

## PROCESS TYPES IN STUDENTS' NARRATIVE TEXT

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**Abstract:** This study aims to investigate the process type in students' narrative text. It involves 20 first grader of Department of English Education, University of Kuningan. The title of narrative text given to all respondents is "Rabbit and Twenty Crocodiles." This study raises two problems: the process types appear in students narrative texts and the errors of the process types occur in students' narrative texts. This research used a descriptive qualitative method to describe the data. As result, by using Derewianka (2002), the process types found in students' narrative texts were material, mental, verbal, and relational process. Material process was the dominant type found in students' narrative texts in which there were 232 material processes from 371 data with percentage 62.53%. It means that, in the text telling about a sequence of happenings and experiences, the characters did many material activities than the other process types. Besides, this research also found three process type errors occurred in students' narrative texts, namely material, verbal, and relational process. Material process is the dominant error occurred in students' narrative texts in which 100 errors occurred in 157 data with percentage 63,7%. In conclusion, considering that students face diffuculties mostly in material process, teacher should deal with its teaching more cautiously.

**Keywords:** *narrative text, transitivity and error, process types*

### INTRODUCTION

Language has three metafunctions of language, namely ideational, interpersonal, and textual function (Gerot & Wignell, 1994). First, the ideational function consists of logical and experiential function. The experiential function is realized by the transitivity system. Transitivity is normally understood as the grammatical feature which indicates if a verb takes a direct object. Second, the interpersonal function are meanings which express a speaker's attitudes and judgments. Meanings are realised in wordings through what is called MOOD and Modality. Third, the textual function expresses the relation of language to its environment, including both the verbal environment, what has been said or written before (co-text) and the non-verbal, situational environment (context). These meanings are realised through pattern of Theme and Cohesion.

In the concept of transitivity proposed by Halliday (1985), there are three components of what Halliday calls a transitivity process,

namely participants, process, and circumstance. The participants are them who directly involved in the process: the one who behaves, senses, says or exists. The process consists of material process (process of doing), mental process (process of sensing), relational process (process of being), verbal process (process of saying), behavioral process (the combination of psychological and physiological behavior), and existential process (represents that something exist and happen). While circumstances are typical adjuncts.

Halliday' transitivity system belongs to experiential metafunctions. When we looked at the experiential metafunctions, that's mean that we looked at the grammar of the clause as representation. It is called so because the clause in its experiential functions is a way of representing pattern of experience. Through the system of transitivity, it can be explored the clause in its aspects, such is who does, what, to whom, when, where, why or how function.

When people talk about what a word or sentence means, it is a kind of meaning they

have in mind. Meaning in this sense is related to content or idea. So, here the clause that functions as the representation of processes is explored by transitivity system.

Transitivity analysis offers a description of one of the structural strands of the clause. Transitivity specifies the different types of processes that are recognized in the language and the structures by which they are expressed.

We use the term process and participant in analyzing what is represented through the use of language. Processes are central to transitivity. They are also regarded as what "goings-on" and suggest many different kinds of goings-on which necessarily involve different kinds of participant in varying circumstances. While participants and circumstances are incumbent upon the doings, happenings, feelings, and beings.

Processes can be subdivided into six different types, namely 1) Material - doing bodily, physically, materially; 2) Mental - sensing emotionally, intellectually, sensorily; 3) Relational - being equal to or some attribute of; 4) Verbal - saying lingually, signaling; 5) Behavioral - behaving physiologically and psychologically; and 6) Existential - existing there exist (Halliday, 1985). Each of them is explained briefly below.

#### 1. *Material Process*

Gerot and Wignell (1994) state that material processes are processes of material doing. They express the notion that some entity physically does something - which are done to some other entity. So, clauses with material process obligatorily have a doing (process) and a doer (participant) as in "He built the house for the kids" in which 'he' refers to the actor, 'built' refers to the material process, 'for the kids' refers to the beneficiaries.

#### 2. *Mental Process*

Mental process is a process of sensing, feeling, thinking, or perceiving. Some processes involve not only a material action but also a phenomenon described as states of mind or psychological event. People are not always talking about concrete process of doing. They often talk not about what they

are doing, but about what they think or feel. Halliday (1985) calls processes which encode meaning of thinking or feeling as mental processes. These processes tend to be realized through the use of verbs like think, believe, understand, know, feel, smell, hear, see, smell, want, like, please, admire, repel, enjoy, fear, frighten, etc.

Basically, there are three types of mental process, namely 1) affective or reactive (feeling) which is recognized through the use of verbs of liking, fearing, 2) cognitive (thinking) which is recognized through the use of verbs of thinking, knowing, understanding, and 3) perceptive (perceiving through the five senses) which is recognized through the use of verbs of seeing, hearing. The participant role in mental process are "senser" and "phenomena" associated with any mental process.

#### 3. *Relational Process*

According to Gerot and Wignell (1994), relational processes involve states of being (including having). Eggins (1994) adds that relational process covers many different ways in which "being" can be expressed in English clauses. Simply, it can be said that "states of being" refers to the statements stated to convey the existence. relational processes can be classified according to whether they being used to identify something (Barry Tuckwell may be the finest living horn player), or to assign a quality to something (Barry Tuckwell is a fine horn player). Relational processes are fundamental on how the above mentioned subject construct the words.

#### 4. *Verbal Process*

Verbal processes are processes of saying (Lock, 1996). Further, Gerot and Wignell (1994) assume that verbal processes are processes of saying or more accurately of symbolically signaling. Verbal processed are expressed by verbs such as say, tell, ask, reply, and suggest. Verbal process clauses normally have one participant, desired, plus in most cases a representation of what is said, called the "saying". In addition, verbal process clauses have participant which represents the person toward whom the

words are directed. This participant is the addressee.

#### 5. Behavioral Process

According to Halliday (1985), "behavioral process includes the "mental" and processes of consciousness that are being represented as forms of behavior, like look, watch, listen, think." Similarly, Gerot and Wignell (1994) states that "Behavioral processes" are processes of psychological and psychological behavior, like breathing, dreaming, snoring, smiling, looking, coaching, christening and pondering. For example, "Don't look, I am thinking, no one's listening." This statement shows that the behavioral processes are done consciously.

#### 6. Existential Processes

Existential process is the representation that something exists or happens (Halliday, 1985). These clauses typically have the verbs "be" or some other verb expressing existence, such as exist and arise. Frequently, the existential clause contains a circumstantial element, as in "There was a picture on the wall."

These six process types are commonly found in texts or in daily conversations. But, not all people knows about this division. So, to make it clearer, the researcher intends to analyze the process types found in students' narrative text. According to Gerot and Wignell (1994), narratives deal with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution. It is used to amuse, to entertain, and to deal with actual or vicarious experience in different ways. Narratives include fairy stories, mysteries, science fiction, romances, horror stories, "heroes and villains" (e.g. TV cartoons), adventure stories, parables and moral tales, myths and legends, and historical narratives.

The features of narrative text according Derewianka (2002) are; 1) Specific, often individual participants with defined identities, (2) Mainly use actions verbs [material processes], but also many verbs which refer to what the human participants said, or felt, or thought [verbal and mental processes], (3) Normally use past tense, (4) There are many linking words to do with

time, (5) Dialogue often included with the tense may change to the present or future, (6) Descriptive language chosen to enhance and develop the story by creating images in the reader's mind, and (7) Can be written in the first person (I, we) or third person (he, she, they).

Unfortunately, in the study of second and foreign languages learning, students often made mistakes or errors relating to these language features of narrative. But, learning language is a process, so it is not matter if students do some errors of mistakes. Exactly, from their errors they can learn more, correct and improve their knowledge. As stated by Richards *et al.* (1992), errors have been studied to discover the processes learners make use of in learning and using a language.

Stevenson (1996) states that many errors are due to that the learner uses structures from his/her native language. The possession of one's native language is facilitative. Errors in this case are not inhibitory, but rather evidence of one's learning strategies. Error analysis owes its place as a scientific method in linguistics. Finally, triggered by the fact that there are still many first grade students in University of Kuningan get difficulties in constructing the text, the researcher is interested to firstly analyze the process types used by the students in their narrative texts, then analyze the errors made by them. This research is expected to be beneficial for either students or English teachers.

## METHOD

This study is a qualitative research. Creswell (1994) states that "qualitative research is interpretative research." It is the theory used by those conducting grounded theory studies as an outcome for their studies. Grounded researchers hope to discover a theory that is grounded in information from informants. Further, Creswell (1994) adds that "qualitative theory may shape the initial research questions and provides additional information about pattern of theories."

By means of purposive sampling design, this research involves twenty students of the first frade in Department of English Education, University of Kuningan. Here, the

researcher does not need informants, rather than he gives writing assignment to students in order to analyze the types of process occurred in their writings.

Here, a narrative text entitled "Rabbit and Twenty Crocodiles" is used as a guidance for the students to write the story by using their own words. This narrative text tells about a rabbit that was clever, smart, and kind. The rabbit had an idea when he wanted to cross a river because he couldn't swim. A rabbit laid the boss of crocodiles to make a line in order he can crossed the river.

All of the data were collected qualitatively. According to Richards *et al.* (1992), qualitative data are not in numerical form, it is a written account of what happened during a lesson or an interview data collected in qualitative form. The quantitative form is also employed in this study to count up the frequency of process type appearances in students' narrative texts. The steps in collecting the data are as follows; 1) Giving students instruction to make a narrative text individually; 2) Leading 20 students to be the sample of the study; 3)

Allowing the student to write with their own words; and 4) Analyzing students' writing by means of transitivity system.

Next, the steps conducted by the writer in analyzing the data are; reading the narrative texts written by the students, and analyzing the types of process in students' narrative text.

## RESULTS AND DISCUSSION

There are two findings in this research. The first finding relates to the process types represented in narrative texts produced by the first grade students. While, the second finding presents the error of the process types occurred in students' narrative texts as constructed by the transitivity system.

### *Process types appear in students' narrative text*

As the result of data analysis, the process types used by students in their narrative texts are mental, material, verbal, and relational process. The record of this finding is shown in the table below.

Table 1. Frequency of Appearance of the Process Types

Text	Process Types	Frequency of Appearances	Percentages
Narrative text	Material	232	62.53%
	Mental	41	11.05 %
	Verbal	42	11.32 %
	Behavioral	0	0
	Existential	0	0
	Relational	56	15.1 %
	<b>Total</b>	<b>408</b>	<b>100 %</b>

Based on the table above, it can be seen that material process is the dominant process types found in students' narrative texts in which 62.53% out of the data are material process. While the other three process types found in the narrative texts are mental process with percentage 11.05%, verbal 11.32%, and relational 15,1 %.

First, from all narrative text produced by 20 first grade students, the number of material process found are 232 or 62.53% out of the data. These 232 material processes come from twenty respondents in which each respondent use material process with different number. In the narrative text

produced by respondent 1, the total of material process occurred are 10 times, 13 times in respondent 2, 10 times in respondent 3, 10 times in respondent 4, 8 times in respondent 5, 11 times in respondent 6, 12 times in respondent 7, 7 times in respondent 8, 11 times in respondent 9, 11 times in respondent 10, 16 times in respondent 11, 19 times in respondent 12, 14 times in respondent 13, 21 times in respondent 14, 12 times in respondent 15, 13 times in respondent 16, 12 times in respondent 17, 8 times in respondent 18, 5 times in respondent 19, and 19 times in the last respondent.

The examples of material processes appear in students' narrative text are as follows. From respondent 1 "He can't go there", "can't go" explain that it is a material process. From respondent 2 "The rabbit wish went to mountain", "went" explains that it is a material process. From respondent 3 "A rabbit went to jungle", "went" explains that it is a material process or doing activities. From respondent 4 "He can't swim", "can't swim" explain that it is a material process or doing activities. From Respondent 5 "He must crossed a river", "must cross" explain that it is a material process or doing activities. From respondent 6 "He will went to house", "will went" explain that it is a material process or doing activities. From respondent 7 "He couldn't swim", "couldn't swim" explain that it is a material process or doing activities. From respondent 8 "He will went to party", "will went" explain that it is a material process or doing activities. From respondent 9 "He can't went to jungle", "can't went" explain that it is a material process or doing activities. From respondent 10 "The rabbit jump on twenty crocodile", "jump" explains that it is a material process or doing activities. From respondent 11 "He like play with a friend", "play" explains that it is a material process or doing activities. From respondent 12 "He must swimming", "swimming" explains that it is a material process or doing activities. From respondent 13 "He came to a boss of crocodile", "came" explains that it is a material process or doing activities. From respondent 14 "he went to a river", "went" explains that it is a material process or doing activities. From respondent 15 "He can't swimming", "can't swimming" explain that it is a material process or doing activities. From respondent 16 "He can jumping and cross a river", "can jumping and cross" explain that it is a material process or doing activities. From respondent 17 "He couldn't swim", "couldn't swim" explain that it is a material process or doing activities. From respondent 18 "a rabbit went to jungle", "went" explains that it is a material process or doing activities. From respondent 19 "a rabbit jumped from one crocodile to another crocodile", "jumped" explains that it is a material process or doing activities. From

respondent 20 "He will went to house", "will went" explain that it is a material process or doing activities.

Second, mental process relates to deed of mental like feeling and thinking. For example from respondent 1 "He saw a boss of crocodiles". The word "saw" describes the mental process. The frequency of mental process appearances in twenty narrative texts is 41 with percentages 11.05 %. From respondent 1, the total of mental process occurred is 2 times, respondent 2 is 1 time, respondent 3 is 1 time, respondent 4 is 3 times, respondent 5 is 1 time, respondent 6 is 2 times, respondent 7 is 2 times, respondent 8 is 2 times, respondent 9 is 2 times, respondent 10 is 1 time, respondent 11 are 4 times, respondent 12 is 2 times, respondent 13 is 2 times, respondent 14 is 3 times, respondent 15 is 2 times, respondent 16 is 2 times, respondent 17 is 2 times, respondent 18 is 2 times, respondent 19 is 1 times, and the last respondent is 4 times.

The examples of mental processes appear in students' narrative text are as follows. From respondent 1 "He saw a boss of crocodiles", the word "saw" explains that it is a mental process. From respondent 2 "the rabbit wish went to mountain", the word "wish" explains that it is a mental process. From respondent 3 "He saw a boss of crocodiles", the word "saw" explains that it is a mental process. From respondent 4 "A rabbit thanked for them", the word "thanked" explains that it is a mental process. From respondent 5 "He saw a boss of crocodiles swim", the word "saw" explains that it is a mental process. From respondent 6 "He saw a boss of crocodiles swimming in the river", the word "saw" is a mental process. From respondent 7 "A rabbit thanked for them", the word "thanked" explains that it is a mental process. From respondent 8 "when he saw a boss of crocodiles swimming", the word "saw" explains that it is a mental process. From respondent 9 "after that he saw a boss of crocodiles swim in the river", the word "saw" explains that it is a mental process. From respondent 10 "when he saw a boss of crocodiles swimming in the river", the word "saw" explains that it is a mental process. From respondent 11 "He get idea", the word

“get” explains that it is a mental process. From respondent 12 “and finally he thanked all crocodiles”, the word “thanked” explains that it is a mental process. From respondent 13 “he thanked to all the crocodiles”, the word “thanked” explains that it is a mental process. From respondent 14 “he thanked to all crocodiles because crossed a river”, the word “thanked” explains that it is a mental process. From respondent 15 “he get idea”, the word “get” explains that it is a mental process. From respondent 16 “he get idea”, the word “get” explains that it is a mental process. From respondent 17 “he saw a boss crocodiles swim in the river”, the word “saw” explains that it is a mental process. From respondent 18 “he thanked to all crocodiles”, the word “thanked” explains that it is a mental process. From respondent 19 “a rabbit thanked to all crocodiles”, the word “thanked” explains that it is a mental process. From respondent 20 “when he saw a boss crocodiles swimming in the river”, the word “saw” explains that it is a mental process.

Third, the frequency of verbal process appearances in twenty narrative texts is 42 with percentages 11.32 %. Verbal process is usually presented through conversation indirectly by participant. For example in respondent 1 “He ask to him for help a cross a river”. From respondent 1 the total of verbal process occurs is 2 times, respondent 2 is 2 times, respondent 3 is 2 times, respondent 4 is 1 times, respondent 5 is 1 times, respondent 6 is 1 times, respondent 7 is 3 times, respondent 8 is 1 times, respondent 9 is 3 times, respondent 10 is 3 times, respondent 11 is 4 times, respondent 12 is 1 times, respondent 13 is 3 times, respondent 14 is 2 times, there is no verbal process in respondent 15, respondent 16 is 1 times, respondent 17 is 1 times, respondent 18 is 3 times, respondent 19 is 5 times, and the last respondent is 3 times.

The examples of verbal processes appear in students' narrative text are as follows. From respondent 1 “He ask to him”, the word “ask” explains that it is a verbal process. From respondent 2 “A boss of crocodiles call a twenty crocodiles”, the word “call” explains that it is a verbal process. From respondent

3 “and a boss of crocodiles call a twenty crocodiles”, the word “call” explains that it is a verbal process. From respondent 4 “then the rabbit asked to boss of crocodiles”, the word “asked” explains that it is a verbal process. From respondent 5 “he get idea for ask help”, the word “ask” explains that it is a verbal process. From respondent 6 “the rabbit said that the crocodiles was good, nice and gentle”, the word “said” explains that it is a verbal process. From respondent 7 “the boss called his friend”, the word “called” explains that it is a verbal process. From respondent 8 “he try and said to boss of crocodiles”, the word “said” explains that it is a verbal process. From respondent 9 “he must call the twenty crocodiles”, the word “call” explains that it is a verbal process. From respondent 10 “then the boss called his friends and asked them for make line”, the words “called and asked” explain that it is a verbal process. From respondent 11 “the boss of crocodiles call his friend”, the word “call” explains that it is a verbal process. From respondent 12 “he saying if a boss of crocodiles ...”, the word “saying” explains that it is a verbal process. From respondent 13 “He said to boss crocodiles”, the word “said” explains that it is a verbal process. From respondent 14 “the boss called twenty crocodiles”, the word “called” explains that it is a verbal process. From respondent 15 “for ask the boss of crocodiles”, the word “ask” explains that it is a verbal process. From respondent 16 “he ask to the boss of crocodiles”, the word “ask” explains that it is a verbal process. From respondent 17 “he ask to the boss of crocodiles and his friend”, the word “ask” explains that it is a verbal process. From respondent 18 “the rabbit call the boss of crocodiles”, the word “call” explains that it is a verbal process. From respondent 19 “a rabbit said ok”, the word “said” explains that it is a verbal process. From respondent 20 “a boss of crocodiles call twenty crocodiles”, the word “call” explains that it is a verbal process.

Fourth, the frequency of relational process appearances in twenty narrative texts is 56 with percentages 15.1 %. From respondent 1, the total of relational process occurs is 4 times, respondent 2 is 3 times,

respondent 3 is 2 times, respondent 4 is 1 times, respondent 5 is 3 times, respondent 6 is 2 times, respondent 7 is 3 times, respondent 8 is 2 times, respondent 9 is 2 times, respondent 10 is 2 times, respondent 11 is 3 times, respondent 12 is 2 times, respondent 13 is 1 times, respondent 14 is 5 times, respondent 15 is 2 times, respondent 16 is 4 times, respondent 17 is 2 times, respondent 18 is 2 times, respondent 19 is 7 times, and the last respondent is 4 times.

The examples of relational processes appear in students' narrative text are as follows. From respondent 1 "He get idea", the word "get" describes relational process. From respondent 2 "he life happy everyday", the word "life" describes the relational process. From respondent 3 "in the wood life a rabbit smart" the word "life" describes the relational process. From respondent 4 "He had idea" the word "had" describes the relational process. From respondent 5 "He live with all animals" the word "live" describes the relational process. From respondent 6 "He had idea" the word "had" describes the relational process. From respondent 7 "He had idea" the word "had" describes relational process. From respondent 8 "once upon a time, life a little rabbit with his family" the word "life" describes the relational process. From respondent 9 "He get idea", the word "get" describes the relational process. From respondent 10 "He get idea", the word "get" describes the relational process. From respondent 11 "He like play with a friend" the word "like play" describes the relational process. From respondent 12 "He get idea", the word "get" describes the relational process. From respondent 13 "long time ago live in jungle a rabbit", the word "live"

describes the relational process. From respondent 14 "He life fun because every day he always play", the word "life" describes the relational process. From respondent 15 "He get idea", the word "get" describes the relational process. From respondent 16 "The rabbit is a clever", the word "is" describes the relational process. From respondent 17 "He get idea", the word "get" describes the relational process. From respondent 18 "In the wood life a rabbit with his friend", the word "life" describes the relational process. From respondent 19 "A rabbit lived in the wood", the word "lived" describes the relational process. From respondent 20 "He had idea", the word "had" describes the relational process.

There are not behavioral process found in all narrative texts entitled "Rabbit and Twenty Crocodiles" produced by the respondents because there are not processes of physiological and psychological behavioral, like smiling, dreaming, breathing, coughing, etc. Similarly, there are not also existential process in all of respondents' narrative text because this story only tells about activities of rabbit and crocodile.

### ***The errors of process occurred in students' narrative texts***

The second stage in this research was analyzing the errors of the processes in students' narrative texts by using the transitivity system. As the result of the analysis, there are 100 errors or 63.7% out of the sample occur in material process, 10 errors or 6.4% in verbal process, and 47 errors or 29.9% in relational process. The record of this finding is shown in the table below.

Table 2. *The Error of the processes in the students' narrative text*

Text	Process Types	Frequency of Appearances	Percentages
Narrative text	Material	100	63,7 %
	Mental	0	0
	Verbal	10	6,4 %
	Behavioral	0	0
	Existential	0	0
	Relational	47	29,9 %
	<b>Total</b>	<b>271</b>	<b>100 %</b>

First, from all narrative text produced by 20 students, it is found that students frequently make errors in material process in which it happens in 100 data with percentages 63.7%. From respondent 1, the total of error in material process is 3 times, respondent 2 is 4 times, respondent 3 is 7 times, respondent 4 is 3 times, respondent 5 is 6 times, respondent 6 is 5 times, respondent 7 is 5 times, respondent 8 is 1 times, respondent 9 is 6 times, respondent 10 is 3 times, respondent 11 is 9 times, respondent 12 is 2 times, respondent 13 is 4 times, respondent 14 is 11 times, respondent 15 is 5 times, respondent 16 is 9 times, respondent 17 is 6 times, respondent 18 is 3 times, there is no error analysis in respondent 19, and the last respondent is 28 times. For example from respondent 3, the sentence "He life play with a friend" shows that there is an error in material process because the word "life play" is wrong, it should be "lives".

Second, the frequency of errors in verbal process is 10 with percentages 6.4%. From respondent 1 the total of verbal process errors is 1 times, there is no error analysis in respondent 2, respondent 3 is 2 times, there is no error in respondent 4, there is no error in respondent 5, there is no error in respondent 6, there is no error in respondent 7, there is no error in respondent 8, respondent 9 makes error 1 times, there is no error in respondent 10, respondent 11 makes error 2 times, respondent 12 makes error 1 times, there is no error in respondent 13, there is no error in respondent 14, there is no error in respondent 15, respondent 16 makes error 1 times, there is no error in respondent 17, respondent 18 makes error 1 times, there is no error in respondent 19, and the last respondent makes error 1 times. For example from respondent 3, the sentence "A boss of crocodiles call a twenty crocodiles" shows that there is an error in verbal process because the word "call" is wrong, it should be "called".

Third, there is no error in Mental Process occurred in students' narrative texts.

Fourth, the frequency of errors in relational process is 47 with percentages 29.9%. From respondent 1, the total of

relational process error is 3 times, respondent 2 is 1 times, respondent 3 is 2 times, respondent 4 is 2 times, respondent 5 is 3 times, respondent 6 is 1 time, respondent 7 is 3 times, respondent 8 is 2 times, respondent 9 is 2 times, respondent 10 is 2 times, respondent 11 is 3 times, respondent 12 is 2 times, respondent 13 is 1 time, respondent 14 is 5 times, respondent 15 occurs 2 times, respondent 16 occurs 4 times, respondent 17 occurs 2 times, respondent 18 is 2 times, respondent 19 is 2 times, and the last respondent is 3 times. For example from respondent 14, the sentence "He life fun because every day he always play" shows that there is an error in relational process because the word "life" is wrong, it should be "lived".

So far, the discussion has focused on the clause as representation. Thus, the concept discussed above are sought to be relevant to this study. From the analysis above, the researcher found that all respondents had not mastered the narrative writing because there are so many mistakes done by them in writing narrative texts. This error is especially in the use of tense. Some respondents wrongly use simple tenses. Finally, it can be concluded that the errors can be influenced by some factors such as the teacher or the respondents itself. The teacher might less in teaching narrative writing to all respondents. But, it could be also caused by the respondents self who did not quite understand about the narrative writing so they made errors in writing narrative texts.

## **CONCLUSION**

As result of the data analysis, the researcher found 4 process types in students' narrative texts entitled "A Rabbit and Twenty Crocodiles", namely material, mental, verbal, and relational process. The results are taken from process type analysis by means of transitivity system. Material process is the dominant process types appear in students' narrative texts. It is because a rabbit as a character does many activities and interaction with other characters. As stated previously that material processes are process of doing. They express the notion that some entity "does" something which may

be done to some other entity. From the analysis, the researcher find out 232 material processes from 408 data with percentage 62.53 %. It means that the text is telling about a sequence of happenings and experiences and characters do many material activities than other process types. Many activities which are done by the characters make the readers understand the story easily. The readers can know what will the character do and can imagine what will happen and acts will be done. In addition, the researcher also finds out four process types error that occur in students' narrative texts, they are material, verbal, and relational process. The students frequently make errors in material process in which there are 100 errors occurred from 157 data with percentage 63.7%.

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## **Drummer**

A drummer, sick of all the drummer jokes, decides to change his instrument. After some thought, he decides on the accordion. So he goes to the music store and says to the owner, "I'd like to look at the accordions, please." The owner gestures to a shelf in the corner and says, "All our accordions are over there." After browsing, the drummer says, "I think I'd like the big red one in the corner." The store owner looks at him and says, "You're a drummer, aren't you?" The drummer, crestfallen, says, "How did you know?" The store owner says, "That 'big red accordion' is the radiator."

(Source: <http://www.study-express.ru/humour/funny-stories.shtml>, picture: [www.google.co.id](http://www.google.co.id))