Transitivity System in Bangke Oros Text and Its' Relevancy toward Indonesian Teaching and Learning at Senior High School

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Abstract

This research is aimed at describing transitivity system in Bangke Oros text, the value within the text, and its' relevancy toward Indonesian teaching and learning at senior high school. Data were gathered using library research using reading and note taking technique. Data were mainly taken from Bangke Oros. It was analyzed using descriptive qualitative and quantitative approach. The analysis is done using identification technique and formal and informal method. The result is (1) transitivity system on the text of Bangke Oros covered three functions. They are process, participant, and circumstance. In according with the functions, the process is dominated by realization process. The participants consist of participant I and II. Participant the one who involved and participant II is dominated by identity dominate me. Circumstance is dominated by location. (2) The values in Bangke Oros text consisted of creating, the power of God, defenselessness, awareness, and obedience. (3) its' relevancy is focused on the suitability of the text of Bangke Oros into teaching and learning material and application of transitivity system in Indonesian teaching and learning.

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1. Introduction

The text is series of words, clauses, or sentences that are interrelated and forming a meaning. To understand a whole text, the text can not be seen only from one aspect or viewpoint, but must be studied from many sides. This is in line with the concept stated by Halliday (1985: 11), the context of situation concept (context of situation). This concept claims that to understand a text it must go through a systematic relationship between the social environment on one side and a functional language organization to the another side. Therefore, to understand the meaning of a whole text, the text should be seen in the context of the situation that brings forth the text.

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Every text has its own situational context and linguistic characteristic features. This can be seen from the texture and structure which build the text. There may be some texts in a text, and if we trace deeper,many differences will be found in the texts, either in terms of the title, the language used, message implied, text form used, or in terms of others. Moreover, the coherence between sentences also should be noted. That is, although every sentence in a text has a meaning, but if between one sentence to the others are not coherent, the meaning that contained in the sentences can be reduced.

Text can not be separated from language, since language as a semantic system is able to unfold the meaning in the text. Language has three components of meaning, textual meaning, the meaning of interpersonal and ideational meaning (Sinar, 2012: 27). Textual meaning is the meaning of which is used to assemble linguistic experience into a single unified. Interpersonal of meaning, adduce meaning in interaction. Furthermore, the ideational meaning describes language task as the giver of meaning to the exposure of one's experiences.

Theories related to the meaning of the text sufficiently, including the theory of Systemic Functional Linguistics (hereinafter abbreviated to LFS). In this case, LFS can be described as a functional-semantic approach to language that addresses two issues, namely how people use language in different contexts and how the language is used as a semiotic system (Eggins, 1994:23). Moreover, Halliday (1994: xxix-x) recommends a 21-point LFS applications relevancy. LFS strength lies on a holistic view of language, which is a view that considers language as social semiotic.Language is a tool to assign and maintain social relationships (See Teich, 1999: 2 and Eggins, 2004: 3-4). In addition, every text that is a form of social processes that take place in the context of a particular situation contains values or cultural norms.

In the LFS, known aa term called transitivity. If discussed in linguistics nuance, transitivity can be seen from different angles.Transitivity of a clause can be measured from the semantic and grammatical point of view. For instance, a role of the verb in a clause can be either transitive or intransitive verb, apart to the term of transitivity that is discussed in this paper. In general, transitivity regarded as a description of how meaning represented in a clause. Transitivity has a role in showing how people describe their thoughts about reality and how they combine that experience with the reality around them. Thus, what is meant by transitivity in this research is the realization of linguistic experience of the language user.

Bangke Oros text is one of the interesting texts to be analyzed using the LFS. The text chosen as the object of study in this research is based on the following considerations: 1) This text is one of the ancient manuscripts that are loaded with the noble values as reflected in the realization of transitivity used; 2) This text has religious nuance value; 3) this text is capable of transferring the values of local wisdom to anyone who is willing and able to discover; 4) local wisdom contained in this text is suitable and appropriate to be applied in the educational system of our nation; 5) In addition, the values contained in this text can be used to address the morals degradation of the nation.

The study of meaning contained in the ancient texts on this decade has not been done whereas, the ancient manuscripts contain many values and local wisdom. Values or local wisdom that contained in ancient texts should be explored and installed the students then actualized in their daily life in order to pose them better character and personality.

One of the ancient manuscripts owned by the Sasak people is Bangke Oros. Bangke Oros is a text that divinity philosophy nuanced. The existence of this manuscript has already been known by Sasak people, especially by the Takepan observer. Sasak people believe that this Takepan has high religious significance and moral values. In Sasak people certain circles, takepan functions as a medium of propaganda and advises on religious matters.

Bangke Oros text, as a set in describing the various experiences indeed using language as a medium and language as a system of semantic text. In the LFS perspective, language is a system of meanings and other systems (systems form and expression) to realize the significance. It starts from the basic assumption that language is a social phenomenon manifested as social semiotics and language of the text that co-determination and refer with social context (Halliday: 2006). In addition, none of any languages separated from values.

Thus, the study of Bangke Orostext is highly relevant based on LFS approach through a study entitled Transitivity of Bangke Orostext and Its Relevance to Language Learning in senior high schools (hereinafter abbreviated as SMA)

2. Research Method

In this study, the approach is divided into two definitions, the approach of research and analysis approach.

The research approach used in this study is a combination approach (mixed methods) that combining two

research methods, namely are qualitative and quantitative methods. Qualitative methods used to presenting data, facts, or phenomena in phrases form, groups, and transitivity system clauses consisting of processes, participants, and circumstances. While quantitative methods are used because there are some calculations that require basic statistics to help analyze the data. Basic statistics required for the decomposition of transitivity system percentage usage in the *Bangke Oros* text.

Further, the analytical approach used in this study is a phenomenological approach, which is based on facts or phenomena that exist in the *Bangke Oros* text. The facts show that in the translation of *Bangke Oros* text, it is found that clauses contain transitivity systems (process, participants, and circumstance).

Sources of primary data in this study is a written language contained in the *Bangke Oros* text. The manuscript then transcribed and translated into Indonesian. While the secondary data source in this study is the additional data as well as supporting and primary data booster, such as reference books, reading books that converse about the LFS, journal books, and articles that are in line with the concept in this study.

Methods of data collection in this research is the study of literature with note taking. This technique is considered relevant due to the form of the data in this study is a written text or in document form (see Mahsun, 2007: 93), Muhammad, 2012: 39, and Bogdan, 1982: 169).

Study of literature issued to study literature related to the issues that to be respond in this study. The literature is the *Bangke Oros* translation text. The data collection techniques are done by note taking to choose clauses that containing transitivity. This technique is relevant according to the research data in the form of written data. Methods of analyzing data in this study conducted with identification techniques. While a technique of presenting the results of analyzing the data in this study is formal and informal techniques. Data that has been found and analyzed then presented descriptively based on the theory used is the theory of LFS. Furthermore, data were created in the percentage of process emergence with a simple statistical process.

2.1 Text

The text is the content or the subject of a text. The Position of the text is fundamental in reporting events to the community. Therefore, Halliday & Hasan (1992: 13) explains that the text is a language function being performing certain tasks in the context of the situation. The text is not a collection of words or phrases that are meaningless, but the text used as linker words, phrases, and clauses. For Halliday, it's not a text is reconstructed by a series of sentences, but a series of clauses that meaningful. Meanings in the text must be revealed so that it can re-coded. The text is a form of speech that is produced by the speaker or author in the interaction (Kridalaksana, 2009: 238; Depdiknas, 2012: 1422).The text is not just a written clause, but it can also be a series of the verbal clause. Text as the most comprehensive language set which is abstract language can represent the author's thoughts about what is actually transmitted.

Unlike sentence, the text is not something that can be confined but is larger than that. Halliday & Matthiessen (2004: 1) explains that the text should focus on two main visions; 1) focus on the text as an object within and 2) focus on the text as a tool to find out about something else. It means the text can express itself through the content of the text and any text can encourage a person to understand the meaning beyond the text, the context. Correspondingly, Renkema (2004: 36) explains that one thing can be a text depending on the particular situation. That is, something can be said as text if it is accompanied by the context of the situation.

Each text has a meaning, linguistic characteristics, and different social facts. It can be seen from the construction of the text itself. Eggins (2004: 23) assume that the text was the authentic product of social interaction. Thus, the text cannot be separated from the social behavior of its speakers. Text can be either spoken or written language. Character and speakers motivation can directly affect the meaning of a text which was reconstructed by a variety of facts or reality. Text related as a product of social interaction and in the mass media, facts or events are the product of construction (Eriyanto, 2009: 19). It is said so because the reality is created through construction, particular perspective of a journalist. Eriyanto also confirmed the reality of the media texts is not objective because the reality is created through a particular view. Media text presented in the news is not a series of facts/real reality taken on the field, but the facts/realities in the text have been mixed and reconstructed by journalists in accordance with his views.

2.2 Linguistic Functional Systemic (LFS)

LFS introduced by Halliday (Setiawan and Sukri, 2014). Known as systemic in this assessment because it is rooted to word system representation of the paradigmatic relation theory. LFS seeks to study the language as a

system of signs that can be analyzed on the basis of language structure and language use. LFS is an assessment study of language as a meaning system and other systems (systems form and expression). This study is based on two basic concepts that are different from other current linguistic, namely; (A) language is a social phenomenon which manifested as a social semiotic and (b) a language of the text related and affect each other in a social context, so that the study of language was never separated from the social context. For comparison, in structural linguistics view, Schiffrin (2007: 25); see also Djajasudarma (2006), examined the language as a unit of language (grammar) rather than as a unit of semantics and language are not mutually affected, because people assumed to be homogeneous and not heterogeneous. This statement is contrary to Halliday functional view (1994; 2004) who found speech community appear heterogeneous and not homogeneous.

Text analysis is a study of the structure of the message in the interaction of the speaker (oral or written) in communication. The text is a key element in the LFS assessment. Halliday & Hasan (1992: 13) states that the text is a language that functions to specify tasks in the context of the situation. Text cannot be separated from the social context, both are closely linked because the text is an article that strengthens the meaning (Piliang, 2010: 341).Text relations with the social context is a construal relation, it means social context determines and is determined by the text. At the same time, Fairclough (1995: 103) explains that the text does not only show how a subject is depicted but also how the relationship between objects defined. The text is a unit meaning or semantic units (meaning) and not units of grammar (grammar), such as words, phrases, clauses. Paragraphs and text. The text is formed not in isolation, but constructed through the social system, ie the context. Text should focus on two main visions (Halliday & Matthiessen (2004: 1), namely: Text 1) focuses on the text as an object in within; and 2) focuses on the text as a tool to find out about something else. That is, the text can express itself through the content of the text and any text can encourage a person to understand the meaning beyond the text, the context. However, it would need to consider proposals Renkema (2004: 36), one thing can be said of text, depending on the particular situation. That is, something can be said as a text if it is accompanied by the context of the situation.

A context of the language is a text representation of defining reality. The text does not mean anything without context. Eggins (2004: 86) has a certain view that the text cannot be interpreted at all, except with reference to the context. Text in the language of a social phenomenon which tends to be used as a tool doing something than to know something. Gee expressed the same thing (2011: 100) that the context is an important idea understanding the language used in the text.

Furthermore, one's efforts in realizing nonlinguistic experiences into linguistic experience encourage a study of a text. The text is actually realized through linguistic experience and through the process of transitivity (Halliday, 1994), compared with Eggins (2004) and Saragih (2006) that the analysis of the transitivity system is performed through three aspects, namely the process, participants, and circumstances.

3. Results and Analysis

3.1 Transitivity System in *Bangke Oros text*

Transitivity system involves three functions, namely are a process, participants, and circumstances. Based on these three functions, the analysis was carried out as described below.

a) Process

After analyzing the 235 clauses and subclauses of text in *Bangke Oros*, It is found that there are 149 points of relational processes, 33 points of material, 24 points of form, 11 points of verbal processes, and 10 points of process behavior, and 8 points of the mental process.

b) Participant

After analyzing the 235 *Bangke Oros* clauses and sub-clause, particularly related to the participant analysis, it is found that there are 218 items that are in participants I and 197 points in are participants II.

The results of each analysis can be seen in the following table.

Table 1
Percentage of Participants I

No.	Type of Participant I	amount	Percentage (%)
1.	Subject	16	7,34
2.	Sensing	8	3,67
3.	The subject	150	68,81
4.	Owner	1	0,46
5.	Action behavior	10	4,59
6.	Speaker	9	4,13
7.	Existence	24	11,01
	Amount	218	100

Table 2
Percentage of Participant II

No.	Type of Participant II	Amount	Percentage (%)
1	Genus	31	15,82
2	Phenomenon	5	2,55
3	Identity	131	66,84
4	Attribute	19	9,69
5	Possession	1	0,51
6	Expression	9	4,59
	Amount	196	100

c) Circumstances

After the 235 *Bangke Oros* clauses and sub-clauses were analyzed, 61 clauses were found containing Circumstances.

The results of each analysis can be seen in the table below.

Table 3
Circumstances Percentage

No.	Type of circumstances	Amount	Percentage (%)
1.	Range	8	13,11
2.	Location	26	42,62
3.	Technique	5	8,20
4.	Cause	1	1,64
5.	Environment	9	14,75
6.	Concurrent	4	6,56
7.	Matter	2	3,28
8.	Viewpoint	6	9,84
	amount	61	100

3.2 Values contained in the *Bangke Oros* text

Exploring the values that contained in a text should go through in-depth analysis. The profound meant is to be supported by several factors. In this phase, the support was used is modality system that includes modality and modulation. At the stage of elaboration, not be described one by one, but generalized overall.

After doing in-depth research, *Bangke Oros* text has a deep divinity value. Depth values contained in this text starting from the provenance of the creation of Adam. In the next phase, followed by a description of who the true God is, the nature creation process, the process of human occurrence, the essence of personality, customary

and mind, the essence of the soul, the condition of the grave and the hereafter. Thus, it can be said that the *Bangke Oros* text has some fairly deep value.

Within relation to the explanation above, these are some divinity values contained in the *Bangke Oros* text.

a) Creation Value

What is meant by the creation value in this matter is that human and nature are God's creation. Here are examples of clauses that contain these values.

Data 2 Tapel Adam It was created from the voiceless

That Tapel Adam	Created	From the voiceless	Add. Info
Genus	Process: material	circumstances: environment	Function
Noun group	Verb group	Adverbial group	Class

b) God Almightiness Value

What is meant by almightiness value, in this case, is that God is great in everything, life, all almighty, all eternal, and there is nothing to comparable with God. Here are examples of clauses that contain these values.

Data 23 Neneq   [is] maha hidup, mahakuasa, lagi maha kekal

Neneq/god	[is]	God of life, omnipotentand eternal	information
The subject	Process: relational	Attribute	Function
Nomina group	Verb group	Adjectival group	Class

c) Designated value

What is meant by designated value, in this case, is human should be submissive and obedient to the rules that outlined by the God. In addition, people should pray to God at any time. Here are the examples of clauses that contain these values

Data 21 my almighty God that ruling, provide us safety and tranquility life until the eternity

Yes	God ruling	Give	safety and tranquility	life until the eternity	Information
Penerus	subject	Process: material	Genus	circumstan: location: place	Function
Noun group	Noun group	Verb group	Noun group	Adverb group	class

d) Value of awareness

What is meant by the value of awareness in this matter is that all humans came from gen of Adam. Humans would not be able to live on earth without the power of the spirit of Allah. Here are the examples of clauses that contain these values.

Data 46 self-was created from the spirit lettered lam

Self	created	Of spirit lettered Lam	Information
Genus	Process: material	Sirkumstan: nature	Function
Noun group	Verb group	Adverb group	Class

e) Obedience value

What is meant by an obedience value, in this case, is that humans must obey and comply with all the provisions of God in faith and lawless. Here are examples of clauses that contain these values.

50 Sense Data is used faith or arbitrate

This sense	Used	faith or arbitrate	Information
Genus	Process: material	circumstances: method	Function
Noun group	Verb Group	Verb group	Class

3.3 The Relevance-Results Assessment of *Bangke Oros* Text towards Language Teaching and Learning in Senior High School

Language learning at high school level (SMA) in general has lost the spirit or essence of the text that being studied. Students presented the text only to understand the syntactic structure of a sentence, clause, meanwhile, the substance of the existing text in a sentence or clause is the value contained in the sentence, or clause is ignored. Values contained in a sentence or clause is what needs to be emphasized to the students. It is intended for students to realize the values contained in a sentence or clause in the social life of the construction type of situation, ideology, and culture.

Teaching and learning Indonesia language today, especially the aspects of language at the level of sentence structure always apply the conventional theory, namely SPOK. This theory may be correct, but this theory is not directing students to a concept or explanation of the verb group (predictor). By this theory, the students emphasized to find groups of participants (subjects) and circumstance (object). Whereas, if the students are directed to study the verb groups, students will discover and understand the inherent value of the verb group, a message of deep social phenomena toward positive mental changes. With the approach of LFS, what is expected of text-based language learning purpose in the 2013 curriculum can be realized.

In line with the LFS theory associated with transitivity system, to find out the core or the subject of a discussion, firstly it needs to find clauses containing a verb which in the LFS term is called a process. After the verb group is found, the next more important this is the participant and circumstance. The transitivity system can be practiced by analyzing clauses or sentences contained in the reference book of teaching and learning Indonesian.

Thus, the results of this research study can be correlated with two things. First, to develop learning text in school in terms of language learning by applying the transitivity system into the language learning. Second, to develop thinking skills for students to explore the values contained in the text. This is related to the characteristics of the curriculum 2013 which included three domains of education, the knowledge, skills, and attitudes.

4. Conclusion

Transitivity system contained in Bangke Oros text concerning three functions, namely Process, Participant, and Circumstances. Based on these three functions, processes in the Bangke Oros text consists of 148 relational processes, 33 material process, 25 manifestation process, 11 verbal processes, 10 behavioral and 8 mental processes. While participants in the Bangke Orostext consists of participants I and participants II. Participants I consisted of 150 persons, 24 entities, 16 actors, 10 subject, 9 speakers, and 8-sensers. While participants II consisted of 131 identity, 31 goals, 19 attributes, 9 words, 5 phenomena, and 1own. Meanwhile, Circumstances in Bangke Oros text comprised of 26 locations, 9 environmental, 8 range, 6 views, 5 ways, 4 concurrence, 2 problems and 1 cause.

The values contained in the Bangke Oros text can be found on the clauses that contain high divinity value. The values contained in the Bangke Oros textis creation, almightiness of God, submission, awareness, and the obedience value.

The relevance of the results studied of Bangke Oros takes towards language learning in high school focused on Bangke Oros text compatibility issue to be used as a material in expressing moral values and the application of transitivity in language learning.

Texts research that uses LFS as the main theory is focused not only on the discussion of transitivity as in this study but there are other perspectives in the LFS that can be used as a basis in research, including modalities, rheme, theme, metaphor, context phase, hypotactic and paratactic. Therefore, research with the deeper and varied perspective is important in the future.

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