore, the data shows the pattern which concordances with the hypothesis raised by Matthiessen (1999) mentioned earlier.

At this point, the present study extends the study on the students' narrative writing development undertaken by Shansan and Libo (2008). The present study analyze the growth likely emerged in the students' texts not only through the profile of different process types deployed in each stage; but the analysis goes further to the identification of the growth in systemic delicacy performed by the students. This

is primarily done as an attempt to identify the developmental trajectory performed by the students learning and taught English as foreign language. Thus, while the work done by Shansan and Libo shows what the students' narrative writing development looks like by means of the proportion of different process types, this study adds more analysis on how the students grow their meaning potential through the analysis of systemic delicacy of different process types. This study, therefore, has made an effort to respond to Halliday's call (1988/2007) as well as to deploy the framework proposed by Perret (2000) on researching foreign language development.

The present study is also expected to have contribution to the inquiries of language development undertaken within the SFL's tradition. This study is particularly inspired by the work done by Derewianka (1999) identifying the developmental phases of the adolescence in terms of their control upon the grammatical metaphor. The present study is also informed by the insightful work undertaken by Christie and Derewianka (2008) putting forward the general trajectories of the students' written language development in a range of curriculum areas across a variety of genres. These studies, however, were done to understand the language development emerged on the students whose first language is English. Even though the insights from these studies are very useful in describing the students' language development, yet, the findings simply cannot be taken for granted as the parallel phenomena for the students learning English as foreign language due to several fundamental differences of situation. The present study, hence, is expected to contribute in this inquiry as the preliminary understanding on

the foreign language development, and further understanding on the nature of foreign language learning.

The present study also complements the inquiries undertaken by several researchers as mentioned in chapter 2. All of these studies have things in common with the present study in that they all rely so much upon the SFL framework of analysis in order to scrutinize the nature of second or foreign language writing. Ansarin and Pour (2015) showed the properties of Textual and Ideational meta-function on the research articles written by the native and non-native students, Xuan (2017) identified the textual pattern as well as the major text types written by the adolescent students in China, and Emilia, Habibi and Bangga (2018) investigated the cohesion devices deployed by the eleventh grade students in writing exposition texts. None of the studies mentioned here, however, attempt to describe the developmental trajectories emerged in the students writing, especially through the angle of Transitivity system. More specifically, the present study proposes initial insight arguing that, in construing Experiential meaning, the students need to understand the strong correlation among the basic tasks of each successive stage of a text, the lexico-grammatical resources potential to achieve those tasks, as well as the degree of qualitative systemic elaboration in the texts. The foreign language development, therefore, can be identified by looking at these three aspects. Table 11 below shows the major developmental trajectories of the students' narrative writing development identified in the present study.

Finally, there is, of course, a lot more to do in order to achieve the ideal framework in understanding the foreign language development, especially in

writing mode. The further studies on this topic can extend the analysis on the other lexico-grammatical resources construing other strands of meaning, i.e. Mood as well as Theme-Rheme systems. It is very useful to have a full set of analysis of lexico-grammatical resources on the students' texts and see how the students develop their control upon this resources in order to achieve the goal of each stage of a text. The analyses are also possible to be more detailed on the development of clause properties: how the students construct the noun group, for instance, within a clause in order to expand the description of the characters presented in the story. These inquiries are eventually expected to have a significant contribution to the application of SFL theory in foreign language learning and teaching contexts as well as to the understanding of the nature of foreign language learning in general.

Table 12. A Summary of the Major Developmental Trajectory in the Students' Narrative Writing

		Low Achievers	Middle Achievers	High Achievers
Proportion of Process Types	General overview	✓ Material process becomes the major process types constructing the texts; ✓ Considerable proportion of Relational process in constructing the details of the characters and events presented in the story; ✓ Slightly small proportion of Mental process to construct emotion, evaluation, and perception in the story;	✓ Material process becomes the major process types constructing the texts; ✓ The proportion of Relational process to construct details in the story is roughly the same as the low achievers' texts; ✓ Increasing proportion of Mental process indicating the growth of the students' effort to add more emotion, evaluation, and perception in the story;	✓ Material process still predominates the construction of the texts; ✓ The Relational process is much more evident indicating the students' ability in adding more detailed events and characters presented in the story; ✓ The occurrence of Mental process is more evident illustrating the increasing ability of the students to explore more emotion,

		✓ Lesser proportion of Behavioral process; ✓ Verbal process can be noticed even though the proportion is very limited; ✓ Very limited occurrence of Existential process.	✓ Increasing proportion of Behavioral process illustrating the students' struggle to involve physiological and psychological aspects of experience into their story; ✓ Growing proportion of Verbal process indicating the students' effort to add more dialogue in the story; ✓ The proportion of Existential process is still limited.	evaluation, and perception in the story; ✓ The proportion of Behavioral process is slightly the same as the middle achievers' texts; ✓ The proportion of Verbal process is much more evident showing the students' effort to represent more dialogue from the very beginning part of the story. ✓ The proportion of Existential process is still limited even in the Orientation stage.

	Abstract and Orientation	✓ A high rate of Material clause usage followed by Relational and Mental processes to establish a physical setting and to create a context for understanding the following stages; ✓ Lesser proportion of Behavioral and Verbal processes; ✓ Very limited proportion of Existential process.	✓ Material, Relational, and Mental process still predominate the construction of the stages; ✓ Increasing proportion of Behavioral as well as Verbal processes to incorporate more experiences and dialogue at the beginning of the story; ✓ The proportion of Existential process is still not significant.	✓ Material, Relational as well as Mental process still become the major process working together to build the background events and contexts of the story; ✓ The Proportion of Behavioral as well as Verbal process grows significantly indicating the students' effort to add more physio-psychological experiences and dialogue from the very beginning part of the story;

		✓ The proportion of Existential process is still insignificant.
Complication and Evaluation	✓ A large proportion of Material process to construct the sequences of events occurs, followed by Mental process to build Evaluation upon the events presented in the Complication stage; ✓ Increasing occurrence of Behavioral as well as Verbal process in order to add more experience and dialogues in the story. These processes working together with	✓ Material process still predominates the stages followed by the Mental process. These processes work together to build the sequences of events and the characters' feelings and evaluations towards the events happen; ✓ Growing proportion of Behavioral and Verbal process to explore more experiences and dialogues in the story.	✓ Material process becomes the major process constructing the stage followed by Mental process. ✓ Consistent occurrence of the Verbal and Behavioral process can be noticed. ✓ All the major process: Material, Mental, and Relational work together with the Behavioral and Verbal process in constructing the conflict of the story and keep the

		the Material, Relational, and Mental processes build the plot of the story.		flow of the plot of the story.
	Resolution and Coda	✓ Material, Mental, and Relational processes again becomes the major processes constructing the stage; ✓ Lesser occurrence of Behavioral and Verbal Processes.	✓ The proportion of process types is slightly the same as the low achievers' texts where the three major processes: Material, Mental, and Relational process predominate, and lesser proportion of Verbal and Behavioral processes.	✓ Almost the same as the two other groups of achievement, this stage is again characterized by high rate of Material process followed by the Mental and Relational process; ✓ This level, however, shows consistent usage of Behavioral as well as Verbal process indicating the students' effort to involve more experience as well as

				more dialogues until the last part of the story.
System Networks of Process Types	Material Process	✓ Rudimentary options of Material process sub-types occur, and the major process is the Transformative type of doing; Type of doing: ✓ Transformative type of doing predominates, and no Creative type occurs; ✓ The Elaborating and Enhancing sub-types of Transformative clause are used with a large proportion of Elaborating clauses;	✓ More varied options of Material process sub-types occur, yet they are still restricted to the Transformative clauses; Type of doing: ✓ Transformative type of doing still becomes the major clauses, and the Creative clauses remain absent; ✓ The Extending types of Transformative clauses start to be used, even though the major proportion is	✓ Much more complete options of Material process sub-types occur; Type of doing ✓ Both types of doing: Transformative and Creative clauses, occur; ✓ Option of recipient in Extending clauses is more evident; ✓ Considerable proportion of all sub-types of Transformative clause:

		✓ The option of qualitative outcome for Elaborating clauses is absent; ✓ Scope for Elaborating clauses appear in a slightly limited number; Type of impact: ✓ Both types: Intransitive as well as Transitive clauses can be identified; ✓ In transitive type, the operative (active) voice predominates.	still in Elaborating and Enhancing clauses; ✓ The qualitative outcome for Elaborating clauses is still absent; ✓ The locative outcome for Enhancing clauses occur; ✓ The options of recipient for Extending clauses are noticeable; ✓ Scope for Elaborating and Enhancing clauses growths significantly; Type of impact: ✓ Both types: Intransitive as well as	Extending, Elaborating, and Enhancing, can be identified; ✓ Option of qualitative outcome for Elaborating clauses occur, yet the type is restricted to the resultative attributive, and the resultative role (product) is still absent; ✓ The locative outcome for Enhancing clauses is more evident; ✓ The options of Recipient for Extending clauses growth significantly;

			Transitive clauses are deployed;	✓ Scope for Elaborating as well as Enhancing clauses is more evident;
			✓ For Transitive clauses, both types of voice: Operative (Active) and Receptive (Passive) occur;	Type of impact: ✓ Both types: Intransitive as well as Transitive clauses are deployed; ✓ In the Transitive type, both types of voice are more evident, and the number of Receptive (Passive) clauses growths significantly; ✓ Either option of agentivity: agentive and non-agentive is evident.

	Mental Process	✓ Basic sub-types of Mental process occur with limited variation of lexical verbs; Type of sensing: ✓ Only three types are used with major occurrence of Cognitive as well as Perceptive, and very limited number of Desiderative type; Direction of sensing: ✓ Only Emanating (Like) type occurs; Phenomenalization: ✓ Phenomenon representing ordinary	✓ Basic sub-types of Mental process occur, and the variation of lexical verbs raises significantly; Type of sensing: ✓ Cognitive and Perceptive types are still used dominantly, yet the number of Desiderative types increases. Direction of sensing: ✓ Only Emanating (Like) type occurs. The Impinging type is still absent;	✓ Much more variation of lexical verbs is used to construct the sub-types of Mental process; Type of sensing: ✓ Cognitive and Perceptive types still become the major clauses used, the number of Desiderative as well as Emotive clauses growths significantly; Direction of sensing: ✓ Both type of sensing direction, i.e. Emanating (Like) type and Impinging (Please) type occur, even though the

| | | things is deployed dominantly, and generally it is combined with the Perceptive process;

✓ Meta-phenomenal type representing fact occur in a limited number. This type is generally used with Perceptive and Cognitive process;

✓ Meta-phenomenal representing idea is used in a very limited number and restricted to Desiderative process using lexical verb 'want'; | Phenomenalization:
✓ Phenomenon representing ordinary things occurs;

✓ The number of Meta-phenomenon representing fact as well as idea increases significantly. The Meta-phenomenon representing idea, however, is still limited to the clauses using lexical verb 'want';

✓ The Macro-phenomenon representing act starts to be used even though it is still in a limited number and | Impinging type is still restricted;

Phenomenalization:
✓ Phenomenon representing ordinary things occurs;

✓ The Meta-phenomenon usage is much more evident. The one representing fact, however, is still dominant, and the one representing idea is restricted to clauses using lexical verb 'want';

✓ The macro-phenomenon representing act is much more evident with variation of |

			restricted to Perceptive clauses;	perfective bounded clauses.
	Relational Process	✓ Attributive clauses become the major mode of relation; ✓ All the basic types of relation for Attributive mode occur; Intensive-Attributive clauses: ✓ Both types of the membership specification, i.e. Entity and Quality, occur, but the types of the phase of attribution are absent; ✓ Lexical verbs used is restricted to linking verb 'be'.	✓ Attributive clauses are still the major mode of relation deployed, yet the Identifying clauses start to be used in significant proportion; ✓ The Identifying mode of relation is restricted to Intensive relation; ✓ All the basic types of relation for Attributive mode occur; Intensive-Attributive clauses: ✓ Both types of the membership	✓ The number of Identifying mode increases significantly beside the Attributive mode; ✓ The Identifying mode is still restricted to Intensive relation; ✓ All the basic types of relation for Attributive mode occur; Intensive-Attributive clauses: ✓ Both types of the membership specification – Entity and Quality – occur;

		Possessive-Attributive clauses: ✓ Type of clause used is limited to the possession as process where the process is realized by lexical verb 'have'. The other possible options of lexical verbs are absent; Circumstantial-Attributive clauses: ✓ Type of clauses employed is restricted to the Circumstance as attribute where the attribute is realized by the prepositional phrase. The other options: Circumstance as process, is absent.	specification – Entity and Quality – occur; ✓ The phased and neutral types of the phase attribution start to be used even though the number is not significant; ✓ More varied linking verbs are noticeable; Possessive-Attributive clauses: ✓ Type of clause used is limited to the possession as process where the process is realized by lexical verb 'have'. The other possible options of lexical verbs are absent;	✓ The usage of the phased and neutral types of the phase attribution growths significantly; ✓ Much more varied linking verbs as well as possible lexical verbs construing the Intensive-Attributive are used; Possessive-Attributive clauses: ✓ Type of clause used is limited to the possession as process where the process is realized by lexical verb 'have'. The other possible options of lexical verbs are still absent up to this level;

			Circumstantial-Attributive clauses: ✓ The type of clauses employed is restricted to the Circumstance as attribute where the attribute is realized by the prepositional phrase. The other options: Circumstance as process, is absent.	Circumstantial-Attributive clauses: ✓ The type of clauses representing the Circumstance as attribute are more obvious; ✓ The clauses representing Circumstance as process are used even though the number is not significant.

C.   Research Limitation

There are some limitations of this research, and the most obvious one is that the data in this research were gathered through cross-sectional method. As it has been noted before that the research on language development in SFL tradition is typically conducted using longitudinal method of gathering data (Painter, 2000; Perret, 2000). Longitudinal method enables the researcher to track individuals more closely for longish periods of time and provide very firm information about the learners' development of a language. Longitudinal method, however, encompasses certain risk when we want to track the development performed by foreign language students, especially the students at school. Longitudinal method will not be practical in terms of time allowance and the access of the data sources, i.e. the students itself. The choice then was made to do cross-sectional method in order to avoid such risks. The decision to undergo cross-sectional method brings about important considerations including the attempt to make sure that the data gathered and analysed are at different proficiency levels so that the analysis can reveal the similarities and differences among the students to make general conclusion about the development.

In relation to the method of data gathering, this research also has limitation on the number of the texts analysed. The data resources were very limited to a classroom in a high school in Yogyakarta. The total texts analysed and then compared are 34 pieces. This very small corpus of course is inadequate in pursuing the development of English language performed by the students in its very general

terms. Thus, the findings of the students' development trajectory in this research are very restricted in the case of the classroom from which the texts were gathered.

Another limitation of this research is that the analysis of the texts in this research is limited to the transitivity system, more specifically process types and their participants. As it has been noted in chapter two, SFL provides very powerful sets of tool to analyse the texts in order to reveal the characteristics of the texts. The analysis within the transitivity itself can be extended to the analysis of Circumstance existing in the clauses constructing the texts. Furthermore, the analysis of transitivity system can also be extended to the analysis of groups constructing the Participants, Process and Circumstance in order to reveal more evidence of language proficiency development in terms of the structure of the language. In order to have a fuller set of meaning-based analysis to the texts, the analysis can also be undergone within the other two meta-function elements described in SFL, i.e. Mood as well as Theme and Rheme system.