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Meaning behind the Poem: An Analysis of Transitivity of Poems for Students at English Department of Teacher Training and Education Faculty, Mathla'ul Anwar University Banten

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ABSTRACT

The study aims to be analyzed observed meaning in poetry written by English Department at of Teacher Training and Education Faculty, Mathla'ul Anwar University. It applied Halliday Systemic Functional Grammar to identify and analyze the occurrences of processes in the poetry. Gerrot and Wignell (2008:6) explain that the theory of grammar is needed to know the text working. By using the theory, the reader will understand the text clearly. One of the ways to convey meaning is by analyzing the transitivity pattern in the poetry. Transitivity is represented experiential meaning that are meaning about the world experience and what is going on in the clause. The authors applied descriptive analysis method, it was in order to elaborate the appearing process types of transitivity in poems and to describe the percentage of process types. After determining the type of process for each predicator, the percentages were counting and comparing one to another independently in each poem. Further, the choice of processes and patterns lead to the discussion on the purposes and effects. The examination on the transitivity analysis shows that the processes employed to meaning behind the poems using transitivity are material, mental, relational, verbal, and behavioral processes. The processes tell particular significant to the process of meaning. For instance, material processes frequently dominated the meaning of the poems. The other transitivity processes resemble the purpose and effect based on their meanings. Hopefully, this paper might serve an example of how to examine the language patterns in a literary work to further observe the purposes and the effects of the patterns.

Keywords:
transitivity, type of process, experiential meaning, poetry

INTRODUCTION

This study presents the problems confronting English Department of four semester of Teacher Training and Education Faculty, Mathla'ul Anwar (FKIP UNMA) of the academic years 2021/2022 in English Department when studying English poetry, based on their own viewpoint. The authors also offer some possible solutions to those problems. Many students who join the department of

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English language, choose to take poetry courses on the assumption that their earlier study of English poetry may help them understand English poetry, as well. At the university level, however, the focus of the courses differs much, and students find themselves confronting a more complex form of English which deals with theories of language, literature, and culture. This sudden leap may cause to many students a sense of frustration. As a lecturer of English language at Mathla'ul Anwar University, the authors usually start poetry courses with some basic information about meter, rhyme, rhythm, and form; the authors teach finding the theme, differentiating between theme and subject, and a limited examination of figures of speech. The core of the course centers on examining poems and giving my students some hints about the poems they study, and require them to submit their readings of the assigned poems. The authors apply descriptive analysis method, it is in order to elaborate the appearing process types of transitivity in poems and to describe the percentage of process types. After determining the type of process for each predicator, the percentages are counting and comparing one to another independently in each poem. From the percentages found, the authors then elaborate and interpreting the processes found to explain the meaning behind the poems. There are ten poetry which is taken as the subject on this research. There are two objectives in this research. The first is identify what types of transitivity processes are use and the second is to figure out the way these transitivity processes reveal poem's students. This study used Discourse Analysis as the research. Discourse Analysis considerers the situational context in which the text produced. Poem's students are treated as a discourse. The language used in the poems represents the context of transitivity. The analysis will be conducted based the seven processes in transitivity system. The analysis will be found there are seven processes coded in the poetry of English Students. They are material, mental, verbal, relational, behavioral, existential, and meteorological. By using the theory, the reader will understand the text explicitly. One of the ways to convey meaning is by analyzing the transitivity pattern in the poetry. Transitivity is represented experiential meaning that are meaning about the world experience and what is going on in the clause. The authors will elaborate the types of mood and as well process of transitivity apply in the English department of Mathla'ul Anwar University, and it discusses the attempts made to overcome them.

Language is a means of expressing and transferring ideas or experiences among people. To indicate what the one is doing something; something happening; or how someone does something in the text. Michael Riffaterre in his book Semiotic of Poetry (1978) explains that the language of poetry differs from common linguistic usage because:

1. Poetry often employs words excluded from common usage, and

2. Because poetry has its own special grammar, and even the grammar is often invalid or incorrect (not standard).

Poetry expresses concepts and things by indirection. The Authors know that a text usually carries meaning, and so does a poem (poetry). The difference is that a text carries direct meaning, and the meaning is usually termed as the referential meaning or the denotation meaning. Poetry usually has a connotation or symbolic meaning. In practice, a symbol cannot be directly known (except by the expert) and therefor it needs interpretation. Furthermore, Halliday (2004: 170) stated that the transitivity system construes the world of experiences into a manageable set of process types. It means that it is possible to analyze text in order to find out the process types representing the experiences. Being in line with the description above, here, this study would cultivate text by concerning on the transitivity system. Then, the authors found out two previous researchers that discussed the transitivity system on the texts. They are Nguyen (2012) investigating the transitivity system on a novel and proving that employing this system supports both interpretation and identification of the characteristic of the main character; and another one is Sujatna (2013), she was elaborated the types of mood and as well process of transitivity applied in the English department. In short, they try to analyze the meaning of poem texts in order to found out the process types applied in the text, and from those researches, honestly the present authors got inspiration to do a

research investigating the transitivity system on a certain text. What makes this present research differs from those researches is that the text being going to be analyzed is poetry. It is a common thing when there is a discussion of poetry, a genre of literature, it will be in frame of literary study and it seems that there are still a few researches discussing poetry based on the linguistic point of view; thus, this study did occupying linguistics on analyzing poetry, especially systemic functional grammar i.e. transitivity system. Concerning on the transitivity system, this study focuses on which types of process usually appearing in the poetry then capture them in the percentage.

As a linguistic tool in analyzing experiential function, transitivity investigates meaning in the clause level. Clause is considered as a central unit in expressing meaning. Through the analysis of transitivity, a clause is analyzed into three main aspects, those are process, participants and circumstance. These aspects structurally describe the whole clause in texts. As Hassan (1988) stated in Nguyen (2012) that 'process' represents human experience such as action and feeling of the real life which is encoded into text. Moreover, as a clause structure process do not stand alone. According to Satria, Hamzah and Fitrawati (2018), since transitivity is called as a system, so it does have a pattern. As a pattern, participant always involve into the process as an obligatory element. Participant characterizes the entity which involve to the process itself. Then, circumstance sometimes occurs as additional component to give a clear idea in a clause. These three aspects are called as transitivity system. Transitivity offers a chance to be analyzed in every genre of the text. In this current study, the authors figure out that this is necessary to analyze how transitivity was built in the genre of creative writing because this kind of writing allows its writer to express their writing creatively compared to other writing. There are some authors who have conducted the study of transitivity in creative writing, as in poems (Danish, 2014; Wulansari and Waluyo, 2016), short stories (Nguyen, 2012; Swift, 2016; Mehmood, Amber, Ameer, and Faiz, 2014), song lyrics (Zahoor and Janjua, 2016) and biography (John, 2011). Due to the lack of transitivity study found in memoir text, the authors find gap to analyze memoir as a genre in creative writing. Transitivity Through the system of transitivity, the authors can find the clause as representation. the authors can explore the clause in terms of who does what, who feels what, who says what and etc. The central part of transitivity is process. Based on Gerot and Wignell (1994) the processes are:

1. Material process

   They are those in which something is done, expressed by action verbs, e.g. eat, go, give… etc. This type requires two participants (except for the transferring process that requires three participants): Actor (the subject) and Goal (logical direct object) (Iwamoto n.d., 70). Such processes also include four kinds: "doing", "happening", "causing" and "transferring". According to Downing and Lock (2006, 128) in the processes of "doing", the action either extends to another participant or does not depend on the verb. The animate actor is called Agent, while the inanimate one is called Force. To Downing and Lock too, in the process of "transferring", an Agent transfers an Affected participant to either a Recipient or Beneficiary. They also add that in the processes of "happening" the Affected undergoes the happening.

2. Mental process

   They are processes of feeling, thinking and perceiving, viewed as internalized process in contrast to externalized ones of doing. This type requires: subject as a Sensor or Experiencer and object as a Phenomenon (Halliday, 1994, 117). Mental processes, per se, can be classified into three kinds: of cognition (e.g. verbs of thinking, knowing, to name but few), of affection (verbs of liking, loving, and others), and perception (verbs of seeing, smelling….etc.). Grammatically, the Sensor can be recognized according to the voice: it is agent-sensor if the sentence is active voice and affected-sensor if it is passive one (118).

3. Verbal process

   They are of saying as being concerned with expressing the relationship between ideas constructed human consciousness and the ideas enacted in a form of language (Halliday

1994: 107). According to Halliday (1994,140), this type of process includes the subject- Sayer- ,Verbiage-the message directed to the object, and the object-Target-which is also called the Said, (a reported statement, a reported questioner a reported directive (order, request, etc.)If the clause includes the verb "tell," a Recipient, the Addressee, should be added to the structure (Downing and Lock 2000, 151).

4. Behavioral process

They refer to physiological and psychological like breathing, coughing, smiling . . . etc. They represent outer manifestations of inner workings, the acting out of processes of consciousness and psychological states (Halliday 1976, 55). Covertly, the one participant is called Behaver. According to the context in which they occur, the verbs also include two kinds of processes: involuntary (if they are followed by adverbs) and volitional (if they are not).

5. Relational process

They are concerned with the processes of being in the world of abstract relations, being in two categories:

  a. Attributive Process: y is an attribute of x
  b. Identifying Process: y is identity of x

In the attributive one, the logical subject is called "Carrier" and the object is "Attributive" whereas in identifying processes the subject is "Identified" and the object is "Identifying" (Halliday 1985, 115). More specifically, Downing and Lock (2006, 144) assert that the Attributive processes are of three-kind relations: Attributive, Circumstantial, and Possessive. In possessive structures the participants are known as the Possessor and the Possessed. In Identifying process, the Identified is also called the Token and the Identifying is also called Identifier or Value or vice-versa.

6. Existential process

They are related to the existence of entities. The participant which is expressed to exist is called Existent, being any kind of entity like human, thing abstraction, (countable and uncountable), or event. To Downing and Lock, the structures used tend to specify the quantification and/or the location of something. In most cases, the existential there is employed in the structures (153).

METHOD

As the focus of this study, meaning behind the Poem: An Analysis of Transitivity of Poems, this study presents the problems a group of four semester English department students faced in a poetry course at the Mathla'ul Anwar University, and it discusses the attempts made to overcome them.

This study used Discourse Analysis (DA) as the research of the study to find out the author's experience. the authors experience is "construed in a discourse" (Martin & Rose, 2007) and it is achieved through a grammatical system called transitivity. Therefore, transitivity analysis suits for this study. Revealing experience of the authors means that the authors has to look at the authors and the context in which the authors talk. This, DA was applying. DA is defined as a research that is aimed "to show systematic links between texts, discourse practices, and sociocultural practices" (Norman, 1995, p. 19). Meaning to say, the analysis of the text is the analysis of discourse practices as well as sociocultural practices. It fits the data of this research.

This study helps the authors to consider the non-linguistic context of a discourse and to make a relation between linguistic and non-linguistic context of the speech. The method of the study is divided into two parts which are data collection and data analysis. Data collection discusses how the data are collected and classify the data found. Data analysis discusses how the data are analyzed to answer the problem formulations. The type of data collection in this study is descriptive analysis method, it was in order to elaborate the appearing process types of transitivity in poems and to describe the percentage of process types. The participant's select are taken from four semester of

Teacher Training and Education Faculty, Mathla'ul Anwar (FKIP UNMA) of the academic years 2021/2022 in English Department. The subjects of this study referred to poems of students. From the subjects, some samples which are able to reveal the authors experience are chose purposively. Therefore, the sample of the data ware clauses containing transitivity that are able to show the authors experience. They write about poem's activity or what has happened to poem. To identify these clauses which are use, a test has applied. There are conditions in which clauses are include in the data. In this section, there are six steps to answer the problems. First, the authors segment clauses by coding. Each sentence has dividing into each clause because one sentence may have more than one clause. Each clause has numbering. Second, the authors identify the type of transitivity process in each clause. The authors categorize the process into material, mental, relational, verbal, existential, behavioral and meteorological process by looking at the verb in the clause. Third, the authors identify the participants in each clause. The name of participants in each clause is based on the type of process in its clause. The example is below:

Plant cells	have	A cell well
Carrier	Attributive: Intensive	Attribute

Fourth, the data has classify based on the type of transitivity process in the form of a table. Each process has its own table. The table included the participants. The example of the table in each process is below:

Table 1. The Example of Summary of Participants in Relational Processes

Types of Relational Processes	Participants	Realization in Data
Attributive	Carrier	I, my life, people like me, plant cell
	Attribute	A cell well
Identifying	Identified	My name
	Identifier	writer
Possessive	Possessor	Each of them, I, we
	Possessed	Contain, have, requires

Fifth, the authors describe the pattern of transitivity patterns in the data by identifying the table. The table help the authors to find the general pattern of the speech. the authors give an explanation about the meaning of this pattern for the example which participants appears the most and what each process wants to reveal. As it is said before, transitivity analysis is use to reveal the experience of the authors. In the last step, the authors try to reveal the experience by relating the transitivity process find with the background of the researchers and the situational context happen in the place where the authors live. The researcher interpreting the authors experience by relating the process/verb in clause and lexical of the participants chose by the poem of students and connecting them with the non-linguistic context.

DISCUSSION

The finding in this study tells the linguistic choices of students writing in poems. The Discourse Analysis choices are seen on the dominant types of process, participant, and circumstance. Based on the findings, there are three points that had been studied in this study. First, the finding shows that the process of material is dominant in students' texts which is followed by the process of mental. This case denotes that to tell some action or some event becomes the most shared information in

students writing. In this study, the students tended to use verbal process. It is because the students' texts are poems. As Gerot and Wignell (1994:204) explained that grammatical feature which commonly used in narrating is the material process. It means the physical character in the form of action and event are mostly described in the meaning. It was showed in their writing, the students mostly told about what they had been felt or experienced in their past. Furthermore, this process was also followed by mental process. Since meaning text tells about its writer experience in the real life, the mental process exposed that students also mostly told about their feeling towards their experiences.

Second, the participant which mostly characterized students' text is the comfort of human. In this study, the students put themselves in the story as the individual which experienced the verbal process. However, it is obvious that process and participant is an agreement component that cannot be divided on the clause level. The first finding shows the verbal process come out as the dominant process used by the student in arranging poems. In line with the first finding, it can be concluded that the role of 'actor' become the participant role which describe the role of the main character found in this study. The role of the participant shows who or what is told and attached in the process. In other words, the participant which refers to the writer of the meaning itself has the 'actor' role which doing the most dominant process.

Third, the circumstance of location was found mostly occurred in students' poems. Most of circumstance of location occurred in students' texts was used to give the detail information about the place and time of where and when the story happened. By giving the detail elements in the clause structures, the writer visualized their experienced by locating the time and place in order to give the reader a clear information about what they want to tell.

Furthermore, to determine the shower of students writing to write a meaning, the authors compared this study with the previous study which carries out transitivity analysis in the same type. Then, the authors found out two previous study that discussed the transitivity system on the texts. They are Nguyen (2012) investigating the transitivity system on a novel and proving that employing this system supports both interpretation and identification of the characteristic of the main character; and another one is Sujatna (2013), she was elaborated the types of mood and as well process of transitivity applied in the English department. In short, they try to analyses the meaning of poem texts in order to found out the process types applied in the text, and from those studyes, honestly the present authors got inspiration to do a study investigating the transitivity system on a certain text. What makes this present study differs from those studyes is that the text being going to be analyzed is poetry. It is a common thing when there is a discussion of poetry, a genre of literature, it will be in frame of literary study and it seems that there are still a few studies discussing poetry based on the linguistic point of view; thus, this study did occupying linguistics on analyzing poetry, especially systemic functional grammar i.e. transitivity system. Concerning on the transitivity system, this study focuses on which types of process usually appearing in the poetry then capture them in the percentage.

CONCLUSION

The present study which using the system of transitivity shows how transitivity students as the meaning express their poems in a meaning. This study focused on the student's Discourse Analysis within Systemic Functional Grammar by Gerot and Wignell (1994). This study tries to answer the three main aspects, those are process, participants and circumstance. For process types, verbal process was used the most in students' text. It is followed by mental process which occupies the second place and relational process in the third place. Meanwhile existential process is found as the fewest process which followed by material process and behavioral process. The verbal process as the most dominant one characterizes the physical actions and events in meaning text. It shows that the meaning texts are written to inform about actions performed and events happening in the

life of Discourse Grammar students as the meaning. Then participant types that is found in student's writing were divided into two types, those are human and non-human participants. The participant of human is found as the most dominant one in student's writing with a ratio 3:2 compared to the participant of non-human. The human participant mostly refers to its writer or the student as the main character of the poems. And for circumstance types, there were only ten types found in students' texts. Those are believed, filling, manner, cause, role and weather. No type of matter found in this study. Timing is found as the dominant circumstance elements found in students' texts while angle is the type in the lowest timing found in students' poems. The dominant circumstance shows that the students tended to visualized their experienced by locating the time and place in order to give the reader a clear information about the location of the story take place. Based on the conclusion above, there must be some gaps that still can be analyzed. This study uses only one aspect of Discourse Analysis in analyzing style that is the usage of experiential metafiction. There are still two more aspects that can be analyzed to complete the analysis in Discourse Analysis. It is highly suggested for the next study or the student who wants to study about DA in literary text to do the analysis of the rest of metafiction analysis that are textual and interpersonal function.

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