CHAPTER V

DISCUSSION OF ANALYSES OF TEXTS

Chapter four has delineated in detail about the teaching program. As it was seen, the teaching program has described GBA stages including the students' tests which showed the capacity of the students to develop character values. This chapter will describe detailed analysis of the students' texts, taken from their past experiences. As it was analyzed in chapter 4, this students' text analysis will also analyze in detail about their moral judgment, moral commitment and self-reported moral behavior. The same with the GBA stages and students' test analysis, the students' texts will employ the analysis of schematic structures and language features.

The students' texts were produced from Independent Writing stage of GBA. The texts were all written in narrative text telling about the students' past experiences. All the students' names are pseudonyms; Text 5.1.1 to Text 5.1.9. This chapter offers detailed analysis and interpretation of a sample of texts collected in the teaching program. Texts 5.1.1, 5.1.2, 5.1.6, and 5.1.7, which were written by Ani, Bily, Fani, and Gerry were selected as instances. The students' texts will be analyzed from first, the schematic structures (orientation, complication, evaluation, and resolution). Second, language features (material, mental, verbal, behavioral and relational process). The schematic structures and the language features will investigate students' characters.

As it will be displayed below, Texts 5.1.1, 5.1.2, 5.1.6, and 5.1.7 have essential schematic structures as identified by Derewianka (2004); Christie and Derewianka (2008) and Martin-Rose (2008). These essential structures are:

- **Orientation** covers the organizations about time, place and the participants' intentional action which provides relevant information about the characters' situation.

- **Complication** explains that it is when the problem to arise in the story.

97

- **Evaluation** is both backwards and forward, evaluating the preceding events as complication and expecting the following events to be a resolution. The evaluation responses to and/or reflection on the complication.

- **Resolution** describes the effect of the resolved climax that soughts out the problem for better or worse. The resolution is the answer of the crisis which gives positive or negative implication about the characters' situation.

Likewise, Texts 5.1.1, 5.1.2, 5.1.6, and 5.1.7 have essential language features as identified by Gerot and Wignell (1995); Derewianka (2004) and Halliday and Matthiessen (2004) as cited in Eggins (2004). These essential structures are:

- **Material Processes** describe processes of doing (action verbs). The basic meaning of material processes is that some entity does something, undertakes some actions.

- **Mental Processes** are processes which encode meanings of thinking and feeling.

- **Behavioral Processes** are processes of physiological and psychological behavior. These processes are between mental and material processes.

- **Verbal Processes** are processes of verbal action: saying and all its many synonyms.

- **Relational Processes** cover the many different ways in which *being* (relate a participant with its identity or description).

The following discussion is produced text showing the schematic structures and the language features analyses to indicate how students constructed the texts to develop character values. All analyses of schematic structures and language features can be found in Appendix 9.

5.1. ANALYSIS OF TEXT

5.1.1 Analysis of Text 5.1.1 (Schematic Structures, Language Features and Character Values)

Text 5.1.1, as it was written by the students, is divided into numbered sentences and divided according to the structures.

Table 5.1 Schematic Structures of Text 5.1.1

Schematic Structures	Character Values
Bicycle Tragedy	
Orientation 1. In one sunny Sunday morning, when people usually wake up late and enjoy their weekend, there was a girl and a boy named Marry and Jim. […woke up late and enjoyed…] 2. Those two friend was on their way to Warban or Warung Bandrek with their bicycles. [Those two friends were…] 3. It was only Marry's second experience to cycle that far while Jim was always known as an experienced cyclist. 4. Marry's first experience was to Lembang and now Warban. […now was to Warban] 5. The distance is not too different from the distance to Lembang. [the distance was…] 6. She seemed happy, enthusiastic yet worry whether she would make it to Warban or not. […yet worried…] 7. The trouble was all begun when there was an idea came up to Marry's head. [The trouble all began…] 8. "Jim, I've never tried riding your bike. Would you kindly let me ride your bike now?" asked Marry to Jim. 9. "Okay, no problem", said Jim. 10. Finally, they switched their bikes and they started paddling their bicycle in the steep grade road. […on the steep…] 11. "Jim, your bike it's really comfortable!" Marry exclaimed in excite. […is really…] 12. "Yea, it is." said Jim. 13. "But, I think the paddle is still heavy, Jim. How can I make it lighter?" 14. "Press the button on your left hand side, change it to the lower number and press the other button on your right hand side, change it to the higher number", said Jim. 15. "Just stop if you puzzled by my explanation", continue Jim. […if you are puzzled…, continued…]	Care for the environment Independence Creativity Curiosity Friendliness/Being Communicative Social Care
Complication 16. So, Marry stopped her paddling then, Jim showed her how to switch the gear. After Marry knew how to set the gear, they continued their journey. 17. Marry still used Jim's bike and started cycling with the lowest gear. 18. But suddenly, when Marry made her first paddling, there was a 'crack' sound and the paddling could hardly move the bicycle. 19. "Jim, your bike ain't moving…" grumbled Marry. […isn't	Hard Work Honesty Communicative Care for the Environment Social Care Responsibility Tolerance

moving…] 20. "Marry, please take a look at the rear of the bicycle." said Jim calmly. 30. When they were walking with their bicycle beside them, there was an old man asking Mary why they didn't use their bikes. 31. She answered that the chain was broken off and they could not do anything with it. 32. So, the old man offered help to repair the bicycle. 38. But their happiness was kind of short term because in their journey back home, Jim's bike broke again. 39. Fortunately, the road to home was down hill, so Jim didn't need to make extra effort to move the bicycle.	
Evaluation 21. Marry was so shocked to find what happen to Jim's bike. […what happened…] 22. It's the saddest and confusing moment knowing that you're still far away from your destination and you're in an up-hill field last, you' re cycle is broken. [it was…you were…you were…your cycle…] 23. Jim stayed in silence while Marry became panic and kept apologizing to Jim. 24. "It's all right Marry. This is pure accident that could possibly happen to anyone," said Jim. 25. "Oh God, Jim. No matter this is accident or what, the problem is I'm the one who make it happen. Really, I don't know if the gear would be broken off when we change the gear extremely and paddle it right away." […who made it happened…would be broke when we changed…and paddled…] 26. "Neither do I. But at least we got the lesson right?" said Jim. 27. But Jim, I'm the one who responsible to this accident. Please let me accompany you and pay the repaiment bill, okay? said Marry. […who is…] 28. "Of course I will let you, hahaha." […asked many persons whom they met on the way…] 33. Happily, they took the offer. 40. On their way back home, Marry insisted on Jim to immediately repair the cycle. 41. So, they asked many persons about the nearest and open repair shop. 42. But sadly, they were no repair shop which was open on Sunday afternoon.	Hard Work Tolerance Responsibility Honesty Social Care Curiosity
Resolution 29. So they continued their journey without cycling anymore. They were walking along with bicycle, not cycling anymore. 34. In about 15 minutes ahead, Jim and Marry got Jim's bike fixed. 35.They thanked the old man and prayed for his goods because of his kindness. […for his kindness…] 36. After finally went through 3 hours journey, they reached Warban. 37. They took a rest for about couple hours then, went home. 43. To fix Marry's mistake, she promised Jim to pay the bill of bicycle repairment. [To make up her mistake, Marry promised Jim…] 44. Jim agreed after they had little argument. 45. So, about 4 days later, Jim asked for money that Marry promised to him. 46. The repairment was cost Rp. 30.000. and Marry paid it by buying Jim Avangers movie ticket. […cost…]	Honesty Hard Work Social Care Responsibility

5.1.1.1 The Schematic Structures of Text 5.1.1

Text 5.1.1, as it was written by Ani (pseudonym name), told about her experience of responsibility. This can be seen in the whole text that she paid for the pedal chain, which she broke. The schematic structure of the text above is written in order of narrative structure proposed by Gerot and Wignel (1994); Derewianka (2004); and Martin and Rose (2008). The 5.1.1 text is aimed at resolving complication when Ani evaluated the complicating action with some type of attitude as proposed by Martin-Rose (2008). Text 5.1.1 has 3 complications, 3 evaluations and 3 resolutions. This structure showed that the student, Ani, had reflected on what happened in her problem before she found out ways to resolve her problem.

The schematic structures above are described below:

5.1.1.1.1 Orientation

The orientation structure written by Ani contains time, place and participants' intentional action as proposed by Derewianka (2004); Christie and Derewianka (2008).

Time: *In one sunny Sunday morning*, …

Place: Those two friend was on their way to *Warban or Warung Bandrek* with their bicycles. [Those two friends were…]

Participants' intentional action: *It was only Marry's second experience to cycle that far while Jim was always known as an experienced cyclist.*
Marry's first experience was to Lembang and now Warban. […now was to Warban]…

5.1.1.1.2 Complication

The complication structure written by Ani, contains 3 problems**.** All the complication structures create the rising problems (Derewianka, 2004) which lead to the evaluation (Martin-Rose, 2008) evaluating the preceding events as complication.

Problem arises: *…But suddenly, when Marry made her first paddling, there was a 'crack' sound and the paddling could hardly move the bicycle…*

101

…She answered that the chain was broken off and they could not do anything with it. [*…broke and…*]…

…But their happiness was kind of short term because in their journey back home, Jim's bike broke again…

5.1.1.1.3 Evaluation

The Evaluation, written by Ani, evaluates the preceding events as complication and expects the following events to be as resolution

Evaluating the preceding events as complication: *Marry was so shocked to find what happen to Jim's bike.* [*…what happened…*]…

Expecting the following events to be a resolution: *But Jim, I'm the one who responsible to this accident. Please let me accompany you and pay the repayment bill, okay? Said Marry.* [*…who is…*]…

Evaluating the preceding events as complication: *Happily, they took the offer.*

Expecting the following events to be a resolution: *On their way back home, Marry insisted on Jim to immediately repair the cycle…*

This evaluation proves that Ani realizes that the evaluation response to and/or reflection on the complication (Christie and Derewianka, 2008).

5.1.1.1.4 Resolution

The resolution, written by Ani, answers the crisis which gives positive or negative implication about the character's situation. The positive implications are *Jim and Marry got Jim's bike fixed* and *Marry paid the bill of bicycle's repairment by buying Jim Avangers movie ticket because Marry promised to pay as to fix her mistake*. The negative implication is *Marry and Jim continued their journey without cycling anymore*.

The answer to the crisis which gives positive or negative implication about the characters' situation: *So they continued their journey without cycling anymore. They were walking along with bicycle, not cycling anymore.*

In about 15 minutes ahead, Jim and Marry got Jim's bike fixed…

To fix Marry's mistake, she promised Jim to pay the bill of bicycle repairment. [*To make up her mistake, Marry promised Jim…*]…

102

Ani's resolution structure is in line with Derewianka (2004) in that the major complication is not resolved until the end and it has a number of minor complications along the way. It is resolved in part as they arise or later in the story. The major problem is resolved at the end of the story, when Marry bought Jim a movie ticket as to change the cost of the bike's repairment.

5.1.1.2 The Language Features of Text 5.1.1

As it will be displayed below, the process types are employed in different structures, i.e. orientation, complication, evaluation and resolution. Likewise, the analyses of language features are focused on the selection of processes in the clause as the experiential meaning as suggested by Gerot and Wignell (1994); Derewianka (2004); and Halliday and Matthiessen (2004) as cited in Eggins (2004). This participants' experience is seen from the verb choices or process (this time and henceforth).

5.1.1.2.1 Process Types in Orientation Structure

As it was mentioned in the beginning of this chapter, orientation is the organization about time, place and the participants' intentional action. As can be noted in Table 5.2 below, the structure uses five types of processes: material, mental, verbal and relational. The use of material process and relational process are mostly found.

Table 5.2 Process Types in Orientation Structure of Text 5.1.1

Process Types	Sentences
Material process	e.g. In one sunny Sunday morning, when people usually <u>wake up</u> late and enjoy their weekend, there was a girl and a boy named Marry and Jim.
Mental process of cognition	e.g "But, I <u>think</u> the paddle is still heavy, Jim. How can I make it lighter?"
Verbal process	e.g. "Okay, no problem", <u>said</u> Jim.
Relational process to identify a noun or pronoun	e.g. It was only Marry's second experience to cycle that far while Jim <u>was</u> always <u>known</u> as an experienced cyclist.
Relational process to build aspect of attributive	e.g. She <u>seemed</u> happy, enthusiastic yet worry whether she would make it to Warban or not. […yet worried…]

103

Looking at the selection of processes, it is proven that the orientation has described in detail about time, place and participant's intentional action as proposed by Derewianka (2004); Christie and Derewianka (2008) which are represented by material, mental, verbal, behavioral and relational i.e. *wake up, known, think, said* and *seemed* as suggested by Gerot and Wignell (1994); Derewianka (2004); and Halliday and Matthiessen (2004) as cited in Eggins (2004). The main participant's intentional action has been described in detail by the employment of mental process, i.e. *"But, I think the paddle is still heavy, Jim. How can I make it lighter?".* This selection of mental process supports the complication as after Ani thought that the paddle was heavy, her problem arouse. Thus, the participants' intentional action is crucial to raise the conflict.

5.1.1.2.2 Process Types in Complication Structure

As it was stated in the opening chapter, the complication structure describes the problem arises. As can be noted in table 5.3 below, the structure employs material, mental, verbal, and relational processes.

Table 5.3 Process Types in Complication Structure of Text 5.1.1

Process Types	Sentences
Material process	e.g. But suddenly, when Marry made her first paddling, there was a 'crack' sound and the paddling could hardly move the bicycle.
Mental process of cognition	e.g. After Marry knew how to set the gear, they continued their journey.
Mental process of perception	e.g. "Marry, please take a look at the rear of the bicycle." said Jim calmly.
Verbal process	e.g. She answered that the chain was broken off and they could not do anything with it.
Relational process to identify a noun or pronoun	e.g. Fortunately, the road to home was down hill, so Jim didn't need to make extra effort to move the bicycle.

The mental process of cognition is used to build aspect of cognition of how to set the gear. The selection of processes in complication has described that there are problems which arise. This is incorporated as experiential meaning as stated by Gerot and Wignell (1994); Derewianka (2004); and Halliday and Matthiessen (2004) as cited in Eggins (2004).

5.1.1.2.3 Process Types in Evaluation Structure

The evaluation structure responses to and/or reflects on the complication as suggested by Martin-Rose (2008:68). As it was noted above, the text 5.1.1 has three evaluations as response to the three complications. As it can be noted below, this structure employs material, mental, verbal, and relational process. The material and relational process are mostly found.

Table 5.4 Process Types in Evaluation Structure of Text 5.1.1

Process Types	Sentences
Material process	e.g. Please let me <u>accompany</u> you and <u>pay</u> the repaiment bill, okay? said Marry.
Mental process of cognition	e.g. Really, I <u>don't know</u> if the gear would be broken off when we change the gear extremely and paddle it right away.
Mental process of perception	e.g. "Marry, please <u>take a look at</u> the rear of the bicycle." said Jim calmly.
Verbal process	e.g. Happily, they <u>took the offer</u>.
Relational process to identify a noun or pronoun	e.g. But sadly, there <u>were</u> no repair shop which was open on Sunday afternoon.
Relational process to build aspect of attributive	e.g Jim stayed in silence while Marry <u>became</u> panic and <u>kept</u> apologizing to Jim.

The evaluation structure has employed material, mental, verbal and relational processes. These processes delineated in detail about evaluating the complication as believed in (Martin-Rose, 2008:68).

The realization statement makes use of some material processes to build aspects of action *change the gear and paddle it right away*. This statement is weakened by the past absence in *when Marry change the gear and paddle it right away*, which can support the past action.

5.1.1.2.4 Process Types in Resolution Structure

The resolution structure in text 5.1.1, as it was noted above, consists of three structures as to resolve the previous three complications and evaluations. The material process is mostly found. This structure, likewise the previous three structures above, employs material, mental, verbal, and relational process.

105

Table 5.5 Process Types in Resolution Structure of Text 5.1.1

Process Types	Sentences
Material process	e.g. So they <u>continued</u> their journey without cycling anymore. They were walking along with bicycle, not cycling anymore.
Mental process of cognition	e.g. Jim <u>agreed</u> after they had little argument.
Verbal process	e.g. So, about 4 days later, Jim <u>asked</u> for money that Marry promised to him.
Relational process to identify a noun or pronoun	e.g. The repairment <u>was</u> cost Rp. 30.000. and Marry paid it by buying Jim Avangers movie ticket. e.g. But sadly, there <u>were</u> no repair shop which was open on Sunday afternoon.

The selection of processes in resolution structures has described in detail how to resolve the problems for better or worse. In this structure, Ani employs behavioral process as she hoped to get a better resolution to her problem, *e.g. They thanked the old man and prayed for his goods because of his kindness* although at the end she had negative implication that the bike was still broken.

Looking at the language features, it indicates that Ani's text is her reflection on reading narrative text because the selection process which she used in her text reflects what the participants think, feel and act which are reflected in her experience as also stated in Macken-Horarik (2002) as cited in Emilia (2011).

Overall, the discussion has demonstrated how the text is constructed and how the student constructs her experience related to one of the moral values, responsibility. The selection of processes has proven that the student has selected different processes to show her intention i.e. material, mental, verbal, behavioral and relational although the text is weakened by some sentences which are not written in past tense as one of narrative language features.

Thus, it can be concluded that when Ani wrote the text, she reflected on all the activities which she had done before. This implies that what students do in the teaching of narrative text is reflected in their produced text, narrative, which was consciously created as stated in Musthafa (2008:205). This is also in line with Macken-Horarik (2002 as cited in Emilia, 2011) who states that narrative entertains and instructs through reflection on experience.

106

5.1.2 Analysis of Text 5.1.2 (Schematic Structures, Language Features, and Character Values)

Text 5.1.2, as it was written by the students, is divided into numbered sentences and divided according to the structures.

Table 5.6 Schematic Structures of Text 5.1.2

Schematic Structures	Character Values
The Broken Window	
Orientation 1. After praying Jumat, Feraldi, Irfan, Oldy, and I went to classroom, x-4. 2. We wore our shoes there because we left our shoes in our classroom while we were praying Jumat. [We put on…] 3. After that, we had nothing to do there. 4. When Oldy saw a bottle, he said "hey, Whos gonna play 'throwing bottle' with me?" […Who's…] 5. Irfan answered "Okay, I'm in." 6. "Okay I'm in too, it's better if we play than do nothing" I answered. 7. So, we played throwing bottle in the classroom.	Being Religious Discipline Creativity Curiosity Friendliness Social Care
Complication 8. We played it for a half-hour. 9. We were very enjoyed the game. [we really enjoyed the game] 10. So, We decided to throw the bottle with more power and faster. […more powerful and faster.] 11. Irfan threw the bottle very fast to me, and I threw it quickly to Oldy, but I thought that I threw it too fast and uncontrolled. 12. Suddenly, the bottle hit the window and broke the window's glass. 13. "Damn, let's get out from here!" Feraldi shouted to us. 18. When Feraldi tried to escape, he met Mr. Nanang who was on his way to go to my classroom, so Feraldi came back to the class. 19. "Who broke that window? Some students who were on parking lot told me that something came out from this class through the window and of course it broke the window." Mr Nanang said clearly. […the window?...] 20. Feraldy and Oldy said, "Bily did it, Sir." 21. "Why you threw that thing, Bily?" [why did you throw …]	Love for Peace Care for the Environment Friendly/Communicative Creativity Social Care Honesty Tolerance Responsibility
Evaluation 14. I was staring at the window. 15. "What should I do now?" 22. And then I explained what happened there and tell the truth to Mr. Nanang. […and told…] 23. Mr. Nanang told us to change the damage by buying the new window. […a new window.] 24. We thought that we didn't have enough time to buy it, so we decided to ask for a help to my class's janitor to repair it. […so we decided to ask our class's janitor to repair it]	Responsibility Creativity Independence
Resolution 16. Oldy answered, "Just clean the rest of the glass and close the curtain so teacher can't see the window." 17. Oldy, Irfan and I tried to clean the rest of the glass and covered the damage by closing the curtain until we couldn't see the damage.	Care for the Environment Social Care Democracy Hard Work

107

25. After we met the janitor, Mr. Yayan, we collected our money and gave it to Mr. Yayan. […and gave it to him.] 26. Two weeks after the incident, the broken window was replaced by the new one. […by a new one.] 27. We felt so happy because the damage was repaired.	

5.1.2.1 The Schematic structures of Text 5.1.2

Text 5.1.2, as it was written by Bily (pseudonym name), told about his experience of responsibility. It can be seen from the experience that he paid for the window which he and his friends broke. As it was noted above, the schematic structure of the text is written as proposed by Gerot and Wignel (1994); Derewianka (2004); and Martin and Rose (2008). The aimed of text 5.1.2 is to resolve complication when Bily evaluated the complicating action with some type of attitude as proposed by Martin-Rose (2008). The aim of the text can be seen from the employment of 2 complications, 2 evaluations, and 2 resolutions. In the text he wrote, Bily had reflected on what happened in his problems before he did some actions to resolve them.

5.1.2.1.1 Orientation

This structure describes that Bily realizes that the orientation describes Time, Place and Partcipants' intentional action as suggested by Derewianka (2004); Christie and Derewianka (2008).

Time and Place: *After praying Jumat, Feraldi, Irfan, Oldy, and I went to classroom, x-4.*

Participants' intentional action: *…So, we played throwing bottle in the classroom.*

5.1.2.1.2 Complication

The complication above describes the problems which Bily and his friends had. Bily realizes that the problems arise construct the complication structures (Derewianka, 2004).

Problem arises: *Suddenly, the bottle hit the window and broke the window's glass.*

…When Feraldi tried to escape, he met Mr. Nanang who was on his way to go to my classroom, so Feraldi came back to the class.

108

"Who broke that window? Some students who were on parking lot told me that something came out from this class through the window and of course it broke the window." Mr Nanang said clearly. [...the window?...]…

5.1.2.1.3 Evaluation

Evaluation structures evaluate the preceding events as complication and expecting the following events to be a resolution (Martin-Rose, 2008:68).

Evaluating the preceding events as complication: *I was staring at the window.*

Expecting the following events to be a resolution: *"What should I do now?"*

Evaluating the preceding events as complication: *And then I explained what happened there and tell the truth to Mr. Nanang. [...and told...]*
Mr. Nanang told us to change the damage by buying the new window glass. [...a new window.]

Expecting the following events to be a resolution: *We thought that we didn't have enough time to buy it, so we decided to ask for a help to my class's janitor to repair it.* […so we decided to ask our class's janitor to repair it.

5.1.2.1.4 Resolution

Resolution, as it was noted in the beginning chapter, answers the crisis which gives positive or negative implication about the characters' situation (Derewianka, 2004). The implication of the complication is positive and negative.

The answer to the crisis which gives positive or negative implication about the characters' situation: *Oldy answered, "Just clean the rest of the glass and close the curtain so teacher can't see the window."*

Oldy, Irfan and I tried to clean the rest of the glass and covered the damage by closing the curtain until we couldn't see the damage.

After we met the janitor, Mr. Yayan, we collected our money and gave it to Mr. Yayan. [...and gave it to him.]

Two weeks after the incident, the broken window was replaced by the new one. [...by a new one.]
We felt so happy because the damage was repaired.

Overall, the discussion revealed that Bily constructed the implication in arrange as negative implication preceded positive implication. Thus, the Bily's text has shown his values decision which he gained from his understanding of the narrative text structures as also stated in Teja (2011) that moral decision-making

109

derives from literature (narrative). This also shows that the structures of narrative text can help students develop their critical thinking.

5.1.2.2 The Language Features of Text 5.1.2

After discussing the schematic structures, i.e. orientation, complication, evaluation, and resolution, the language features discussion is focused on the experiential meaning as proposed by Eggins (2004). This discussion will investigate how the students constructed the sentence to express his experience by selecting the process types.

5.1.2.2.1 Process Types in Orientation Structure

As it will be noted below, the selection of processes is focused on material, mental, verbal, and relational processes.

Table 5.7 Process Types in Orientation Structure of Text 5.1.2

Process Types	Sentences
Material process	e.g. After praying Jumat, Feraldi, Irfan, Oldy, and I <u>went</u> to classroom, x-4.
Mental process of perception	e.g. When Oldy <u>saw</u> a bottle, he said "hey, Whose gonna play 'throwing bottle' with me?".
Verbal process	e.g. Irfan <u>answered</u> "Okay, I'm in."
Relational process to build aspect of attributive	e.g. After that, we <u>had</u> nothing to do there.

The selection of processes in orientation has shown time, place, and participant's intentional action. The employment of mental, verbal and relational processes had built the aspect of participant's intentional action. It was incorporated in the sentences; Bily and his friends <u>had</u> nothing to do in their classroom and they <u>saw</u> an empty bottle and one of Bily's friends, Oldy, <u>asked</u> them to play throwing bottle. The complication began when one of them, Irfan, <u>agreed</u> to play it. This selection of processes has supported the complication structures as stated in Appleyard (1991 as cited in Bohlin, 2005) that students identify with characters as models of how one can live and set goals.

110

5.1.2.2.2 Process Types in Complication Structure

As the orientation structure above and as it will be noted below, this complication structure does not employ all processes. This structure uses material, mental, verbal, and relational processes.

Table 5.8 Process Types in Complication Structure of Text 5.1.2

Process Types	Sentences
Material process	e.g. Suddenly, the bottle hit the window and broke the window's glass.
Mental process of cognition	e.g. …but I thought that I threw it too fast and uncontrolled.
Verbal process	e.g. "Who broke that window? Some students who were on parking lot told me that something came out from this class through the window and of course it broke the window." Mr Nanang said clearly.
Relational process to identify a noun or pronoun	e.g. "Who broke that window? Some students who were on parking lot told me that something came out from this class through the window and of course it broke the window." Mr Nanang said clearly.

In the statements above, the student realizes to relate the participant with its identifying e.g. the student relates *Mr. Nanang* with its identifying that *he was on his way to go to the classroom*. In the other instance, the student relates *some students* with its description that *they were in parking lot*. Bily thought that he threw the bottle too hard so that it hit the window glass and broke it. Other problem arises when Feraldy wanted to escape but he met Mr. Nanang who was on his was to class. Thus, it implies that Bily shows his ability to see the novel (text) as a realistic account of life which is completed with suffering, setbacks, and moral complexity (Appleyard, 1991 as cited in Bohlin, 2005).

5.1.2.2.3 Process Types in Evaluation Structure

As it was noted in the previous structures; orientation and complication, this evaluation structure employs material, mental, verbal and relational processes.

Table 5.9 Process Types in Evaluation Structure of Text 5.1.2

Process Types	Sentences
Material process	e.g. "What should I do now?"
Mental process of cognition	e.g. We thought that we didn't have enough time to buy it, so we decided to ask for a help to my class's janitor to repair it.
Mental process of perception	e.g. I was staring at the window.
Verbal process	e.g. Mr. Nanang told us to change the damage by buying the new

111

	window glass.
Relational process to build aspect of attributive	e.g. We thought that we <u>didn't have</u> enough time to buy it.

The selection of processes in evaluation has evaluated the complication and expecting the resolution as suggested in Martin-Rose (2008:68). Bily <u>asked</u> others what he should <u>do</u> as he <u>was staring</u> at the window. Mr. Nanang <u>told</u> him to change the broken window. This was expecting the resolution as Bily <u>thought</u> that they <u>didn't have</u> time to change the broken window, so he <u>asked</u> help to the class's janitor. This implies that Bily realizes that evaluation structures show his ability to see the novel (text) as a realistic account of life, complete with suffering, setbacks, and moral complexity and to think about their own lives and ideals (Appleyard, 1991 as cited in Bohlin, 2005).

5.1.2.2.4 Process Types in Resolution Structure

This resolution structure employs four processes; material, mental, verbal and relational processes.

Table 5.10 Process Types in Resolution Structure of Text 5.1.2

Process Types	Sentences
Material process	e.g. After we <u>met</u> the janitor, Mr. Yayan, we <u>collected</u> our money and <u>gave</u> it to Mr. Yayan.
Mental process of perception	e.g. Oldy, Irfan and I tried to clean the rest of the glass and covered the damage by closing the curtain until we <u>couldn't see</u> the damage.
Mental process of affection	e.g. We <u>felt</u> so happy because the damage was repaired.
Verbal process	e.g. Oldy <u>answered</u>, "Just clean the rest of the glass and close the curtain so teacher can't see the window."
Relational process to build aspect of attributive	e.g. We thought that we <u>didn't have</u> enough time to buy it.

The selection of processes builds aspect of how the participant resolves the problem for positive or negative implication. The first resolution results in negative implications; Oldy, Irfan and I <u>tried to clean</u> the rest of the glass and <u>covered</u> the damage <u>by closing the curtain</u> until we <u>couldn't see</u> the damage. This resolution results in negative implication because what the students did was

112

caught by a teacher. Hence, the next resolution results in positive implication as they asked the janitor help; After we <u>met</u> the janitor, Mr. Yayan, we <u>collected</u> our money and <u>gave</u> it to Mr. Yayan. We <u>felt</u> so happy because the damage was repaired. The resolution structures indicate how Bily thinks about his own lives and ideals as argued by Appleyard (1991) as cited in Bohlin (2005).

Text 5.1.2 has demonstrated how this student, Bily (pseudonym), constructed his experience of responsibility and how the text was constructed. From the schematic structures and the selection of processes in language features, he has demonstrated all the narrative structures and features successfully. All of his engagement with the text was shown in his schematic structures supported by the selection of processes. As it can be concluded, Bily's text is on a sequence of actions containing of setting, character(s), initiating events, episodes, conflicts, emotional feeling, outcomes, resolution, and evaluation as proposed by Derewianka (2004). Moreover, the selection of processes has indicated that Bily's experiential meaning was fulfilled as he could:

- First, identify the characters as models of how they can live and set goals.
- Second, see the narrative text as a realistic account of life which is completed with suffering, setbacks, and moral complexity.
- Third, think about his own lives and ideals as proposed by Appleyard (1991 as cited in Bohlin, 2005).

Thus, text 5.1.2 shows that the structures and features of narrative texts can help students develop their characters as the result of their critical thinking.

5.1.3 Analysis of Text 5.1.6 (Schematic Structures, Language Features, and Character Values)

As it was written by the students, Text 5.1.6 is divided into numbered sentences and divided according to the structures.

Table 5.11 Schematic Structures of Text 5.1.6

Schematic Structures	Character Values
Observation	

113

Orientation 1. One day, seniors from my extracurricular, Teater AH, gave information about new program which named "observation". 2. mean that junior members included me must act like Syahrini and Tria Cangcuters, Dedi Corbuzier, movie director, pregnant woman, and many more. [It meant that…including me had to act like…] 3. "Fani, you must act like Syahrini", my senior said. 4. "What?! So I must use kaftan and equator tuft like Syahrini do?" I replied. 5. Then, everyone laughed and talked about the figure. 6. After that, everybody prepared their things to faced the "observation" day in the next few days. […to face…]	Discipline Creativity Independence Curiosity Care for the Environment Social Care Responsibility
Complication 7. When the day came, my seniors said that we must walked around Dago area such as Dipatiukur and Gasibu but the juniors were not accompany by the seniors. […we must walk…were not accompanied by…] 8. "Are you serious?" said Luvya. 9. "Yes, we are serious!" the seniors replied. 10. It went on one by one and if we met another friends, we must act like we did not know her/him. […other friends, we had to act…] 11. We also must found several things like box or plastic which marked by Kartika Sari, used oil, chips and many more with anything ways like begged to people or anything else. […had to find…which were marked by…by acting like beggar or anything else.] 15. So, I finished my route with a big spirit and a little bit difficulty such as got lost somewhere but I found the right way, mocked by the children like "hey look! There is a crazy girl who sing Syahrini song alone! […there is a crazy girl who sings…] 16. Do not close to her! said the child.	Discipline Tolerance Hard Work Independence Social Care Responsibility
Evaluation 12. I thought that I would be a point of joke in front of people. [I thought…] 13. I was really confused because I did not know how to hide my shyness from the people if they saw and laughed at me because my appearances which look like Syahrini and a little bit scary. […because of my appearances which looked like…] 17. Eventhough he said that, I tried to keep my emotion then continued sang the song. [continued to sing …]	Tolerance Social Care Hard Work Independence Care for the Environment Responsibility
Resolution 14. I just did that with full of my heart and let it go like it should be. 18. After, we took a rest, my seniors said that I won the observation and got the present. 19. Then, I realized that my feet were injury and swelling but it is okay because the observation was very fun and I will never forget that moment. […were injured and swollen but it was …and I would never forget…]	Discipline Hard Work Independence Rewarding Achievement Responsibility

5.1.3.1 The Schematic structures of Text 5.1.6

In this text, Fani (pseudonym name), who is mid-achiever, told about her experience of responsibility. Fani told about her responsibility of being a new

114

member of Teater AH (a Theater Club). As it was noted above, the schematic structures of the text is written as proposed by Gerot and Wignel (1994), Derewianka (2004), and Martin and Rose (2008), i.e. orientation, complication, evaluation, and resolution. Text 5.1.6 has the aim to resolve complication when Fani evaluated the complicating action with some type of attitude as proposed by Martin-Rose (2008). As it will be noted below, the attitude which Fani demonstrated mostly challenged her in term of thought and action. This text employs 2 complications, 2 evaluations, and 2 resolutions. The schematic structures are discussed below:

5.1.3.1.1 Orientation

As it was already noted above, Derewianka (2004); Christie and Derewianka (2008) argue that the orientation is about time, place and participants' intentional action. Text 5.6 has shown all the features of orientation structure.

Time and Place: *One day, seniors from my extracurricular, Teater AH, gave information about new program which named "observation".*

Participants' intentional action: *mean that junior members included me must act like Syahrini and Tria Cangcuters, Dedi Corbuzier, movie director, pregnant woman, and many more. [It meant that…including me had to act like…]*
"Fani, you must act like Syahrini", my senior said.
"What?! So I must use kaftan and equator tuft like Syahrini do?" I replied…

5.1.3.1.2 Complication

Problem arises: *When the day came, my seniors said that we must walked around Dago area such as Dipatiukur and Gasibu but the juniors were not accompany by the seniors. […we must walk…were not accompanied by…]*
…We also must found several things like box or plastic which marked by Kartika Sari, used oil, chips and many more with anything ways like begged to people or anything else. […had to find…which were marked by…by acting like beggar or anything else.]
So, I finished my route with a big spirit and a little bit difficulty such as got lost somewhere but I found the right way, mocked by the children like "hey look! There is a crazy girl who sing Syahrini song alone! […there is a crazy girl who sings…]
Do not close to her! said the child.

115

The two complications are the results of participant's intentional action in orientation. Thus, Fani has succeeded in constructing the complications supporting the conflicts, emotional and feeling (Derewianka, 2004).

5.1.3.1.3 Evaluation

As argued by Martin-Rose (2008:68) that evaluation in a narrative is both backwards and forward, evaluating the preceding events as complication and expecting the following events to be a resolution. Text 5.1.6 employs both backwards and forward.

Evaluating the preceding events as complication: *I thought that I would be a point of joke in front of people. [I thought…]*
I was really confused because I did not know how to hide my shyness from the people if they saw and laughed at me because my appearances which look like Syahrini and a little bit scary. […because of my appearances which looked like…]

Expecting the following events to be a resolution: *Eventhough he said that, I tried to keep my emotion then continued sang the song. [continued to sing …]*

In the first evaluation*, Fani thought* that she would be a point of joke *which made her confused* and *she did not know what to do* when *people saw her appearance*. In this first evaluation, Fani evaluates her problems without expecting the result. Her expecting of resolution is stated in her second evaluation; *Fani tried to keep* her emotion and *continued to sing* the song. This second evaluation supports the resolution structures as Fani gets positive implication as she evaluated the complication and expected the resolution as suggested by Martin-Rose (2008:68). Moreover, the structures also indicates Fani's ability to see that narrative text is a realistic account of life completed with suffering, setbacks, and moral complexity as stated in Appleyard (1991) as cited in Bohlin (2005).

5.1.3.1.4 Resolution

The answer to the crisis which gives positive or negative implication about the characters' situation: *I just did that with full of my heart and let it go like it should be. After, we took a rest, my seniors said that I won the observation and got the present…*

116

Text 5.1.6 has shown the resolution structure as the answer to the crisis which gives positive or negative implication about the characters' situation as argued by Derewianka (2004) and Christie and Derewianka (2008). The first resolution shows that Fani tended to let the resolution come for better or worse as this implication is the resolution of her first evaluation which evaluates the problem without expecting the resolution. Fani expresses her positive implications in the second resolution; *she won the present in her observation* after she tried hard to keep her emotion and sing the song as she expected the resolution.

5.1.3.2 The Language Features of Text 5.1.6

As it was noted above, Text 5.1.6 has demonstrated some schematic structures in order as it is suggested by Derewianka (2004); Christie and Derewianka (2008). However, different from the five previous texts, text 5.1.6 results in positive and negative implication without the presence of mental processes to build aspect of affection (*feel, love, hate, etc*.). Hence, to show the affection as feeling verb, text 5.1.6 employs relational process of attributive (*I was really confused*). Likewise, text 5.1.6 uses mental processes of cognition and material processes to evaluate the problems. The discussion of language features will focus on the selection of processes which are employed by student to express their experiential meaning. As it is proposed by Eggins (2004), it is expected that the selection of process types in each schematic structure will reveal how student build the character.

5.1.3.2.1 Process Types in Orientation Structure

As it will be noted below, the orientation structure is focused on four selections of processes, i.e. material, verbal, behavioral and relational. Hence, this orientation structure mostly uses material process. Moreover, text 5.1.6 employs behavioral process to build aspect of experienced action which makes this text different from the previous orientation structures.

Table 5.12 Process Types in Orientation Structure of Text 5.1.6

Process Types	Sentences
Material process	e.g One day, seniors from my extracurricular, Teater AH, <u>gave</u> information about new program which named "observation".
Verbal process	e.g. "Fani, you must act like Syahrini", my senior <u>said</u>.
Behavioral process	e.g. Then, everyone <u>laughed</u> and talked about the figure.
Relational process to identify a noun or pronoun	e.g. <u>mean</u> that junior members included me must act like Syahrini and Tria Cangcuters, Dedi Corbuzier, movie director, pregnant woman, and many more. [<u>It meant</u> that…including me had to act like…]

The selection of processes in orientation has constructed the time, place and participant's intentional action as it is stated in Derewianka (2004); Christie and Derewianka (2008). As already noted, the time and place are represented by the use of material process: one day, Fani's seniors from her theater club, teater AH, <u>gave</u> Fani assignment called 'observation'. The observation <u>meant</u> that the members had to act like actress or actor. Fani's seniors <u>said</u> that Fani had to act like Syahrini. The order made everyone in the club <u>laughed</u> and talked about the figure. Fani's orientation structure has indicated that she realized the importance of identifying characters as models of how she could live and set goals as also stated in Appleyard (1991) as cited in Bohlin (2005).

5.1.3.2.2 Process Types in Complication Structure

The complication structures mostly employ material, mental and verbal processes. These processes are to build aspect of action; cognition and saying. The processes are also to build the aspects of problems to arise. These complication structures are also supported with relational processes which build the aspect of attributive.

Table 5.13 Process Types in Complication Structure of Text 5.1.6

Process Types	Sentences
Material process	e.g. When the day <u>came</u>, my seniors said that we <u>must walked</u> around Dago area such as Dipatiukur and Gasibu but the juniors <u>were not accompany</u> by the seniors. […we <u>must walk</u>…<u>were not accompanied</u> by…]
Mental process of cognition	e.g. We also <u>must found</u> several things like box or plastic which marked by Kartika Sari, used oil, chips and many more with anything ways like begged to people or anything else. […<u>had to find</u>…which were marked by…by acting like beggar or anything else.]
Verbal process	e.g. Do not close to her! <u>said</u> the child.

118

Relational process to build aspect of attributive	e.g. "Yes, we <u>are</u> serious!" the seniors replied.

As it was noted above, the selection of processes has constructed the problems to arise in the structures: first, when the day <u>came</u>, the seniors asked Fani and her friends to <u>walk around</u> Dago and Gasibu Street which made them <u>think</u> that their seniors <u>were not</u> serious. Second, While Fani and her friends were on the way, they <u>had to find</u> wasteful things which made them look like beggar so that they <u>were mocked</u> by some children because they were like beggars. Fani realized that her complication structures reveal the realities of lives (Bucher and Hinton, 2010) which were completed with suffering, setbacks, and moral complexity (Appleyard, 1991 as cited in Bohlin, 2005).

5.1.3.2.3 Process Types in Evaluation Structure

The evaluation structures employ material, mental, verbal, behavioral and relational processes. Mental processes are mostly found in these evaluation structures as the evaluation is to evaluate problems and expecting the resolution (Martin-Rose, 2008:68). All processes employed support the evaluation structure by building the aspect of action; cognition; perception; saying; experienced action; and attributive as shown below.

Table 5.14 Process Types in Evaluation Structure of Text 5.1.6

Process Types	Sentences
Material process	e.g. Eventhough he said that, I <u>tried to keep</u> my emotion then <u>continued sang</u> the song. [continued to sing …]
Mental process of cognition	e.g. I <u>thought</u> that I would be a point of joke in front of people. [I thought…]
Mental process of perception	e.g. I was really confused because I did not know how to hide my shyness from the people if they <u>saw</u> and laughed at me because my appearances which look like Syahrini and a little bit scary. […because of my appearances which looked like…]
Verbal process	e.g. Eventhough he <u>said</u> that, I tried to keep my emotion then continued sang the song. [continued to sing …]
Behavioral process	e.g. I was really confused because I did not know how to hide my shyness from the people if they saw and <u>laughed at</u> me because my appearances which look like Syahrini and a little bit scary. […because of my appearances which looked like…]
Relational process to build aspect of attributive	e.g. I <u>was</u> really confused because I did not know how to hide my shyness from the people if they saw and laughed at me because my appearances which <u>look like</u> Syahrini and a little bit scary. [

119

	…because of my appearances which looked like…]

Looking at the selection of processes, it is clearly stated that all the processes support the evaluation structures. First, Fani thought that she would be a point of joke as she acted like an actress or actor. She was confused because she did not know how to hide her shyness when they saw and laughed at her so she expected to get the resolution by trying to keep her emotion and continued to sing the song even though she was mocked by some children. Fani challenged her experience by acting like an actress or actor although she knew that her experience would be completed by suffering, setbacks, and moral complexity as she thought about her own lives and ideals as proposed by Appleyard (1991) as cited in Bohlin (2005).

5.1.3.2.4 Process Types in Resolution Structure

The resolution structures mostly employ material, mental, verbal, behavioral and relational processes. These processes support the resolution structures as they build the aspects of action, cognition and attributive.

Table 5.15 Process Types in Resolution Structure of Text 5.1.6

Process Types	Sentences
Material process	e.g. I just did that with full of my heart and let it go like it should be.
Mental process of cognition	e.g. Then, I realized that my feet were injury and swelling but it is okay because the observation was very fun and I will never forget that moment. […were injured and swollen but it was …and I would never forget…]
Mental process of perception	e.g. I was really confused because I did not know how to hide my shyness from the people if they saw and laughed at me because my appearances which look like Syahrini and a little bit scary. […because of my appearances which looked like…]
Verbal process	e.g. After, we took a rest, my seniors said that I won the observation and got the present.
Behavioral process	e.g. I was really confused because I did not know how to hide my shyness from the people if they saw and laughed at me because my appearances which look like Syahrini and a little bit scary. […because of my appearances which looked like…]
Relational process to build aspect of attributive	e.g. Then, I realized that my feet were injury and swelling but it is okay because the observation was very fun and I will never forget that moment. […were injured and swollen but it was …and I would never forget…]

As it was noted above, all the processes show the positive or negative implications. First, Fani <u>let</u> herself <u>act</u> like Syahrini which resulted in her winning after she <u>realized</u> that her feet <u>were injured and swollen</u>. It can be seen that Fani's expectation of resolution in evaluation structure results in her winning the challenge which is a positive implication. This positive implication is supported by the use of material process and mental process. It is also to indicate how Fani thought about her own lives and ideals which are also in line with Appleyard (1991) as cited in Bohlin (2005).

Looking at the whole description in the employment of narrative structures and features, Fani has fewer complication, evaluation and resolution in her produced text than in the other previous texts. Regarding the selection of processes, Fani tends to use all the processes needed in the narrative features. Regarding the character building, Fani develops her character building from the narrative story. Fani's ability in developing the character is not only supported by her interest to the story but also by relating what happens to the participant in the story with her past experience. This is also in line with Macken-Horarik (2002 as cited in Emilia, 2011) that narrative entertains and instructs through reflection of experience.

Departing from the whole discussion of Fani's produced text, it can be concluded that Fani's text is the result of her understanding of narrative structures and features. The text structures have shown how Fani constructs the story by the employment of orientation, complication, evaluation and resolution. Likewise, the text features have shown why Fany constructs the story by the employment of material, mental, verbal, behavioral and relational processes.

5.1.4 Analysis of Text 5.1.7 (Schematic Structures, Language Features, and Character Values)

As it was written by the students, Text 5.1.7 is divided into numbered sentences and divided according to the structures.

Table 5.16 Schematic Structures of Text 5.1.7

Schematic Structures	Character Values

121

Hanna's Phone	
Orientation 1. One day, in the morning Wednesday, 9-A class very noisy because there was no teachers who teach some lessons. [One day, on Wednesday morning, 9-A class was very noisy because there were no teachers who taught some lessons.] 2. Every body was busy such as any students talked to each other, went to canteen, went to the field for playing football etc. [Everybody was busy such as chatting, going to canteen, playing football in the field etc.] 3. But Hanna, Thirza, Errijal and stayed at class because we scaredif some teachers came to our class.[…stayed in the class because wewere afraid if the teachers came in.]	Discipline Friendliness/Being Communicative Care for the Environment Responsibility
Complication 4. "Gerry, do you see my phone?" Hanna said. […Hanna asked] 5. "No, I don't. What happen to your phone?" I replied. [No, I don't. What's wrong?] 6. "Someone conceal my phone!" Hanna said sullenly. [Someone has taken my phone…] 7. "Perhaps you forget put it where, or someone borrow your phone without your permissions" I said. [Perhaps you forget where you put it, or someone has borrowed your phone without permissions…] 8. "Can I borrow your phone?" Hanna asked Arrijal. 9. She try to call her phone Jal" Thirza said. 10. Then Hanna used Arrijal's phone to called her phone, but she couldn't reach her phone. […to call…] 15. Hanna was panic and sad because her phone was gone. 16. Someone stole her phone and I don't know who was the thief. [someone has stolen…who the thief was] 17. After that, she accused me as the thief because I sat behind her deskchair. […desk]	Curiosity Honesty Care for the Environment Social Care Being Communicative Responsivility
Evaluation 11. She was panickly, and then she asked me to found her phone with gave announcement to all students in the class. [she was panic, and she asked me to find her phone by giving announcement…] 18. She thought that when we talked about somethings, I stole her phone. […when we were chatting…]	Social Care Love for Peace Responsibility
Resolution 12. "Hei everyone! Do you see her phone?" I shouted. 13. "No, I don't." All students replied with the same answer. […all students replied.] 14. "Really? There is a thief because Hanna's phone is gone!" I said 19. Then, she called BK teachers and told about the lost phone. […BK teacher…] 20. After that, BK teacher asked me to came to the BK room. […asked me to come…]	Honesty Tolerance Curiosity Being Communicative Care for the Environment Social Care Responsibility

5.1.4.1 The Schematic structures of Text 5.1.7

This text was written by Gerry (pseudonym name), who is low-achiever. He told about his experience of responsibility. Gerry told about his responsibility of being a good friend when his friend lost a hand phone. Likewise, Gerry was

122

also honest when he was accused of stealing the phone. Text 5.1.7 has the aim to resolve complication when Gerry evaluated the complicating action with some type of attitude as proposed by Martin-Rose (2008). Gerry's evaluation did not expect the resolution, though. This can be seen in the first and second evaluation which evaluated his friend's problem rather than Gerry's problem. As it was noted above, the schematic structures of the text is written as proposed by Gerot and Wignel (1995), Derewianka (2004), and Martin and Rose (2008), i.e. orientation, complication, evaluation, and resolution. As it will be noted below, the attitude which Gerry demonstrated mostly challenged him in term of cognition and perception. Text 5.1.7 employs 2 complications, 2 evaluations, and 2 resolutions. The schematic structures are discussed below:

5.1.4.1.1 Orientation

Text 5.1.7 has shown all the features of orientation structure. As it was already noted above, Derewianka (2004); Christie and Derewianka (2008) argue that the orientation is about time, place and participants' intentional action.

Time and Place: *One day, in the morning Wednesday, 9-A class very noisy because there was no teachers who teach some lessons. [One day, on Wednesday morning, 9-A class was very noisy because there were no teachers who taught some lessons.]*

Participants' intentional action: *Every body was busy such as any students talked to each other, went to canteen, went to the field for playing football etc. [Everybody was busy such as chatting, going to canteen, playing football in the field etc.]*
But Hanna, Thirza, Errijal and I stayed at class because we scared if some teachers came to our class. [...stayed in the class because we were afraid if the teachers came in.]

Thus, Gerry has successfully identified the characters as models of how he could live and set his goal as suggested by Appleyard (1991) as cited in Bohlin (2005).

5.1.4.1.2 Complication

Problem arises: *"Gerry, do you see my phone?" Hanna said. [Hanna asked]*
"No, I don't. What happen to your phone?" I replied. [No, I don't. What's wrong?]
Hanna was panic and sad because her phone was gone.

123

After that, she accused me as the thief because I sat behind her deskchair. [...desk]

The first complication happened because Gerry <u>was</u> with Hanna during the conversation in the class. The second complication occurred because Gerry <u>was</u> the only person who <u>sat</u> behind Hanna's desk chair. Thus, Gerry has succeeded in constructing the complications as the two complications are the results of Gerry's and Hanna's intentional action in the orientation structures. This implies that Gerry was able to see that his text as a realistic account of life completed with suffering, setbacks, and moral complexity as proposed by Appleyard (1991) as cited in Bohlin (2005).

5.1.4.1.3 Evaluation

Text 5.1.7 employs evaluation which evaluates the preceding events as complication and expects the following events to be a resolution in the first evaluation as suggested by Martin-Rose (2008:68).

Evaluating the preceding events as complication: *She was panickly, [she was panic, ...]. She thought that when we talked about somethings, I stole her phone. [...when we were chatting...]*

Expecting the following events to be a resolution: *and then she asked me to found her phone with gave announcement to all students in the class. [...and she asked me to find her phone by giving announcement...]*

In the second evaluation, Gerry did not expect the next following events to be a resolution. In the first evaluation, *<u>Hanna was panic</u>* and she expected the resolution *<u>by asking Gerry to find her phone by giving an announcement to the class</u>*. In the second evaluation, *<u>Hanna thought</u>* that *<u>Gerry stole her phone while they were chatting in the class</u>*. The second evaluation happened as Hanna did not get positive implication from her first problem as it can be seen in the resolution discussion, 5.1.4.1.4. Hanna's cognition in the second evaluation is also her expectation the resolution. Hence, this second evaluation is the negative implication for Gerry. Thus, Gerry challenged the experience as stated in Christie (2005).

5.1.4.1.4 Resolution

As argued by Derewianka (2004) and Christie and Derewianka (2008), the resolution structure of text 5.1.7 is the answer to the crisis which gives positive or negative implication about the characters' situation.

The answer to the crisis which gives positive or negative implication about the characters' situation: *"Hei everyone! Do you see her phone?" I shouted.*
"No, I don't." All students replied with the same answer. [...all students replied.]
"Really? There is a thief because Hanna's phone is gone!" I said
Then, she called BK teachers and told about the lost phone. [...councelor ...]
After that, BK teacher asked me to came to the BK room. [...asked me to come counseling room ...]

The first resolution shows that *Gerry helped Hanna find her phone by giving announcement*. Hence, it does not give any positive implication. Despite Gerry's help, the resolution structure gives Gerry negative implication as Hanna does not get any positive implication in the first resolution. Hanna's report to counselor about the lost hand phone is her positive implication, yet this gives Gerry negative implication. *Gerry was called to counseling room*. This negative implication is the result of the perception and affection aspects absence in the evaluation. This can be seen that from the first evaluation and the second evaluation, Gerry would rather mention Hanna's evaluation than his. Despite the weaknesses, Gerry has successfully thought about his own lives and ideals of being honest, brave and responsible as his lives and ideals as stated in Appleyard (1991) as cited in Bohlin (2005).

5.1.4.2 The Language Features of Text 5.1.7

Text 5.1.7 has demonstrated some schematic structures as it is suggested by Derewianka (2004); Christie and Derewianka (2008). As it was noted above, however, different from the six other texts, text 5.1.7 uses mental processes of cognition to evaluate the problems and to expect the resolution (*thought*). Hence, to show the participant's feeling, the text employs relational process (*she was panic*). This text is also weakened by focusing on the other participant's affection

125

cognition, Hanna's feelings (*She* was *panic*) and Hanna's cognition (*she thought that Gerry stole her phone*). As suggested by Gerot and Wignell (1994); Derewianka (2004); and Halliday and Matthiessen (2004 as cited in Eggins, 2004), the language features discussion will focus on the selection of process which is employed by students to express their experiential meaning which will reveal how they build the character.

5.1.4.2.1 Process Types in Orientation Structure

The orientation structure is focused on three selections of processes, i.e. material, verbal, and relational. These material processes show the orientation features; time, place and participant's intentional action.

Table 5.17 Process Types in Orientation Structure of Text 5.1.7

Process Types	Sentences
Material process	e.g. But Hanna, Thirza, Errijal and I <u>stayed</u> at class because we scared if some teachers <u>came</u> to our class. […<u>stayed</u> in the class because we were afraid if the teachers <u>came</u> in...]
Verbal process	e.g. Every body was busy such as any students <u>talked</u> to each other, went to canteen, went to the field for playing football etc. [Everybody was busy such as <u>chatting</u>, going to canteen, playing football in the field etc.]
Relational process to identify a noun or pronoun	e.g. One day, in the morning Wednesday, 9-A class very noisy because there <u>was</u> no teachers who teach some lessons. [One day, on Wednesday morning, 9-A class <u>was</u> very noisy because there <u>were</u> no teachers who taught some lessons.]

The three selections of processes have built the orientation structure which is time, place and participants' intentional actions. The processes are One day, on Wednesday morning, 9A class <u>was</u> very noisy because there <u>were</u> no teachers teaching some lessons. This condition <u>made</u> some participants <u>do</u> some actions. Everyone <u>was</u> busy with their activities in the class and outside the class including Gerry and his three other friends <u>were having</u> a conversation. Although this text is weakened by some of inappropriate sentences, this text seemed to have successfully managed the orientation representation. This is incorporated in the selection of its processes. Thus, Gerry is able to identify the characters as models of how he lives and set the goals as stated in Appleyard (1991) as cited in Bohlin (2005).

126

5.1.4.2.2 Process Types in Complication Structure

The complication structures mostly employ material, mental, verbal, and relational processes. These processes are to build aspect of action, cognition, perception, saying and attributive. The processes are also to build the aspect of problems to arise.

Table 5.18 Process Types in Complication Structure of Text 5.1.7

Process Types	Sentences
Material process	e.g. After that, she accused me as the thief because I <u>sat</u> behind her deskchair. [...desk]
Mental process of cognition	e.g. Someone stole her phone and I <u>don't know</u> who was the thief. [someone has stolen...who the thief was]
Mental process of perception	e.g. "Gerry, do you <u>see my</u> phone?" Hanna said. [...Hanna asked]
Verbal process	e.g. "Someone conceal my phone!" Hanna <u>said</u> sullenly. [Someone has taken my phone...]
Relational process to build aspect of attributive	e.g. Hanna <u>was</u> panic and sad because her phone <u>was</u> gone.

The selection of processes has constructed the problems to arise in the structures: first, Hanna *asked* about her phone to Gerry because someone *had taken* her phone. Hence, Gerry *did not know* who *took* the phone. Second, Hanna *was* panic and she *accused* Gerry who *took* her phone. It is clearly stated that Gerry has succeeded in constructing the problems to arise as his selection of processes shows suffering, setbacks and moral complexity as argued by Appleyard (1991) as cited in Bohlin (2005).

5.1.4.2.3 Process Types in Evaluation Structure

The evaluation structures employ material, mental, verbal, and relational processes. The mental process which is mostly found in these evaluation structures is mental process to build aspect of cognition. As the evaluation is to evaluate problems and to expect the resolution (Martin-Rose, 2008:68), the evaluation structure also employs both aspects (evaluating the problem and expecting the resolution) in the first evaluation.

Table 5.19 Process Types in Evaluation Structure of text 5.1.7

Process Types	Sentences
Material process	e.g. She was panickly, [she was panic, …]. She thought that when we talked about somethings, I stole her phone. […when we were chatting…]
Mental process of cognition	e.g. She thought that when we talked about somethings, I stole her phone. […when we were chatting…]
Verbal process	e.g. She was panickly and then she asked me to found her phone with gave announcement to all students in the class. [she was panic and then, she asked me to find her phone by giving announcement…]
Relational process to build aspect of attributive	e.g. She was panickly and then she asked me to found her phone with gave announcement to all students in the class. [she was panic and then, she asked me to find her phone by giving announcement…]

The aspect of cognition supports Hanna's problem to get a negative implications of not knowing where her phone is. Likewise, this cognition gives Gerry negative implication because he is called to the counseling room. In the first evaluation Hanna *was* panic and she *asked* for Gerry's help to *give* an announcement in the class. In this case Hanna evaluates her problem and she expects the resolution. In the second evaluation, Hanna's negative implication also happens to Gerry which becomes his complication because Hanna *thought* he *stole* her phone. Thus, Gerry reflects on experience as well as challenges experience (Christie, 2005).

5.1.4.2.4 Process Types in Resolution Structure

The resolution structures mostly employ material, mental, verbal and relational processes. The resolution structure mostly employs verbal process because of the use of dialogues.

Table 5.20 Process Types in Resolution Structure of Text 5.1.7

Process Types	Sentences
Material process	e.g. After that, BK teacher asked me to came to the BK room. […asked me to come counseling room …]
Mental process of perception	e.g. "Hei everyone! Do you see her phone?" I shouted.
Verbal process	e.g. Then, she called BK teachers and told about the lost phone. […counselor …]
Relational process to build aspect of attributive	e.g. "Really? There is a thief because Hanna's phone is gone!" I said
Relational process to identify a noun or pronoun	e.g. "Really? There is a thief because Hanna's phone is gone!" I said

128

As already noted above, all the processes show the positive or negative implications. First resolution Gerry _asked_ his friends in the class if they _saw_ Hanna's phone. This question resulted in Hanna's negative implication as she _did not find_ her phone. The second resolution, Hanna's _called_ the counselor and _told_ about her lost hand phone, this action resulted in negative implication; Gerry _was called_ to the counseling room about the lost hand phone. Both of the participants, Hanna and Gerry, get the same implications. Their implications are supported by their courage in taking the risk for better or worse. Hanna was brave taking the risk of getting a wrong accusation as she believed that Gerry was the thief after she did not know who took the phone. Likewise, Gerry was also brave of taking the risk of getting scolded because of being accused of taking Hanna's phone. Gerry's courage was supported by his honesty and belief that he did not take Hanna's phone. Moreover, Gerry seemed to move ahead even though he felt afraid, …_After that BK teacher asked to come to the BK's room_… Gerry realized and faced his fear so he could overcome his problem as also stated in Dimerman (2009) and further explained in Bohlin (2005).

Looking at Gerry's text, it can be concluded that the text is the result of his reading quality; Mrs. Moffat's Bag, The Gift and The Necklace. This is incorporated in the text which he wrote. First, the title of the text, Hanna's Phone is similar to Mrs. Moffat's Bag (see Appendix 3). The structures which Gerry constructed are similar to Mrs. Moffat's structures. In the orientation structure Gerry involves some participants. Gerry uses 1st person 'I'. Moreover, the selection of processes relates to Mrs. Moffat's Bag processes, e.g. accused, has taken, etc. This is in line with Bucher and Hinton (2010:11) that narrative text increases the ability to analyze the literature, narrative text. Gerry's structures and features in his produced text is the result of his understanding of narrative structures and features which he relates to his experience in the past.

Thus, it can be concluded that Gerry's literacy increases as he understand what the story is about (Bucher and Hinton, 2010:11). Departing from the whole description in the employment of narrative structures and features, Text 5.1.7 is similar to text 5.1.6 which has fewer complications and evaluations than the other

129

previous five texts. From the produced text, it is also found out that the ability of constructing the text is also supported by Gerry's character which is already embedded before the teaching of character through narrative texts. However, the produced text is gained from the teaching of narrative structures and features. This proves that the teaching of narrative text can develop students' characters as students reflect what happens in the story to what happened to them as suggested by Macken-Horarik (2002) as cited in Emilia (2011). Moreover, the produced text has proven that the narrative text introduces readers to excellent writers and writing. (Bucher and Hinton, 2010:11).

5.2 SUMMARY OF ANALYSIS OF TEXTS 5.1.1, 5.1.2, 5.1.6 and 5.1.7

This chapter has described four samples of texts produced by the students in the same stages in the teaching program. The texts produced in Joint Construction and Independent Construction describe that the students are previously categorized into levels of achievement (low, mid, and high). The Joint Construction and Independent Construction, as already noted in the discussion, helped the students more especially for the low achievers, as it was already noted above the low achiever (text 5.7) took the reading text as the role model to write his experience.

Looking at all the discussion, it seems that the research question to know if the teaching of narrative text can develop character values is already answered. The teaching program which implemented the GBA, supported by classroom practices, the discussion of schematic structures and language features of reading texts, can help the students develop their characters.

5.3 CONCLUSION

This chapter has discussed texts produced by the students in various stages in the teaching program. Regarding the produced texts, the texts created in the Joint Construction and Independent Construction indicate that the students who had different level of achievement (low, middle and high) seemed to have

benefited from the teaching program. The lower achievers seemed to get more benefit from the teaching program as their ability in writing increased.

Regarding the character values, the students' texts seemed to have succeeded in showing the students' character values. It is found that the students developed the character values from the text, narrative, as it is believed by Teja (2011) that the approaches to moral decision-making such as universal truths and principles derives from literature. This is also believed in Christie (2005:203) see also in Bucher and Hinton (2010:11) who propose a number of purposes of literature for young adult that the teaching of narrative text demonstrates the range of human emotions and allows adolescents to experience them as a result of reading quality literature as students have a chance to challenge their experience and values. From the produced text, it is also found that the students reflected on abd compared the values in the reading text with their real experience as suggested by Macken-Horarik (2002) as cited in Emilia (2011).

Looking at the narrative text structures and features, it was revealed that the students' texts were in good narrative structures and features as it is suggested by Derewianka (2004) and Christie and Derewianka (2008). Moreover, the evaluation structures, which the students created, showed reflection of problems and expectation of resolution as proposed by Martin-Rose (2008:68). Students seemed to have benefited the reading texts as their samples to imitate the structures and features employed in narrative text. The students' schematic structures and language features also indicates how the students constructed the narrative text as their values experience; their moral judgment, moral behavior and self-reported moral behavior.

Moreover, one particular interesting finding is that the teaching of narrative text using GBA stages gives students a chance of taking moral decision instead of changing in character as also believed by Bohlin (2005:26) evidenced by the students' texts which told about their past experiences.

Finally, the students' texts have successfully shown how the students constructed their past experiences by deciding the structures and selecting the

131

processes which were reflected from the narrative texts. Thus, the teaching of narrative text using GBA stages can develop the students' character.

These text analyses seem to be supported by interview data, regarding the students' perception of the teaching program (the reading narrative texts and the teaching of narrative text with GBA). The interview data will be discussed in Chapter 6.