

An Analysis of Thai Students' Recount Writing Through the Use of the Curriculum Cycle Approach

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Abstract

This research is focusing on the analysis of Thai students' recount writing genre using the curriculum cycle approach as a framework. Part of the development of Thai students' recount writing was the use of Pinterest SNS as a visual aid for teaching the schematic structure of events and experiences. This is a qualitative study using 33 students from Chandrakasem Rajabhat University. This research question is used as one of the underpinnings: *What are the different transitivity processes found in students' recount writing using the Curriculum Cycle Approach?* The findings of RQ1 revealed that after the implementation of the Curriculum Cycle Approach (CCA) using Pinterest, different transitivity processes were found in Thai students' recount writing. These were mental, relational, behavioural, existential, and verbal processes. Consequently, there was also a development found in their writing. The indication is that CCA tends to be beneficial in developing students' recount writing specifically if Pinterest SNS is used as a visual aid.

Keywords: Recount writing, Coding, Curriculum cycle approach, Pinterest, Systemic functional grammar, Transitivity system, Visual literacy.

Introduction

The focus of this study was to apply the curriculum cycle (CCA) or also known as the teaching-learning cycle (TLC) to develop Thai students' recount writing. For the sake of consistency, however, the Curriculum Cycle was used throughout the study. Also, the Pinterest Social Networking Service (SNS) was used as an approach to teaching students to recount writing skills in English. English writing course is one of the vital parts of learning the English language in every educational institution. As the popularity of modern technology affects students' ability to write creatively, Pinterest as the product of digital technology was used to foster Thai students' recount writing. Also, as students are using digital technology habitually in the classroom, this inspires this research to use this application (Pinterest) as a tool to stimulate

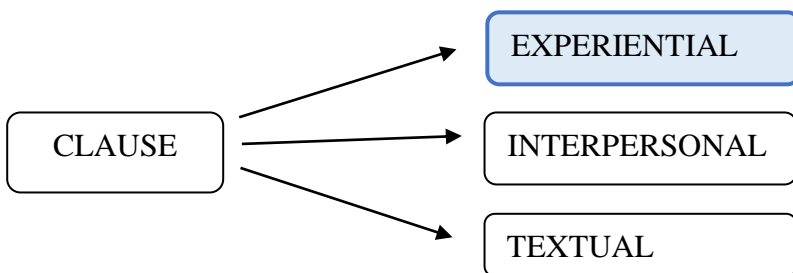
Thai students' ability on recalling events in the form of images. For this reason, instead of restricting them from using what they already have, this was integrated into teaching and be a part of students learning.

Using visual images perceives to supplement students' ability in writing as this likely helps them to develop their creativity and instill emotions in writing (Bentwich, & Gilbey, 2017). SNS or social media is an online vehicle for creating relationships with other people who share an interest, background, or real relationship. Its users create a profile with personal information, photos, etc., and form connections with other profiles. These users use their links to grow relationships through sharing, emailing, instant messaging, and providing comments. According to Arneson and Offerdahl (2018), Brugar and Roberts (2017) Serafini (2014), visual literacy support learners from shifting from a cognitive skills perspective to a more sociocultural and critical perspective. Thus, this study highlights its importance for developing students' recount writing ability through the use of the four stage Curriculum Cycle Approach (CCA) with visual images in Pinterest SNS as stimuli to produce creativity. In the context of Chandrakasem Rajabhat University (CRU), this can be used to scaffold English language teaching and learning in an interesting way.

Theoretical Framework

This study only used the **experiential metafunction's transitivity system** (six types of processes) from Halliday's Systemic functional grammar (SFG) three metafunctions: ideational (clause, verb groups & noun groups), interpersonal (modal verbs & adjuncts), and textual metafunctions. The theoretical framework of this study is based on the content analysis of the students' recount writing texts. A recount is a part of the main genres, which are observation/comment, recount, narrative, report, procedure, and explanation. The process of recount involves orientation, event, and re-orientation (Foley, 2011, p. 195). The overview of the clause is illustrated through this diagram from the book, Grammar Meaning, and Discourse (Foley, 2011).

Figure 1 *The overview of the clause* (Foley, 2011, p. 8)



Literature Review

Systemic Functional Grammar Theory

One of the principles of SFG is that language functions according to context. It can be traced back to the work of Malinowski in the 1920s. Malinowski while attempting to translate the written texts of the Melanesian islanders realized that without the knowledge of the cultural context and situation meaningful translation was impossible. This idea was taken up by other researchers, but only came to importance when it was combined with the work of J.R.Firth. Encouraged by this concept, many of Firth's students went on to develop SFG, and it is one of these students, Michael Halliday, who credits as the 'major architect' of SFG (Martin, 2001, p. 150).

Derewianka (2001, p. 256) says, 'Halliday's approach has been to develop a model of grammar which provides a clear relationship between functions and grammatical systems'. Such an approach reflects Halliday's belief that 'language is as it is because of its function in social structures' (Halliday, 1973, p. 65 cited in Fairclough, 1992, p. 26).

Butt (2000, p. 29) states that SFG redefines traditional grammar to recognize that the words have functions as well as class. How a word functions can tell us more than any description of words in terms of the class can about the piece of language, where it occurs, the person who chose to use it in that function, and the culture that surrounds the person and the message.

The Transitivity System

The transitivity system is derived from experiential metafunction. The experiential metafunction is about how we convey our experiences such as naming processes and things in our world (Foley, 2011, p. 29). Furthermore, the transitivity system interprets the world of experience into a workable set of process types which is the transitivity processes (Halliday & Matthiessen, 2014, p. 170). In addition, each process type provides its function. In a transitivity system, there is a difference between the inner and outer world experiences. The inner experience is the world of consciousness which comprises perception, emotion, and imagination. Conversely, the outer experience comprises actions and events such as; people or other actors doing things, things happening, or making them happen (Halliday & Matthiessen, 2014, p. 170). The details of each transitivity process are mentioned below.

Material Process

Material processes comprise doings and happenings. Another known term is action processes. The function of the doer in a material process is called the Actor (Foley, 2011, p.34). In addition, there are **transitive** and **intransitive** material processes. The material process that

represents a **happening** is intransitive. Conversely, the material process that represents a **doing** is transitive (Halliday & Matthiessen, 2014, p. 179-181).

Behavioural process

Foley (2011, p. 36-37) explained that the behavioural process is a bridge between material, mental, and verbal processes. Some behavioural processes bridge between material and mental processes such as watching, dancing, listening, and smiling. The behavioural process's main participant is the behavior. Halliday & Matthiessen (2014, p. 248-250) described that behavioural processes are of human physiological and psychological behaviour. They are the least distinct out of all the six types of transitivity processes. In addition, they have no clearly defined characteristics of their own. Thompson (2013, p. 110) mentioned behavioural process is a reminder that transitivity categories are overlapping and fuzzy.

Mental process

The inner world of experience (consciousness) represents the mental process. Foley (2011, p. 38-39) explained that the mental process consists of the processes of thinking, feeling, and perceiving things with our senses. In a mental process, the main participant is called the sensor. Furthermore, in a mental process, the participant (senser) is human. The important feature of the participant is that of being provided with consciousness. The mental process divides itself into four different **sub-categories** of **sense**. They are perceptive, cognitive, desiderative, and emotive (Halliday & Matthiessen, 2014, p. 201-208).

Verbal process

Verbal processes are commonly referred to as someone saying something. In similarity to the mental process, the verbal processes are generally related to human beings or provided with consciousness. The sayer is the main participant in a verbal process (Foley, 2011, p. 41-42). Additionally, Halliday and Matthiessen (2014, p. 252-255) explained that there is always one participant (sayer) that represents the speaker. However, there may be an additional one representing the addressee (receiver).

Relational process

In the relational process, the verb itself is empty. Meaning, it does not provide information. There are two types of relational processes which are attributive and identifying processes. The carrier of an attribute is the main participant in the attributive process. The identifier of something which is identified is the main participant in the identifying process (Foley, 2011, p. 44-45). Halliday and Matthiessen (2014, p. 210-216) explained that the relational process functions as three main types. They are intensive, possessive, and circumstantial. Moreover, each of these comes in two distinct modes of being in attributive and

identifying. The important distinction in identifying is that the *x* and the *a* can be switched (e.g. Sarah is the leader/ the leader is Sarah). Conversely, the attributive cannot be switched between *x* and *a* (e.g. Sarah is wise).

Existential process

The existential process simply states that a specific thing exists. The existent, whose existence is stated is the main participant in an existential process (Foley, 2011, p. 48-49). Furthermore, Halliday & Matthiessen (2014, p. 256-258) explained that the process represents that something exists or happens. In the existential process, the word '*there*' within a clause is neither a participant nor a circumstance. It has no representational function. Its function is to only indicate existence. Often, an existential clause consists of a distinct circumstantial element of place or time.

Recount Writing

Recount Text functions as telling an incident in the past. The recount tells "what happened." A recount text has a social function. The purpose is to retell an event with the purpose to inform or entertain the readers (Siahaan & Shinoda, 2008, p. 9). Recount tells a series of events chronologically and evaluates their significance in some way. It also gives the audience a description of what and when it happened. The story recount has expressions of attitude and feeling, usually made by the narrator about the events. Foley (2012, p. 7) mentioned that The purpose of a recount is to retell events as information or entertainment. The pattern normally comprises Orientation (Introduction), Events (Body), and Re-orientation (optional).

Pinterest

Pinterest is a popular social networking site. The virtual pinboard website continues to experience fast growth. Since its launch in March 2010, the social networking website has grown to 70 million users (Smith, 2013). Men and women of all ages use the site. As with any social media website, Pinterest allows users to create a sense of community by joining individuals with both people they already know as well as people who share similar interests (Sundar, 2012). The capability to repin or like other pins on Pinterest increases the number of potential connections individuals have (Sundar, 2012).

Previous Studies Related to the Present Study

Lesperance (2013) study investigated the experiment of maximizing the potential for high school students to learn new vocabulary by implementing visual images. The was piloted among 96 Sophomore students who attended a suburban high school in the Spring of 2013. Students were given an initial pre-test with new vocabulary words. Sample words were chosen based on words that were missed most often. These terms were then presented to classes as words with

definitions, words within a context, or words in relationship with a picture. The findings revealed that teaching students new vocabulary words with pictures has contributed a big difference as they were able to recall the words' definitions. Hence, utilizing images in teaching and learning helps students as this is not only enabling them to improve their vocabulary but sustainable long-term learning.

Mingsakoon & Srinon's (2018) research was about teaching writing recounts for the EFL Thai upper secondary school students with the SFL genre-based approach at Hunkhapittayakom Secondary School. The focus was on the analysis of students' recount writing generic structure development through the SFL perspective which was experimented on 26 Mattayom Suksa five (Grade 11) students. The results indicated that the analysis of the pre-test texts showed that students could not control the structures of the recount texts as the writing texts were non-conformed to the stages of recount writing. Conversely, after teaching the SFL genre-based approach the analysis revealed that the students' individual experience recounts were positively developed (Mingsakoon & Srinon, 2018). The students had a higher amount of general structure construction in conformity when compared to the modeling texts and the pre-test texts at the beginning of the course.

The research by Foley (2013) studied the development of the language choices in the Academic writing of students at a University in Thailand. The research title was "Developing Academic Writing in a Business-Oriented University". There were three main parts to Foley's (2013) research. The population comprised 72 first-year students. However, only 12 were randomly selected. In the first part, the focus was on the students' descriptive writing with visuals used as stimuli to engage the students' writing. In the second part of the research, genre-based pedagogy was implemented in teaching the students to recount or journal writing. The third and last part of the Foley's (2013) research was about analyzing texts written by students in the third year of the English program. The genre was focused on report writing. The results indicated that the students developed control over the essential parts of the report writing. This illustrated that the students had better knowledge and had developed. The findings revealed that in the beginning, the students had limited knowledge of the different writing genres (descriptive, recount, report) and were limited in the grammatical and lexical choices. Conversely, after the application of the genre-based approach in the second part of the study, there were gradual improvements. In the third part of the study, the developments compared to the first part were evident in terms of developments. This indicated that the use of the genre-based approach with visuals indeed developed the students' ability in their descriptive, recount, and report (memo) writing genres.

The next research by Jamrassri (2018) was about "The Effectiveness of using Curriculum Cycle Model on EFL Writing Ability of Students at Phranakhon Rajabhat University". The study aimed to examine if the use of the curriculum cycle model can enhance the students' expository

writing ability and to find out the students' perception of this approach. Moreover, unlike the traditional curriculum cycle models, the last stage (stage four) by the researcher focused on the independent group construction. The participants in the study were selected from a purposive sampling technique. The study was both qualitative and quantitative. However, the study was more dominant in the qualitative analysis. The research findings indicated that students improved their expository writing ability. In addition, on the quantitative side, the findings illustrated that the post-test scores were higher than the pre-test scores.

Research Methodology

The study utilized the qualitative method research design. This research utilized the transitivity system analysis, adopting Halliday's Systemic Functional Linguistics (2004). Additionally, I utilized the use of descriptive qualitative research design to understand the developments of the transitivity processes found in students writing using Foley's (2011) adaptation of the Systemic Functional Approach. The curriculum cycle approach (CCA) of this research was based on Derewianka & Jones (2016) four stages.

Furthermore, the content in this study was the analysis of the recount texts from the students' recount writing. The data was classified as documentation since the data were in the form of written texts. Additionally, I used specific codes and categories in the analysis. The functions of the codes were described below under the data analysis section. I created a summary of the whole research design's conceptual framework of the methodology process below for ease of navigation.

Population and Sample

The target population of this study was the third-year undergraduate students from Chandrakasem Rajabhat University (CRU). The students were all Thai. The majority of them came to study at Bangkok's Chandrakasem Rajabhat University for higher education at the university level. This was mainly because they come from rural provincial areas far from Bangkok, Thailand. Additionally, their hometowns do not provide a higher level of university education. The majority of the students also worked part-time jobs (mainly night shift jobs). All of them were taking the Essay Writing English course, ENGL 3405, section 101. The students were composed of male and female students whose ages ranged from 20-24 years of age. There was only one section in this study, and the classroom was composed of 41 students according to the attendance list for the new semester (1/2020). However, on week 4 of the lesson plan, there were only 33 students participated in the pre-writing recount and 33 students in the post-writing recount.

Non-probability, purposive sampling was utilized to access a specific subset of participants since these participants fit a specific profile (English major students). To clarify, purposeful sampling is a method widely used in qualitative research aimed at the identification

and selection of information-wealthy cases for the most efficient management of limited resources (Patton, 2002). Purposive sampling involves identifying and selecting individuals or groups of individuals that are particularly knowledgeable or experienced with a phenomenon of interest (Creswell & Clark, 2011). To clarify, in this study, the phenomenon of interest was the third-year students studying the English Essay writing course.

Research Instrument

The details and purpose of using instruments and tools were described as follows.

Instruments:

- Pre-writing recount text
- Post-writing recount text

The instruments comprised 33 pre-writing and 33 post-writing recount texts written by the students. The lesson plan and the visual images from Pinterest were used as tools to stimulate and elicit students' creativity in recount writing. This guided students in understanding the essential features of recount writing as well as the functions of how to use Pinterest.

Tools for implementation:

1. Lesson plan
2. Pinterest images
3. Powerpoint
4. Visual images
5. Google drive

Data Collection

I spent a total of 9 weeks at the Chandrakasem Rajabhat University. To clarify, I implemented the curriculum cycle approach from week 4 to week 7. The first 3 weeks were getting to know the students, the faculty members, and the facilities of the campus. Furthermore, the consent form was presented to the students for the right to participate at the beginning before the recount writing lessons were taught by me. I only taught every Monday, 3 hours per class, one class per week, from 8:30 am to 11:30 pm. but stayed until 4:30 pm. Additionally, I came on the remaining weekdays (Tue-Fri) as well. This period was for the preparation of the lesson plan materials. I collected the data **twice**. The **pre-writing** recount data was collected on the first week of the lesson plan (Unit 1). The **post-writing** recount was the **primary** data. This was collected on week 7 of the lesson plan (Unit 4).

The process of teaching was as follows. I taught the students' recount writing normally

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according to the lesson plan and the curriculum cycle approach. To clarify, the lessons were undertaken without the use of Pinterest images for Unit 1. I began applying the use of the curriculum cycle approach (CCA) in Unit 1. The four stages of the CCA were used accordingly to my lesson plan in recount writing;

- Unit 1: Building the context of the recount writing (Stage 1)
- Unit 2: Modeling the text of the recount writing (Stage 2)
- Unit 3: Guided practice of the recount writing (Stage 3)
- Unit 4: Independent construction (Stage 4)

Table 1 *Summary time frame of the researcher’s presence at the CRU University*

Week 1	Introduction to CRU University <ul style="list-style-type: none"> • getting to know the faculty staff, the teachers • to know the facilities • to know the students 	
Week 2	Observe the Essay writing classroom	
Week 3	Continuation of observing the Essay writing classroom	
Week 4	Unit 1 (Building the context of the recount writing) <ul style="list-style-type: none"> • Pre-writing recount data 	CCA Stage 1
Week 5	Unit 2 (Modeling the recount text)	CCA Stage 2
Week 6	Unit 3 (Guided practice of the recount writing)	CCA Stage 3
Week 7	Unit 4 (Independent construction of the recount writing) <ul style="list-style-type: none"> • Post-writing recount data 	CCA Stage 4
Week 8	Unit 5 <ul style="list-style-type: none"> • Feedback to the students • Farewell and express gratitude to the students and the Essay writing subject’s teacher 	
Week 9	Express gratitude to CRU’s program director and the teachers that helped introduced the research to CRU	

Data Analysis

The criteria for selecting only ten students in the analysis findings (pre and post-writing recount text) was that these students were present during both the pre (Unit 1) and post-writing (Unit 4) data collection. They were never absent for the lessons (Units 1, 2, 3, and 4). This was

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why I selected the ten students for the analysis. Furthermore, in the pre-writing recount data collection, 33 students' recount texts were collected. However, as the weeks progresses for Units 1, 2, and 3, there were fewer students. Therefore, the ten students were consistent from the very beginning until the end of the lessons.

Textual analysis was used using Halliday's (1994 cited in Foley, 2011) SFG approach. In this study, only the Experiential metafunction of the transitivity system (six types of processes) and the specific language features were analyzed. Due to the nature of the study, specific Codes were utilized during the analysis of the recount texts were provided. Elliott (2018, p. 2850) stated that the purpose of coding is the common process in a qualitative study, the essential aspect is that researchers break down the data to make up something new-found. Likewise, the process of coding is analyzing qualitative text data by taking it apart to find out what they produce before laying the data back as one in a meaningful manner (Creswell, 2015, p. 156). The function of each code was provided below.

To answer **Research Question 1**: What are the different transitivity processes found in students' recount writing?

The following procedures were implemented.

- Ten students' recount writings were selected.
- Students' recounts texts were divided into clauses.
- Both the pre-writing and post-writing recount were analyzed.
- The different types of transitivity processes (*material, mental, relational, behavioral, verbal, and existential*) were identified from the students' recount writing texts on the Ipad with an Apple Pencil.
- Coding was applied within the clause for the transitivity process.
 - Notability (ios application) was used inputting the codes on the Ipad with Apple Pencil.
 - The finished coding was then converted from **PDF** to **word** file format
- The functions of the codes were provided.
- The results of research question 1 were presented in the form of tables. However, the use of numerical numbers was shown to compare the pre-writing and post-writing data as a summary. This was to illustrate the frequency of the transitivity processes that occurred in the analysis.

Additionally, the detailed findings were illustrated in the form tables from the selected clauses of the different students'. Explanations of the transitivity processes that were found were explained along with their functions.

Codes for the analysis of the Transitivity System (RQ 1)

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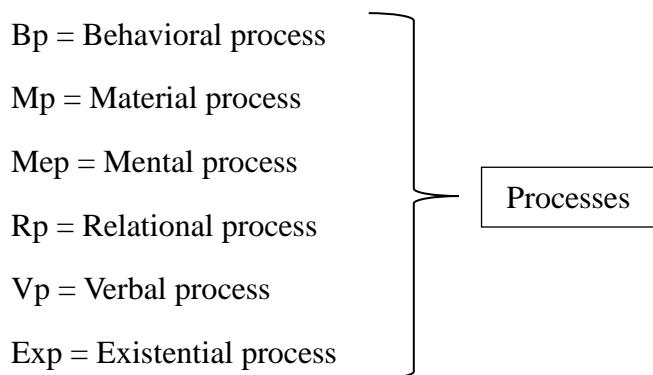
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I used specific codes to analyze the recount texts from both the pre and post-writing texts. As illustrated below, the functions of Subjects (Participants) were determined in each code, as they carry different functions depending on the processes. Meaning, each of the process types has its characteristics to represent (Foley, 2011, p. 34-49). Halliday & Matthiessen (2014, p. 260) described the different transitivity processes' meaning and characteristics. The literature review from chapter 2's transitivity system illustrated its important functions and showed the relationship between process types and their relation to participants.

Codes for the Functions of the subjects (RQ 1);

- The subject functions as **Actor (Ac)** in Material process.
- The subject functions as **Behaver (Be)** in Behavioral process.
- The subject functions as **Senser (Se)** in Mental process.
- The subject functions as **Carrier (Ca)** in Relational process.
- The subject functions as **Sayer (Sa)** in Verbal process.
- The subject functions as **Existent (Ext)** in Existential process.

Codes for analyzing the transitivity processes (RQ 1);



Findings and Discussions of Research Question 1

Research question 1: *What are the different transitivity processes found in students' recount writing using the Curriculum Cycle Approach?*

This section illustrated the detailed findings in the analysis of the different types of transitivity processes found in students' recount writing using the curriculum cycle approach. The different transitivity processes found were shown as examples in the following tables below. Lastly, the summary table was provided to reveal that indeed there was a development of the

transitivity system found after the treatment of the curriculum cycle approach (CCA) along with visual images in the Pinterest SNS was fully utilized. Examples of the different transitivity processes were provided below:

Material transitivity process

According to Foley (2011, p. 34), the most important element in understanding the processes (verbs) is to look at the verb from the perspective of its ‘meaning’. Hence, the ‘meaning’ will be determined by the context. Foley (2011, p. 34) affirmed that the material process consists of doings and happenings also known as ‘action processes’. Furthermore, the material process may be explored by either of the two questions: who did it? and what happened? Moreover, there are **transitive** and **intransitive** material processes. The material process that represents a **happening** is intransitive. Conversely, the material process that represents a **doing** is transitive (Halliday & Matthiessen, 2014, p. 179-181).

Table 2 Student #633 material process

Clause	Process: Material			
1.	After that,	me and my friend	went	to a BBQ grill
2.	before,	I	walked	to my room
3.		and	entered	a store to buy snacks.

The findings from student #633 revealed the clauses above indicated material processes were the verbs “went”, “walked”, and “entered”. Conversely, the material process “went” is **intransitive** because it functions as the material process of happening. Furthermore, the material processes “walked” and “entered” are **transitive** because it functions as a material process of doing.

Relational transitivity process

In a relational process, the process (verb) itself is ‘empty’. The process does not provide information. However, the process simply functions by relating two important elements. The relationship comprises ‘being’ and ‘having’ (Foley, 2011, p. 44). Halliday & Matthiessen (2014, p.210-214) explained that the relational process functions in two distinct modes of being in **attributive** and **identifying**. The important distinction in identifying is that the “x” and the “a” can be switched (e.g. Sarah is the leader/ the leader is Sarah). In contrast, the attributive cannot be switched between “x” and “a” (e.g. Sarah is wise). The findings below were the relational

process found from the analysis of the students' recount.

Table 3 Student # 738 and # 509 relational process

Clause		Process: Relational	
#738	it	was	a Japanese restaurant
1.			
2.	It	was	delicious.
3.	It	was	colorful.
4.	My stomach	was	full
5.	and I	was	sleepy.
#509	Kanchanaburi	was	one of the places in Thailand
1.			

In clauses 1-5, all of the processes “was” indicates the relational process. Furthermore, the relational process functions as **attributive**. The process “was” links or relates a thing and its attribute. Hence, the process by itself is void. The process itself is not providing any information. However, the process “was” (verb ‘to be’) simply relates the relationship to the attributes ‘a Japanese restaurant’, ‘delicious’, ‘colorful’, ‘full’, and ‘sleepy’. Most importantly, the distinction is that the **attributive** cannot be switched. For example, in clause 1 “it **was** a Japanese restaurant”. The **attributive** cannot be switched to “a Japanese restaurant **was** it”. Conversely, in student #509’s clause 1, although the process is relational, the distinction is in the function. Meaning, that the relational process in clause 1 functions as **identifying**. The important distinction in identifying is that the “**x**” and the “**a**” can be switched. To elaborate, in clause 1 “Kanchanaburi **was** one of the place in Thailand“, the clause can be switched to “one of the place in Thailand **was** Kanchanaburi”. Hence, the function of this relational process is identifying as “**x**” and the “**a**” can be switched.

Behavioural transitivity process

Foley (2011, p. 36) elaborated that the behavioral processes fall between material and mental processes. These processes are similar to mental processes as it involves the ‘doer’ with human consciousness and they involve the senses. Halliday & Matthiessen (2014, p. 248-250) described that behavioural processes are of human physiological and psychological behaviour.

They are the least distinct out of all the six types of transitivity processes. Additionally, they have no clearly defined characteristics of their own. Furthermore, Thompson (2013, p. 110) mentioned behavioural process is a reminder that transitivity categories are overlapping and fuzzy.

Table 4 *Student #738 behavioural process*

Clause	Process: Behavioural
1. On holiday, I	spent time with my aunt at The Mall Bangkok
2. , but my aunt	ordered Pangasius Dory Fish set.
3. Next, we	watched a movie after

In clause 1, the processes “spent” indicate a process of consciousness function as a form of behaviour. In clause 2, the process “ordered” indicates a process of behaviour near material bodily postures and also bridges with the verbal process because to order any type of food, student #738 needs to at least have a verbal exchange in the conversation with the waiter. In clause 3, the process “watched” is behavioural because it functions as a near mental process of consciousness represented as a form of behaviour. The process “watched” in clause 3 is a good example of what Thompson (2013) meant by the behavioural processes being overlapping and fuzzy. Halliday & Matthiessen (2014) also stated that there are no clear categorizations. To clarify, it is not entirely wrong and can be argued that the behavioural process “watched” could also be the mental process functioning as perceptive (perception) because student #738 still needs to use the eyes to watch the movie mentioned in clause 1. Therefore, the behavioural process “watched” can be argued as overlapping and fuzzy nonetheless.

Mental transitivity process

Foley (2011, p.38-39) elaborated that the mental process represents how we perceive things with our senses. The mental process is the inner world of emotions, feelings, imagination, and thoughts. The process comprises wanting, feelings, and sensing. Furthermore, in a mental process, the participant (senser) is human. The important feature of the participant is that of being provided with consciousness. The mental process divides itself into four different sub-categories of sense. They are **perceptive, cognitive, desiderative, and emotive** (Halliday & Matthiessen, 2014, p. 201-208).

Table 5 *Student #738 and #259 mental process*

Clause	Process: Mental
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#738	I	enjoyed	spending time with my	lovely	aunt.
1.					
2.	I	hope			
#259	, I	think			
1.					

The process “enjoyed” in student #738 clause 1 functions as an **emotive** which indicates affection. In addition, the process “hope” in clause 2 functions as **desiderative** which indicates **desire** or **desirability**. Meaning, student #738 **desires** to spend time with the family again soon. Furthermore, in student #259 clause 1, the mental process “think” functions as **cognitive** or **cognition** because student #259 is thinking about going back to Dreamworld with friends again in the future.

Table 6 Student #937 mental process

Clause	Process: Mental			
1.	that	we	could see	wide water surrounding by ☺beautyfull wild.
2.	After that	we	enjoyed	playing the water

The processes “could see” and “enjoyed” in clauses 1 and 2 were both mental processes. However, the distinction is in the function. Clause 1 is **perceptive** and clause 2 is **emotive**. Meaning, in clause 1, the process “could see” functions as **perceptive** which indicates **perception**. Additionally, “could” is a finite and the predicator is “see”. Moving on, in clause 2, the process “enjoyed” function as **emotive** which indicates affection. Meaning, student #937 enjoys playing in the water. However, in clause 2, “playing” is not the main verb. It is non-finite verb gerund functioning as a noun.

Existential transitivity process

The existential process states that a certain thing exists. The main participant is the Existent in an existential process. To elaborate, the participant whose existence is stated (Foley, 2011, p. 48-49). Halliday & Matthiessen (2014, p. 256) explained that the process represents that something exists or happens. In the existential process, the word ‘there’ within a clause is neither a participant nor a circumstance. It has no representational function. Its function is to only indicate existence. Often in existential clause consists of a distinct circumstantial element of place or time.

Table 7 Student #738 existential process

Clause	Process: Existential		
1.	There	were	a lot of people at the theater.
2.	When we	arrived	there.

The process “were” in clause 1 indicates the **existence** of people at the theater. In clause 2, the process “arrived” conveys the existence of we arrived there.

Verbal transitivity process

The verbal process gives voice to our thoughts when talking about events, or feelings, and ideas. The processes of saying are called verbal processes (Foley, 2011, p. 41). Additionally, Halliday & Matthiessen (2014, p. 252-255) explained that there is always one participant (sayer) that represents the speaker. However, there may be an additional one representing the addressee (receiver).

Table 8 Student #442 and #708 verbal process

Clause	Process: Verbal		
#442	I	video called	to my mom
1.			
#708	and	sing	very well
1.			

The process “video called” indicates a verbal because it functions as saying. Student #442 conveyed that the writer was talking to his/her mom online in a face-to-face video call. In student #708’s clause 1, the process “sing” functions as verbal because it indicates the verbal action singing.

Meteorological process

After analyzing the recount of different transitivity processes, I found two students (#345 and #442) that had the meteorological process, but with different functions. The meteorological process is a rare type because it is not common in a transitivity system. However, in the findings of student #345, the meteorological process was illustrated. Halliday & Matthiessen (2014, p. 258) elaborated that on the borderline between ‘**existential**’ and the ‘**material**’ there is a special category of processes that relates to the weather known as the meteorological process. Such examples mentioned in Halliday & Mattheisen (2014) are; *there is going to be a storm, the wind is blowing, the sun is shining, there is going to be a storm*. Additionally, meteorological processes sometimes are in connection with **existential** (*there was a*

storm/hurricane/breeze/gale/shower/blizzard) and some are understood as **relational attributives** (*it is foggy/cloudy/cold/hot/misty/humid/sunny/frosty*).

Table 9 Student #345 and #442 meteorological process

Clause		Process: Meteorological	
#345	It	*is	quite windy there
1.			
#442	the weather	was	so cold.
1.			

The findings from both clauses indicate an interesting element. Although, the process from student #345 ‘***is**’ indicates an existential process. However, because of the context ‘quite windy’, the meaning relates to the weather. Hence, the process is the borderline between existential and material which indicates meteorological. Conversely, student #442 ‘**was**’ is relational processes. However, after analyzing carefully the context of the clause. There were further details that the meteorological process ‘**was**’ functions as a relational attributive because of the phrase ‘so cold’. Meaning, that the adverb of degree ‘so’ modifies the adjective ‘cold’. Hence, that is why this meteorological process functions as a relational attributive.

Table 10 Comparison of pre and post-writing Transitivity process developments

Transitivity processes	Pre-Frequency	Post-Frequency	Development
Mental	4	40	90%
Relational	33	88	62.5%
Behavioral	33	84	60.7%
Material	62	111	44%
Existential	3	4	25%
Verbal	5	2	NA
Total	140	329	

The comparison results revealed the details of reality in developments. Please be noted that the values of ‘Pre-Frequency’ and ‘Post-Frequency’ were based on the analysis of the qualitative data recount texts. Due to the size of the data, the CODING was utilized. The numerative values illustrated above from both ‘Pre-Frequency’ and ‘Post-Frequency’ were the direct representation of the qualitative data. The development of the different transitivity processes revealed what types of processes the 10 students’ developed from **most to least** in the post-writing recount in the order of mental (90%), relational (62.5%), behavioural (60.7%), material (44%), and existential (25%).

Furthermore, it was interesting to understand that the verbal process did not indicate any developments. The NA means not applicable since the values were negative. To elaborate, the verbal process decreased as the pre-writing (5) had more compared to the post (2). This raises the indication that the students focused on writing mainly on the mental, relational, behavioural, and material aspects to convey their recalled recounts. Provided below was the calculation of the reality in developments:

As illustrated, the findings of the research question revealed that there were developments in students’ usage of processes in recount writing; these were the mental, relational, behavioural, material, existential, and verbal. The value of presenting these percentages was to illustrate exactly what the different transitivity system processes had developed by the students after the implementation of CCA with visual images on Pinterest. To illustrate, compared with the pre-writing the post showed that there was a 90% increase with the use of mental process, 62.5% increase with the use of relational, 60.7% with behavioural, and 44% with the material process. Although the existential illustrated an increase of 25%; it was the least developed process. In contrast, the process that did develop was verbal as the pre-frequency usage was 5 while the post indicated 2 which revealed a decrease.

The findings revealed that the most dominant was the mental processes; there was an increase in usage. From students’ recount writing, they used different **sub-categories** of the mental processes. For example, comprised of perceptive, cognitive, desiderative, and emotive (Halliday & Matthiessen, 2014). The use of these different processes indicated that there were lots of desirability, cognition, perception, and affection used by students’ when recounting their experiences and activities; all of which were normally used when describing events and can be found in the body part of the texts.

The next process found was the relational process. These were used as attributive as well as identifying. For example, the dominant relational processes used were ‘**was**’, followed by ‘**had**’ and ‘**have**’ all of which were used to relate two important relationships between ‘being’ and ‘having’ (Foley, 2011). The distinctions between the two were that **attributive** processes

cannot be switched whereas the **identifying** can (Halliday & Matthiessen, 2014)

The next process found that indicated the development of students' recount writing was the use of behavioural process. As students had described different experiences through the recount writing, behavioural processes were used to explain or discuss some of the physiological and psychological behaviours of the participants (Foley, 2011; Halliday & Matthiessen, 2014). These particular processes can sometimes be viewed as inner and typically represented as forms of human behavior (Foley, 2011; Halliday & Matthiessen, 2014; Thompson, 2013).

The findings revealed that the majority of the material processes were both used transitively and intransitively which both implied what happened or what was going on in the text (Foley, 2011). As materials are actions processes, thus transitive and intransitive processes were normally found in the students' recount writing (Halliday & Matthiessen, 2011).

The existential process was also found to be developed which indicated that the students developed a better knowledge in writing that something existed or happened around them as illustrated in their recount writing. Existential processes were normally used in students' recount writing to explain people exist in certain places. As indicated in the students writing 'there' was always used as the subject.

Interestingly, compared with the pre-writing, the post-writing revealed that the verbal processes were seldom used. It also illustrated that there was a decrease in the occurrence of this particular process. The indication can be that students were still lacking the ability to quote other people's words and they just rely on what they see, do or think. That was the reason why verbal processes were hardly used compared with the other processes in the transitivity system.

An interesting finding found in the present study that could not be found in different recent studies reviewed was the use of '**meteorological process**'; it is a rare process that was found in two students' recount writing. Halliday and Matthiessen (2014, p. 258) recognized that this process type is rare and not common in the transitivity system. However, the findings revealed students' were using this process as well. The meteorological process is a special category that relates to the weather. It is the borderline between the 'existential' and 'material' processes.

Conclusion

The purpose of this study was to teach Thai students at Chandrakasem Rajabhat University to recount writing. The focus was on the analysis of the transitivity system after the implementation of CCA, and Pinterest SNS as visual stimuli. The findings indicated that after the implementation the students have shown developments as illustrated by the data. The study's results contribute to the reality that the CCA model can be used to scaffold the students' recount writing, especially in an English writing course in the Thai University context. Similarly, the use of visuals as stimuli in Pinterest can influence the students' recount writing schematic structure

development as images helped the students in terms of reflecting on what they did and stimulating their experiences related to their orientation, body/events, and re-orientation of the recount text.

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