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KOLITA 14

KONFERENSI LINGUISTIK TAHUNAN ATMA JAYA 14

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ABSTRACT

The present study reports on the usefulness of transitivity for scrutinizing EFL college students' written responses to short stories assigned as shown in their negotiated response journals. Under the spirit of the integration of Literary Criticism and Halliday's Systemic Functional Linguistics (SFL) (Beck and Jeffery, 2009; Moore, 2014), the study sees the shared points between the two trends. The former is concerned with approaches to selecting teaching pedagogy, the latter supports the ways of how to critically see the construing process of resulted discourses. Rosenblatt's (2005) reader response theory-based treatment in teaching literature class has potentially allowed students as readers to aesthetically experience of being engaged in the process of transacting with the text. In addition, the study is also driven by Vygotsky's view on socio-constructivism in that sociocultural aspect of learning influences its nature. The reader transaction process is socially constructed, contextually and culturally bounded, shaped by the state being of the research site, and enhanced by their literacy (negotiated reading-speaking-writing events in classroom as a community) experiences. Writing reader response journals then stimulated the readers as writers to use personal and critical expressions as seen in their use of certain linguistic elements. Aesthetic stances normally include both personal and critical accounts. Personally and critically speaking, writers' reader response strategies embrace personal responses in that the first person pronouns and mental processes are uniquely dominant in their responses (Feez and Joyce, 1998). Owing to the limitedness of using traditional approach to categorize the used verbs in response journals, the so-called transitivity analysis is then essential to uncover linguistic features and to determine the 'process' types. The study took place in a reader response-based literature class in the English Education Program in a private college of EFL teacher education in Ciamis, West Java, Indonesia. Twenty two third grade student teachers as an intact group participated in the study. Along one semester course of study, they were trained how to personally and critically respond to several short stories. They deserved freedom in expressing their own ideas, wants, and expectations in non-threatening classroom atmosphere and actualized them in reader response journals (Parsons, 2001). Teacher's scaffolding strategy, small group and classroom discussions, and peer-feedbacks illuminated the response activities. In addition, their medium literacy level was indicated by writing skills that still needs improving and their TOEFL-like score with mediocre level from 450 to 475. The study focused on the successful student writers' final written response drafts after being peer-reviewed. The findings indicated that the more the responses represent their aesthetic experiences, the more the first person pronouns and mental processes the writers use. The present study recommends that further study explore on the gender effects on the 'processes' realized in their reader responses to literary works.

Keywords: reader response theory, aesthetic experience, systemic functional linguistics, transitivity, mental processes

INTRODUCTION

Classroom practices of literature across levels of education and countries in the spheres have been dominated by New Criticism views that promoted text-oriented reading stance. Students, as readers, were usually demanded to provide with right and fixed answers, retelling and summarizing the story (including theme, plot, characters, and settings) (Rosenblatt, 2005), which has led to a passive learning process and avoided aesthetic experiences and pleasure in reading (Sanchez, 2009). Contrast to New Criticism, Reader Response Literary Theory, promoted by Rosenblatt, allows readers to freely interpret texts with their own ideas, not necessarily getting right answers as the former expected. Literary criticisms, as the studies have indicated, have much influenced literature instructions (Lynn, 2008; Tyson, 2006). The paradigm shifts in teaching literature in EFL contexts have brought new changes in the trends and directions of researches (see Citraningtyas, 2008; Iskhak, 2010a, 2010b, 2010c, 2011, 2013a, 2013b, 2014, 2015; Karolidis, 2000).

Reader response teaching pedagogy of literature virtually offers readers freedom in expressing critical and personal responses. As Rosenblatt (1978, 1990, 2005) argues, aesthetic stance in reading evokes readers' engagement in reading literary works in that they get involved in sharing ideas and feelings as stimulated by transaction process between them and texts assigned. In transaction process readers have rooms to self-empower their own cognitive and personal faculties. Their expressed responses can be orally done or in written ways through linguistic representation, characterized by unique lexico-grammatical features.

Reader response strategies normally include physically, mentally, emotionally empowering readers' self-directed activities, such as drama performance/role playing, drawing, sharing ideas in group, and writing journals. Readers deserve autonomy to express what they have in mind and feel during and after reading. Reader Response Literary Journals (RRLJ) (Parsons, 2001) potentially allows typical variously produced

responses that indicate individual represented ideologies. RRLJ also promotes readers' critical and personal reflections. Critically, readers use their cognitive capacities to evaluate the quality of the story and interpret the meaning behind the texts. Personally, readers can express their feelings or emotional capacities in responding to literary works.

In practice, reader response-based literature pedagogy is illuminated by the socio-cultural perspectives, as promoted by Vygotskian socio-constructivism. Learning reading to write (literacy events) is socially negotiated in that classroom members (as 'criticism community') collaboratively participate in literacy events whereby peer-feedbacks are given to improve their RRLJ. In addition, to support their reading text understanding, the classroom members share their ideas in small group and classroom discussions.

To judge the quality of students' reader responses through journaling needs critical assessment. Assessment of linguistic aspects of RRLJ is then central to response-based literature pedagogy to scrutinize systemic interconnection among expressed meanings, ways of expressing, and contexts shaping. Halliday's (Martin and Rose, 2003) Systemic Functional Linguistics helps to identify linguistic aspects of language use in certain contexts in more detailed paths as shaped by its own contexts. Practically, transitivity analysis plays a fruitful tool to uncover the relationship between meanings and wording (see LaPolla, 2013; Nguyen, 2012).

Transitivity analysis refers to the notion that covers the structure of sentences which are represented by processes, the participants involved in the processes and circumstances in which processes and participants are involved (Nguyen, 2012). In addition, Halliday in Nguyen (2012) further argues that "transitivity is the set of options whereby the speaker encodes his experience and transitivity is really the cornerstone of the semantic organization of experience". Transitivity analysis normally includes the discussion of ideational, interpersonal, and textual meanings. Ideational meaning refers to experiential meaning coming from the clause as representation. It is our experience of real world, as shown in the expressions of the content of language. Interpersonal meaning has to do with ways of how to establish and maintain social relations, which is concerned with modes of communication whether in verbal or written ones. The textual meaning, then, relates to links between features of the text with elements in the context of situation, and refers to the organization of text. In addition, Martin (2014) asserts that the texts analysts should 'move beyond the clause when considering text structure...' (p. 7).

Specifically, transitivity covers such kinds of representations as material processes, relational processes, and mental processes. As the present study indicates, mental process is more dominant in its analysis. Gerot and Wignell (1994) identify that mental processes refer to ways of sensing, including feeling (affective or reactive), thinking (cognitive), and perceiving through the five senses (perceptive). Nguyen (2012) also argues that mental process refers to process of doing, usually physical and tangible actions. The notion usually associates with Actor (the doer) and the Goal, the person or entity affected by the process. Mental processes are concerned with mental reactions such as perception, thoughts, and feelings. The participants of the process usually include the *Senser* and the *Phenomenon*.

The nature of reader response strategies normally indicates personal engagement that promotes self-reflection. Reader response strategies virtually embrace personal responses in that the first person pronouns and mental processes are uniquely dominant in their responses (Feez and Joyce, 1998). The modes of possible expressions construed by the reader writers may include the use of "I", first personal pronoun, and certain verbs (processes) such as "like", "feel", "perceive", and other verbs belonging to mental process (see also Butt et al. (2000).

Owing to the limitedness of traditional grammar in critically seeing systemic elements of language in literary responses, SFL then plays an important role (see Bavali and Sadighi, 2008). It is admitted that aesthetic approach to reading-writing in response-based literature pedagogy promotes free expressions that are problematic in its assessment on the one hand, and, SFG offers more detailed grammar-oriented analysis, on the other. The integration of Literary Criticism and Halliday's Systemic Functional Linguistics (SFL) (Beck and Jeffery, 2009; Moore, 2014) shows the usefulness of SFL in literary studies. Macken-Horarik (2006) also advocates the use of SFL for exploring students' achievements in writing. Macken-Horarik further argues that "SFL provides powerful tools for analyzing language in context and language in text" "to light the linguistic patterns that work together to produce particular fashions of meaning" (p. 103). Thus, integration of literary reflection and Halliday's (1985) SFL thus deserves serious attention.

Studies of the integration of conventional/traditional approach (i.e. Universal Grammar/GU of Chomsky's conception) to text analysis and SFL suggest theory-into-practice analysis among educators. For example, Bavali and Sadighi (2008) saw that the use of SFL can be complementary in scrutinizing text. They claimed that SFL offers the solutions of what UG lack in identifying specific elements of language with reference to meaning construed and cultural context. Macken-Horarik's (2006) study also proved that

SFL through transitivity could light the students' literary responses to narrative texts. Yet, integration of UG and SFG/L in the issues of reader response to literature has shown limited attention. The guiding question of the present study is concerned with how transitivity analysis can reveal the types of mental processes as represented in student writers' peer-reviewed reader responses written in their RRLJs. Specifically, the analysis was focused on the types of mental processes realized in three best selected journals as responses to *The Unicorn in the Garden*.

METHODOLOGY

The study followed the principles of Critical Discourse Analysis with an emphasis on the use of SFL as suggested by Halliday (1985). Transitivity is central to this study, which is concerned with process types of verbs used/expressed (Gerot and Wignell, 1994). It is aimed at scrutinizing the functional elements of language used to contextually and socially actualize the student writers' written production, final draft of reader response to short stories assigned as represented in their journals. The classification of certain mental process was the main focus.

Data Collection

The data collection took place at a private college in Ciamis West Java Indonesia. The subjects involved were the EFL student teachers taking Literary Criticism. They belong to intermediate level of language growth as indicated by their TOEFL-like score with mediocre level from 450 to 475. The response-based literature teaching by means of RRLJ enacted the subjects' written reader responses improvement reflecting process-based treatment from the first draft to the last/third one and indicating continuous refinement through teacher and peer-group feedback. The non-threatening classroom condition brought the subjects into a secure classroom interaction that enabled them to freely express and share ideas after enjoying assigned short stories. The eight offered short stories include *The Necklace* (Guy de Maupassant), *The Chaser* (John Collier), *The Story of an Hour* (Kate Chopin), *The Misery* (Anton Chekhov), *The Tell-Tale Heart* (Edgar Allan Poe), *The Spirit of Giving* (Maxine Chernoff), *The Man Who did not Smile* (Kate Chopin) and *The Unicorn in the Garden* (James Thurber). The first four short stories were assigned with regard to conventional teaching strategies (merely on plot and characters analysis without personal engagements), and the second four ones were given with regard to the treatment by means of RRLJ. Yet, the last short story, James Thurber's *The Unicorn in the Garden*, was the focus of the analysis. Twenty-two students of the research site as the total number of the intact group participated the study, and 3 best-selected written works of theirs deserved analysis.

Unit of Analysis

Each clause of expressions was analyzed under the framework of SFL, focusing on transitivity analysis to identify mental processes. The determination of mental process normally comprises: Senser+Mental: processes+phenomenon (Gerot and Wignell, 1994). The analysis was aimed to uncover the real use of language as functioning as a tool for expressing ideas (ideology). The analysis the follows the following samples:

Mental Process: Affection/Feeling

I	Like	the way the writer wrote the story.
Senser	Pr: Mental: Affective	Phenomenon

Mental Process: Cognition

I	realize	the difficulties.
Senser	Pr: Mental: Cognition	Phenomenon

I	Know	the man who called on you.
Senser	Pr: Mental: Cognition	Phenomenon

Mental Process: Perception

I	perceived	that the character	is very polite.
Senser	Pr: Mental: Perception	Phenomenon	Cir: manner

FINDINGS

RRLJ writing helped readers to autonomously express what they had in mind and their feelings about their aesthetic reading experiences. The writers' life experiences and schemata very much influenced the quality of responses. In addition, intertextualization strategy or associating their ideas and experience with texts enjoyed made their responses meaningful with reference to reader response nature. In responding to the short stories, their use of selected certain verbs in construing meanings reflected their tendencies of mentally

getting involved and engaged in the stories. Instead of merely summarizing the story and telling the plot, characters, and other textual elements of fictions, they were self-confidently trying to reflect her personal responses by using the so-called 'mental processes', as personal accounts. The subjects' wording strategy, however, varied depending on their own reading process and perception.

Student 1: Ozira (Pseudonym)

I	think		that the story is about marriage couple	
Senser	Pr: mental: cognition (1)	Phenomenon: fact		
I	wonder		why the character (husband) did it.	
Senser	Pr: mental: cognition (2)	Phenomenon: fact		
I	feel/felt disappointed			
Senser	Pr: mental: affection (1)			
I	still don't know		who the right character	on the story
Senser	Pr: mental: cognition (3)	Phenomenon: fact		Circumstance: location
I	Want		to make the story	more complicated
Senser	Pr: mental: affection (2)	Phenomenon		Circumstance: manner
In that time	I	directly	believe	It
Cir: Time	Senser		Pr: mental: cognition (4)	Phenomenon
The situation of the story	reminds		me	
Phenomenon	Pr: mental: cognition (5)	Senser		
I	was aware		that she lies/lay	
Senser	Pr: mental: affection (3)	Phenomenon: fact		
I	really dislike		the idea of the story	
Senser	Pr: mental: affection (4)	Phenomenon		
We	know		that the title of the story is...	
Senser	Pr: mental: cognition (6)	Phenomenon: fact		
After	knowing		the title	
			Pr: mental: cognition (7)	Phenomenon
I	thought		the story was about the unicorn and focus on it	
Senser	Pr: mental: cognition (8)	Phenomenon		
But it is not as	I	expected		
	Senser	Pr: mental: cognition (9)		
I	want		to ask	about the reason
Senser	Pr: mental: affection (5)	Pr: verbal	Phenomenon	
I	want		to suggest	him
Senser	Pr: mental: cognition (10)	Pr: verbal	Phenomenon	
I	want to believe		each other	
Senser	Pr: mental: cognition (11)	Phenomenon		
I	Also want		to judge	the other people quickly
Senser	Pr: mental: affection (6)	Pr: verbal	Phenomenon	Cir: manner

Student writer 1 seemed to be personally engaged in the story. Her reader responses reflect the more frequently used mental processes with subject "I", which included cognition and affection, respectively. The analysis shows that there are 11 cognition processes and 6 affection processes. The evidence of less frequently used affection processes, yet, indicates the pedagogical implications for the teacher to emphasize more on stimulating more aesthetic reading practices with them in response activities.

Student 2: LILI (Pseudonym)

I	felt sorry		to her husband	
Senser	Pr: mental: affection (1)	Phenomenon		
I	did not know			
Senser	Pr: mental: cognition (1)			
I	was sure		that the husband did not lie	
Senser	Pr: mental: cognition (2)	Phenomenon (fact)		
I	Saw		the unicorn	in the garden
Senser	Pr: mental: perception (1)	phenomenon		Cir: location
I	felt interested		in it	
Senser	Pr: mental: affection (2)	Phenomenon		
I	that it		was too simple	
Senser	Phenomenon	Cir: manner		

I	such the first time		
Senser	Cir: location (time)		
I	that the unicorn only appeared		
Senser	Phenomenon (fact)		
I	this story	was lacking of challenges	
Senser	Phenomenon	Cir: manner	
I	how if this story	was developed	
Senser	Phenomenon	Cir: manner	
I	that this story	was not bad	
Senser	Phenomenon (fact)	Cir: manner	
I	that the author tried to make the reader guessing		
Senser	Phenomenon (fact)		
I	felt surprised	and could not believe	that the wife would say rude words
Senser	Pr: mental: cognition (8)	Pr: mental: cognition	Phenomenon (fact)
I	knew	that she was realistic person	
Senser	Pr: mental: cognition (9)	Phenomenon (fact)	
I	dislike	the wife	
Senser	Pr: mental: affection (4)	Phenomenon	
I	thought	that she had bad attitude	
Senser	Pr: mental: cognition (10)	Phenomenon (fact)	
I	began to think	that she was a greedy woman	
Senser	Pr: mental: cognition (11)	Phenomenon (fact)	
I	wondered	why she did it	
Senser	Pr: mental: cognition (12)	Phenomenon	
I	was happy	that this story	was happy ending
Senser	Pr: mental: affection (5)	Phenomenon (fact)	Cir: manner
I	felt	a little bit ridiculous	
Senser	Pr: mental: affection (6)	Phenomenon	
I	could understand	the content of the story	
Senser	Pr: mental: cognition (13)	Phenomenon	
It teaches	Us	to believe	each other
	Senser	Pr: mental: cognition (14)	Phenomenon
I	Think	that the prelude	is effective
Senser	Pr: mental: cognition (15)	Phenomenon (fact)	Cir: manner
I	think	the ending of the story	is very unexpected
Senser	Pr: mental: cognition (16)	Phenomenon	Cir: manner
I	don't think	that the ending would be like that	
Senser	Pr: mental: cognition (17)	Phenomenon (fact)	
We	understand	the content and moral value well	
Senser	Pr: mental: cognition (18)	Phenomenon	

The student writer 2 was more aesthetically engaged in the story. Her reader responses include more varied strategies: cognition (18), affection (6), and perception (3) mental processes. Her more total responses indicatively suggest her sophistication in writing RRLJ.

Student 3: Evi (Pseudonym)

I	wonder	what this means?	
Senser	Pr: mental: cognition (1)	Phenomenon	
I	began to think	that there was a different way	
Senser	Pr: mental: cognition (2)	Phenomenon (fact)	
I	know	the character was telling lie	
Senser	Pr: mental: cognition (3)	Phenomenon	
I	totally	hate	it
Senser		Pr: mental: affection (1)	Phenomenon
I	felt interested in	its story itself	
Senser	Pr: mental: affection (2)	Phenomenon	
I	love	the way the author ...	
Senser	Pr: mental: affection (3)	Phenomenon	
I	noticed	that the story teaches us	

Senser	Pr: mental: perception (1)	Phenomenon
We	believe	each other
Senser	Pr: mental: cognition (4)	Phenomenon
We	are not allowed to think	fast
Senser	Pr: mental: cognition (5)	Cir: manner
We	have to think	clearly
Senser	Pr: mental: cognition (6)	Cir: manner

Similar to the modes of the second text, the third student's personal reflections indicated varied mental processes. Her responses embraced three types: cognition (6), affection (3), and perception (1). Her total engagement in the story, yet, still needs enhancing through her teacher's/instructor's scaffolding technique by which types of questions and tasks should be reinforced.

DISCUSSION

The present study yielded the occupied reader response strategies that reflect the process of realizing meanings through negotiated journaling that allowed varied possible mental processes as revealed by transitivity analysis in the framework of SFL. The use of transitivity analysis sought to categorize each word into functional meaning realization, of which traditional grammar cannot share (see Bavali, and Sadighi (2008). The power of transitivity analysis seemingly played an important role in the realms of personal responses to literature (cf. Macken-Horarik, 2006). The emerging improved reflections made by the three successful student writers indicated interrelationship among language meaning, language use, and social contexts shaping and shaped by (Martin, 2014). The reader responses expressed in journals represent what readers do in their transactional process with the texts in the negotiated response-based literacy events in the classroom (see Parsons, 2001). The types of mental processes of transitivity trends have been realized by each individual writer as indicated in the state of being idiosyncratically critical and personal. As the study indicated, the second writer then evidently occupied more total reader response strategies than the other two ones.

The mental processes made by the three successful writers covered the three kinds of mental processes: cognition, affection, and perception (cf. Gerot and Wagnell, 1994). 'Perception', yet, was the least frequently used. It implies that to stimulate readers to aesthetically respond to short stories by perceiving them through multiple lenses was relatively urgent.

CONCLUSION

It is admitted that transitivity analysis of the present study helped to uncover the reader writers' meanings that were socially constructed. The subjects' process of construing the worldviews about what happened in the story needed to be enhanced by the 'more' competent target language users or social milieu. This study indicated that explicit ways of expressing ideas through specific use of language could be clearly identified. More importantly, the subjects' critical and personal reflections after enjoying short stories as enacted by reader response-based teaching pedagogy have been evidently realized by means of their mental processes. The present study recommends other studies integrate the response-based literature teaching pedagogy with Genre-Based Approach in that the researchers can possibly see when and how treatment is given by considering readers' free secure in self-directed learning to read and to write (literacy).

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