

PROCESS TYPES IN EFL LEARNERS' NARRATIVE TEXT: A PORTRAIT ON LINGUISTICS AND GENDER CONNECTIONS

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Abstract: *This present study explores the female and male EFL learners' process types in their narrative text to connect the linguistics and gender. According to Bank (2007, 3-4) school help to shape the sex-role socialization theorists: that is, the theory which focuses on how people learn the role of male and female in the society. Thus, this study is intended to: 1) find out the differences between both female and male in term of process types in narrative text, 2) find out the relation between gender of writers and the choice of process types in writing narrative text. This study shows that female EFL learner uses eleven process types; material (37%), attributive intensive (22,6%), mental affection (7,5%), behavioral (7,5%), identifying intensive (6,1%), mental perceptive (5,4%), verbal (4,8%), attributive possessive (4,1%), mental cognition (2,7%), causative (1,3%), and existential process (0,7%). In contrast, the male respondent tends to use and produce only nine kinds of process types in his narrative text. Those process types are the material (47%), Verbal (13,3%), behavioral (12,2%), attributive intensive (8,1%), identifying intensive (5,8%), mental cognition (4,6%), mental perceptive (4%), attributive possessive (3,4%), mental affection processes (1,1%).*

Key words: process types, gender, Male EFL learner, Female EFL learner

BACKGROUND

The aim of this study is to explore the process types used by the male and female EFL learners in their narrative text. According to Eggins (2004, 206) the system of transitivity or process type expresses the experiential meaning. It must be stressed then that the teachers explicitly and systematically can introduce students to the array of choices (the process types, participant roles, and circumstances types) available for making meanings about human experience in an English clause through the experiential grammar knowledge (Butt et al. 2000, p. 77, cited in Emilia, 2014, p. 169). That is very beneficial indeed for the teachers because they are really difficult to relate the students' experience as the human with the English clause. It means the research involving the process types has many benefits for the language teaching and learning. Therefore, this present study tries to get those benefits with researching the process types.

This present study also attempts to explore the male and female EFL learners' process types in their narrative text to connect the linguistics and gender. In the late 1960s, the women's movement appeared in the society and it became the global issue. According to Sunderland (2006: 10) the women movement highlighted the English language and made it as the main target of their movement, because people used it to discriminate and stereotype women. Indeed, they wanted to erase the discriminative things in language namely masculine bias that was always felt by all of them. It is just like what Lakoff (1975, 04) points out that there are two ways of linguistic discrimination felt by the women; how they were taught to use language and how the general language use treats them. This is what causes the background of many studies in the area of language and gender which is still researchable until this modern era, including this present study. No wonder, the study of language and gender has become an important aspect of the language development.

The classroom where the students learn language seems normal without any influences from the sight of the people towards the role of female and male in the society or what it is called as gender. According to Cameron (2006a, p. 724, cited in Wardaugh, 2010, p. 334) also "*sex* is a word used in connection with the biological characteristics that mark humans and other animals as either male or female, whereas *gender* refers to the cultural traits and behaviors deemed appropriate for men or women by a particular society". In fact, the term gender also exists in the classroom, both in the language the students use whether it is spoken or written and how the people in the school, in this case is the students and teachers, see the role of male and female. It is strengthened by Bank (2007, 3-4) who says that school help to shape the sex-role socialization theorists: that is, the theory which focuses on how people learn the role of male and female in the society. This becomes the background of this present study to reveal what is actually the gender tendency in term of process types in the EFL learners' narrative text.

Focus of Study

From the explanation above, the aim of this present study could be seen that, it tries to reveal the process types used by male and female EFL learners and the gender tendency behind their decision to choose the process types. According to

Emilia (2014, 79) grammar has three main systems; the mood, transitivity, theme system. This present study will focus on only the transitivity system. Transitivity system relates with the ideational content of the text which is defined as how text express the ideas or content (Paltridge, 2000: 117). That ideational function according to Bloor & Bloor (1995, p. 9, cited in Emilia, 2014, p. 79-80) consists of two kinds; the experiential and logical function and transitivity is in the function of experiential. This is as what Eggins (2004, 206) points out that the system of Transitivity or process type expresses the experiential meaning.

In addition, “transitivity in functional grammar is not primarily a way of distinguishing between verbs according to whether they have an object or not, but refers to a system for describing the whole clause, rather than just the verb and its object” (Thompson, 1996, p. 78, cited in Emilia, 2014, p. 149). That is why, there are three patterns to express the content; processes, participants, and circumstances (Paltridge, 2000: 117). According to Emilia (2014, 150), then, verb is used to expressed the process, noun or noun groups are used to express participants, and prepositional phrase or adverbial expression is used to expressed the circumstances. Therefore, there are six process types in English; Material (doing verbs), mental (sensing verbs), verbal (saying verbs), relational (being verbs), behavioural (behaving verb), existential (existing verbs) (Emilia, 2014: 151).

According to Halliday (1994, 106) process types are defined as the clause as the representation. The process itself is shaped in a long term and each process according to Halliday and Matthiessen (2004, 170) provides a model or schema to represent certain experiences. The people for example prefer saying “I feel sad” to saying “I am sad” because this kind of people were designed to more concern in the aspect of affection in a long term process either by their society or by family, which is one of the gender activities in the society. Then, they prefer saying the mental affection process representing by the process of feeling sad. The choices of process types no wonder are related to the experience felt by the writers in a long term process and what experience means here is the gender experience felt by the writers themselves. This gender experience affects the mindset of the writers, including when they produce either writing or speaking, because according to Halliday (1994, 106) “what a word or sentence means is the meaning in the speakers’ or writer’s mind”. Therefore, this present study tends to reveal what the gender tendency of the writer behind their decision to choose the process types.

Considering benefits in researching process types related with gender, the researcher conducted the study which intends to find out:

1. What process types are commonly used by both male and female EFL learners in their narrative text?
2. How are the choices of process types related to the gender of the authors in writing narrative text?

This present study attempts to employ the qualitative methodology. The qualitative research tends to identify the behaviors because it will investigate the relationships, activities, situations, and materials (Fraenkel, et al., 2012: 426; Ary, et al., 2010: 419). No wonder, this present study is qualitative research because it will identify the behavior of male and female when they write narrative text, especially, their process types. This present study then tends to utilize the

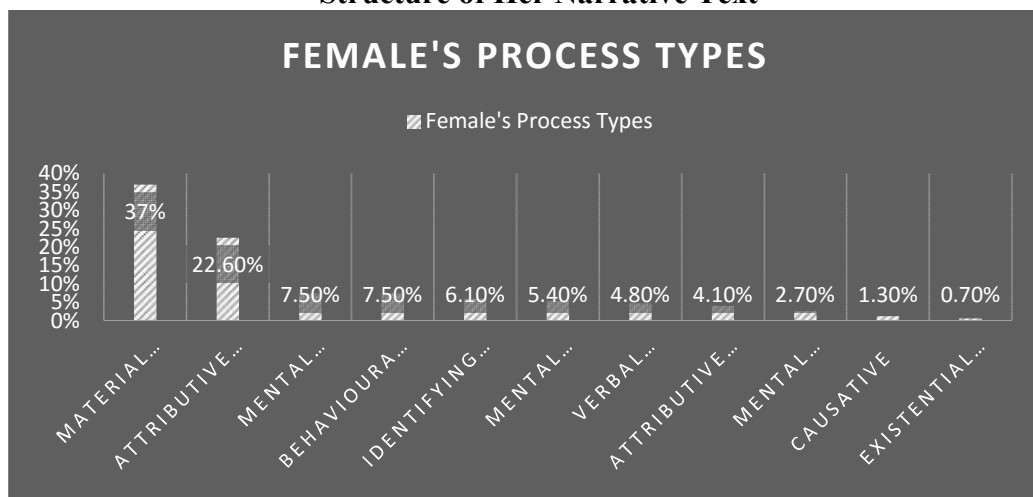
discourse analysis which is according to Paltridge (2000, 01) “an approach to the analysis of language that looks at patterns of language across texts as well as the social and cultural contexts in which the texts occur”. This present study also attempts to combine the discourse analysis with the case study defined by Berg (2001: 225) as “methods that involve systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or functions”.

DATA PRESENTATION and DISCUSSION

The Process Types Commonly Used by Both Female and Male EFL Learners in Their Narrative Text

The female EFL learner rarely chooses and produces the mental cognition processes in their narrative text as shown by chart 1 that mental cognition processes are the fewest mental processes she produced. It is in the percentage of 2,7% or four emergences from 146 other process types. Then, there is also a tendency that the female EFL learner produces the causative processes even though it is only a few. It is because chart 1 shows that there are two causative processes or in the percentage of 1,3%. In addition, one of the characteristics of the narrative text is that it can contain the dialogue inside the text. It means there will be the big possibility for the writer to produce many verbal processes. The female EFL learner in contrast produces only 4,8% verbal processes or seven emergences, which is not many, from 146 other process types. The chart 1 below shows the complete percentage of process types, including the rest of process types such as the behavioral, attributive intensive, identifying intensive, mental perceptive, attributive possessive, and existential processes.

Chart 1 Process Types Used by Female EFL Learner in All Generic Structure of Her Narrative Text

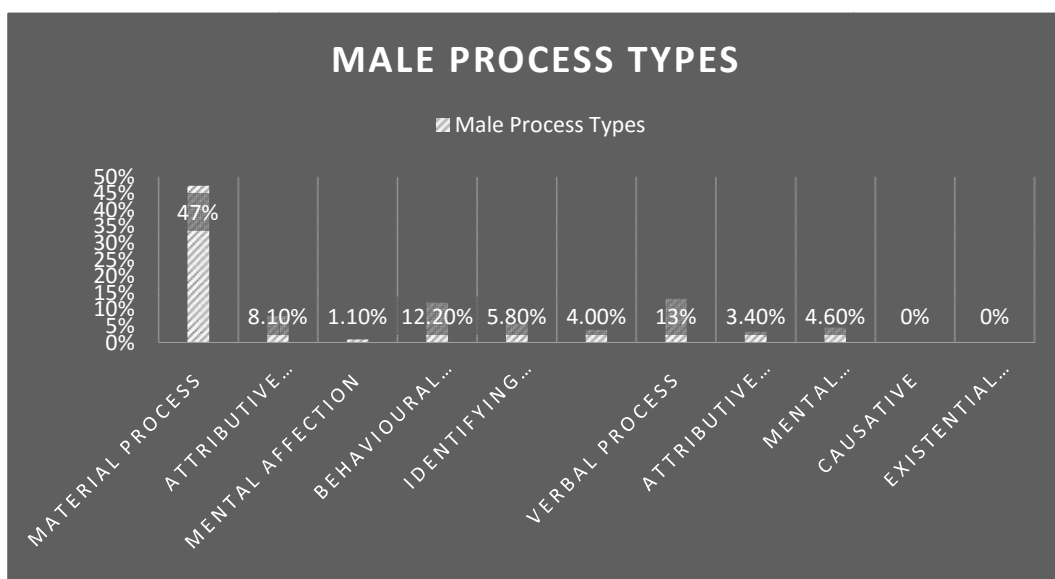


In addition, the female EFL learner in her narrative text produces more attribute than the other participants. It is in the percentage of 17,8% or 37 emergences from 208 as the total of participants used in this narrative text.

Meanwhile, carrier is in the third rank of participants used by the writer. It is about 16, 8%..

Meanwhile, the male EFL learner tends to choose more material processes than other processes as well as the female EFL learner. The chart 2 below shows that the material processes in male EFL learner's narrative text are dominant with the percentage of 47 % or 82 emergences from 173 other process types in 162 clauses produced by the female respondent in this narrative text.

Chart 2 Process Types Used by Male EFL Learner in All Generic Structure of His Narrative Text



In addition, the male EFL learner is really contrast with the female EFL learner in using and producing the verbal processes. It is because the verbal processes used by the male are more than the female EFL learner with the percentage of 13,3 % or 23 emergences from 146 other process types. The other difference is in the emergences of mental cognition produced by the male. The male EFL learner produces more mental cognition processes than the female EFL learner. It is because mental cognition is the most mental processes used by the male EFL learner in his narrative text with the percentage of 4, 6% or eight emergences in whole text. In addition, the male EFL learner also does not tend to produce any causative processes at all. This condition is different with the female EFL learner who tends to produce the causative process even though it is only a few. The chart 2 above shows the complete percentage of process types, including the rest of process types such as the behavioral, attributive intensive, identifying intensive, mental perceptive, attributive possessive, and existential processes.

The male EFL learner afterwards in his narrative text produces more actor than the other participants. It is in the percentage of 25,5 % or 65 emergences from 255 as the total of participants used in this narrative text. Meanwhile, the

participants of goal is in the second rank of participants used by the writer. It is about 24,7 %.

The Gender Tendency of the Female and Male EFL Learners in the Choices of Process Types in Writing Narrative Text

The female EFL learner in this present study has two little sisters. It means she is the first daughter in her family. This situation indeed becomes the reason why her parents give more advice to her than her sisters. She lives in the family who really pay attention to the education; moreover her family can be classified as middle-high economic status because her father is a businessman in the other city while her mother is a housewife. So, the education is planted in all family members as the most important priority. Even, her parents have the education insurance for all their children to make sure that they can be educated well and as high as possible whatever the condition. Meanwhile, the society where she lives is the opposite because the education awareness is not really good. Most of the people in her society are only the junior high school graduate. Nevertheless, the point of view of the society culturally is hard to change that females are the ones who are responsible for the care and well-being children and the making of a home whatever the jobs they do (Ridgeway, 2011, 128). It indeed occurs in her society including her family that they still see the role of females as those who stay at home and males as those who have duty to work outside because the males in her village prefer to work in other city, while, the females tend to be the housewife. The differences between male and female's process types can be traced in Table 1 below.

Table 1 The Differences between Male and Female EFL Learners' Process types

Female EFL Learner	Male EFL Learner
<ol style="list-style-type: none"> 1. Mental affection is used more than any other mental processes. 2. Mental cognition is not used more than any other mental processes. 3. They prefer using causative. 4. They use more mental processes than verbal processes. 5. Material processes are dominant, but they are less than the Material processes used by the male. 	<ol style="list-style-type: none"> 1. Mental affection is not used more than any other mental processes. 2. Mental cognition is used more than any other mental processes. 3. They do not prefer using causative. 4. They use more verbal processes than mental processes. 5. Material processes are dominant; even they are more than the Material processes used by the female.

The female EFL learner in this present study use more mental processes than the males. Mental processes according to Eggins (2004, 225) can be identified with asking the question "what do you think/feel/know about x?" So, indeed mental processes are the sensing verbs (Emilia, 2014: 153). Moreover, the mental processes used by the females are dominated by the affective processes which deals with the feeling or wanting with the percentage of 7,5%. Indeed, it is

normal if the females more concern to the affective perspective, because their parents teach it in early age, such as, giving the dolls, cooking equipment toys, and so on which indirectly teach them to grow up to be a thoughtful creature who care to others. Meanwhile, the males are the opposite. The female EFL learner in this present study also experienced the same thing because her mother gave the dolls and cooking equipments toys for her toys in the early age. The statement below is taken from the interview section conducted by the researcher to the female respondent of this present study on the first of December 2015, exactly in the minute of 09.27:

What I still remember is Congklak (a kind of board game with receptacles and often played with shells as tokens) if I am not mistaken, but for sure I played the dolls and cooking equipment toys especially. Of course I played them all nicely without breaking them all by matching again each other, every time I played with my toys, I will be the mom of the dolls, and the dolls became my children, and later on I would comb and dressed the dolls, that's it, that's what I remember.

The statement above is the proof that indeed the female respondent experienced the situation where her parents always teach her to be a thoughtful creature that cares to others since she was child. It is because her parents indirectly always plant the value about how to be the girl who more concerns to the affective perspective by giving the dolls, cooking equipment toys, and so on.

In addition, according to Lakoff (1975, 75), who has researched how women use language in the work place, the topic which the women tend to choose is about their feeling or other people feeling, while men like choosing the external things-building garage, having battles, and other hard topics. Tannen (1994, 69) also says that generally the women tend to choose the relationship among them for their topic in communication (spoken or written), while men prefer talking about the competition among them to show their honor. The female EFL learner in this present study also experiences the same thing because every time she gathers with her friends, the other girls, they surely share about their feeling toward something or someone. The statement below taken from the interview section that is conducted on the first of December 2015, exactly in the minute of 14.57, is the proof that indeed the female EFL learner in this present study will share about their feeling toward something or someone:

Something like gossip for sure, about him or her, about our friends, and about our feeling.

Moreover, the female EFL learner in this present study is taught indirectly by the fact that her mother is responsible for the care and well-being children and the making of a home (Ridgeway, 2011, 128), while her father works outside and only in weekend he is in home.

The statement below taken from the interview section is the proof for that:

eeemmm.. My mom always stays at home, meanwhile my dad, he is a businessman. Emmm, my dad, he is distinct and we have many rules at home, so we can not disobey those rules, moreover my dad is in home only once a week. So, every Monday the rules become more strict because my dad is in home. Emmm what's next? Ya, so..it is only in weekend we can gather. He is distinct, full of rules, hardworker, and discipline.

This home situation surely teaches this female EFL learner about what she should be as the girl. It is because according to Ridgeway (2011, 127) home is the place where the cultural understandings of gender is taught at the very first time. So, how society designs the role of males and females since the beginning of their life is the main background and reason why this difference can emerge in term of mental affective processes.

The male EFL learner in this present study has one little sister and one little brother. It means he is the first son in his family. This situation indeed becomes the reason why his parents give more advice to him than his sister and brother. He lives in the family who will always support their children to be better as far as the children themselves have a big want and determination. The male EFL learner in this present study, even though lives in the simple family because his father is the driver while her mother is a housewife, sees the education as something important and that is why he studies in IAIN Syekh Nurjati Cirebon.

Furthermore, he lives in the modern society but it still has a very strong fellowship one another. The people in the society where he lives also see the education as the priority and the jobs owned by the people there are also various. Even, the females also work outside as the carrier women, even though the number of the housewife is still dominant. According to Ridgeway (2011) also women who get the higher job than their husbands only have more bargaining power in the decision made by the family, but overall, no matter how much money the women can earn, it cannot change the social construction of how they should be. This is just what have been said by Holmes (2009, 59) that there is a "shift from a private patriarchy in which women's lives were controlled by the men in their family to a public patriarchy where there is greater freedom, but men still have considerable power within the workplace and the political sphere". So, indeed, "family relationship is a complex intertwining of connection and power" (Tannen, 2003: 194). Therefore, the point of view of the society culturally is hard to change that females are the ones who are responsible for the care and well-being children and the making of a home whatever the jobs they do (Ridgeway, 2011, 128). It indeed occurs in his society including his family that they still see the role of females as those who stay at home and males as those who have duty to work.

The male EFL learner in this present study tends to use more mental cognitive processes than the females with the percentage of 4, 6%. (See Appendix X for the complete male's process types percentage in all generic structure). There are several domains of cognitive functioning, such as, mathematical, spatial, and verbal abilities (Richardson, 1997: 03). Richardson also states that males is dominant in almost all domains of cognitive functioning, such as, mathematic, spatial abilities, and science achievement, while, females only can be higher in the verbal abilities. According to Hyde (1990) the males have the better performance than females in the mathematic (cited in Hyde and

McKinley, 1997, p. 35). Then, the another strengthen evidence that males are good in cognitive functioning comes from Flaming and Malone (1983) who states that males get the better score than the females in science (cited in Hyde and McKinley, 1997, p. 37).

The female and male EFL learners in this present study also experienced the same thing. The female respondent considers that her mathematics and science ability is not good. Differently, her verbal ability is quite good. The proofs for it is that this female respondent often participates several competitions which actually focus on the verbal abilities, such as, speech, news casting, debate, and so on. Even, she several times can get the winner in those competitions. Then, her language lessons score also are always better than the science and mathematics score in her school. The statement below is taken from the interview section conducted by the researcher to the female respondent of this present study on the first of December 2015, exactly in the minute of 10.33, that indeed she is not really good in the cognitive functioning but she is good enough in the verbal abilities:

Well math.. I don't really like it in the very first place, moreover, when I was in elementary school, my math teacher was not really good, so I more didn't like math and it continued to the next level of education. But, my math score was not really bad and not really good als. Anyway, science is better than math, but still the language lessons like Bahasa Indonesia and English is still better than science and math. Even once I have ever participated something like Olympiad, the Bahasa Indonesia Competition. Then you also know that I am active in English debate, I have ever also joined the speech, storytelling, third winner in news reading, and second winner in Arabic speech in the area of Cirebon Regency.

In contrast, the male respondent considers that he is very good in science and mathematics, but his verbal ability is not really good. His score of science and mathematics are always better than the language lesson. Moreover, he several times represents his school to participate the science and mathematics competitions. The statement below is taken from the interview section conducted by the researcher to the male respondent of this present study on the ninth of December 2015, exactly in the minute of 08.17, that indeed he is very good in cognitive functioning:

I like math. The score of it also was good enough and it was satisfying. And Alhamdulillah everytime I participated the competition I often won. Science is more than it, I like it very much, once I several times can be in the olimpiad selection of biology. Honestly, my science is good enough. Of course, once I was smarter in science and math than in language lessons, like Bahasa Indonesia and English.

Those are the proofs that indeed male tends to be better in cognitive functioning. It is no wonder that more males tend to use the mental cognition processes than the females. But, the root background why this difference can emerge is still about how parents as the first environment take after the females

and males and teach the role of gender to them. The males in their early age are given the toys that can design their brain to be very familiar with the problem solving task, such as, puzzle, rearrangement the robot, building blocks and construction kits (see Burr, 1998: 78-79). It is like what the male respondent experienced that her parents always give him the toys like that, such as, the robot, building blocks and so on. It is as what revealed on the interview section with the male respondent:

It is not Barbie clearly, hahaha I played car toys at most, like tamia, nad also robots, all man toys mainly. I always played them all by matching again each other with the toys of my friends.

So, it is normal if they are better in the cognitive functioning and they prefer using the mental cognition processes.

The female EFL learner in this present study tends to use causative processes with the percentage of 1,3%. In contrast, the male does not. The causative semantically according to Griffiths (2006, 61) is the situation where the embedded clause describes the caused situation. So, the meaning that the speakers or writers want to deliver is in the embedded clause. Let's take a look the example below adapted from Griffiths (2006, 61):

Table 2 Causative

Causatives	Entailments
The thought made her gleeful.	She was gleeful.
The children got the kite to fly.	The kite flew.
Bad weather forces us to cancel the picnic.	We are cancelling the picnic.

The examples of causative above proofs the entailments or the meanings of the causative sentences come from the embedded clause of the causative sentences. So, it is actually alright if the speakers or writers directly say or write the entailments without creating the causative that requires the readers or hearers to firstly determine what meanings that actually wants to be delivered. The females are designed by the society to be the thoughtful creatures, for instance, they were given the dolls and their parents teach them how to take care the dolls, to comb its hairs, and so on, that surely design them to really pay attention about what they say and what kind of effects that can emerge from their statements as what felt by the female respondent in this present study. It is as what revealed on the interview section with the female respondent in the minute of 13.10:

emmmm well .. I must know who my opponent in conversation is. Before I say something I surely will think what effect that can emerge from my statement. Moreover, if the opponent is also the women, they are very sensitive, so I must know their background first because I am afraid they

are broken heart after I say something. It is different when I talk with the men, they are not really sensitive, so I can be relax to talk with them.

Lakoff (1975, 74) also says that women say something politely, differently, men are the opposite. Females indeed will make the best language choices that can not create the bad responses given by the opponents. Therefore, they tend to uses the causative processes.

In contrast, the males are logical people because they are not designed by the society since the beginning of their life to be the thoughtful creatures. So, what they want to say, they will say it directly as what felt by the male respondent in this present study. It is as what revealed on the interview section with the male respondent in the minute of 10.51:

emmmm.. It depends on who our hearers are, but to the point is good I think when we talk with others, make a joke, the point is when we want to say something, just say it directly, but do not take it really seriously.

According to Lakoff (1975, 74) also the males use straight factual communication. This is the reason why they do not tend to use the causative, but they prefer directly to say the entailments to deliver the meaning. Let's take a look the examples below written by the male EFL learner in this present study:

Immediately the tears dripped from my eyes after I read the letter.

The sentence above written by the male shows that he tends to directly say the entailments to deliver the meaning. It is because the sentence above is the entailment of the causative sentence, "Immediately the letter I read made my tears dripped from my eyes". It is no wonder that males use straight factual communication (Lakoff, 1975:74) and that is why they tend to not uses the causative processes.

The male EFL learner in this present study use more verbal processes than mental processes. The verbal processes used by the male are in the percentage of 13,3%, while the mental processes used by him are in the percentage of 9,7%. In contrast, the female EFL learner in this present study tends to use more mental than verbal processes. The Mental processes used by the female are in the percentage of 25,6%, while the verbal processes used by her are in the percentage of 4,8%. (See Appendix VII for the complete female's process types percentage and Appendix X for the complete male's process types percentage in all generic structure). The reasons why it occurs have been explained above in the previous paragraph. There is a connection between why more males tend to use verbal processes than the females with how the society see and do the gender to them. The verbal processes according to Halliday (1994, 140) is the sentence that can answer the question "what did you say?". So, it can be said that the purpose of the use of verbal processes is to emphasize that "I know more than you" or it simply can be said as the indicator of how dominant the speakers are.

According to Tannen (1994, 55) and Sunderland (2006, 14) males really wants to be the dominant ones in the interactions. Furthermore, according to Tannen (1994, 69) the interactions of the males function to show their honor.

This is as in the life of the male respondent that most of the topic they choose in conversation is sharing their vision which indicates that there is a contest inside of conversation between the speaker and the opponent. It is as what revealed on the interview section with the male respondent in the minute of 11.51:

It is usually about vision, talking about future, what we are in the future. Something like that. When our opponent in conversation is wrong, just correct him before he more misunderstand about something Hehe.

The reason why that mindset can be planted in the males thought is because, again, the society has been planted the role of how males and females should be since the beginning of their life, for instance, males were given the balls, the sword toys and so on, for their gift, and they use those toys in the games, while females never do that. Therefore, it is normal if males use more verbal processes because they want to be seen as those who know more than others. Material process is simply the process of doing which means that some entity does the action and may be done to other entity (Halliday, 1994: 110). Eggins (2004, 215) defines the material process as:

All these clauses are describing processes of doing, usually concrete, tangible actions. Processes of doing are what we call material processes. The basic meaning of material processes is that some entity does something, undertakes some action. This is the semantic definition of material processes.

In addition, Halliday (1994, 111) states that material process does not always contain the concrete events, but it can also contain the abstract doings, for instance, 'the mayor resigned', 'the mayor dissolved the committee', and so on. The two examples are still the material processes, even though, the doings are abstract. It is because both sentence can still answer the question 'what did the mayor do?' and 'what did the mayor do to the committee?'

The material processes dominate the emergences of process types either in female's narrative text or male's narrative text. The difference is that the percentage of material processes used by the male is more than the material processes used by female. Based on the explanation in the previous chapter that material processes can reach the percentage of 47% in male's narrative text and in the female's narrative text they are only in the percentage of 37%.

The domination of material processes in both male's and female's narrative text surely have a reason. The emergences of material processes in the text are considered as the sign that the writers have a power. It is as what have been pointed out by Mayr (2008, 18) that the participants in the material processes imply the relations of power. So, both female and male respondents in this present study can be called as those who have a power because they use more material processes than any other process types.

As what explained before that the female EFL learner in this present study lives in the family who really pay attention to the education, moreover her family can be classified as middle-high economic status because her father is a businessman in the other city while her mother is a housewife. So, the education is planted in all family members as the most important priority. Even, her parents

have the education insurance for all their children to make sure that they can be educated well and as high as possible whatever the condition. This is the proof that her parents want her daughter to be better than what happen in their society no matter what the sex is. It is because the society where she lives is the opposite because the education awareness is not really good. Most of the people in her society are only the junior high school graduate. Therefore, this female respondent grows up in the family which has more power in the society. According to O'Barr and Atkins (1980, cited in Wardhaugh & Fuller, 2015, p. 324) also institutional power determines the language the people use whether it shows the subordinate social status or not. That is why this female respondent use more material processes because she is accustomed to live in family that plant the power no matter the sex is.

In contrast, the male respondent lives in the different condition. He lives in the simple family because his father is the driver, while her mother is a housewife, but his family will always support their children to be better as long as the children themselves have a big want and determination. That is why he sees the education as something important. This male respondent is accustomed to be the one who is responsible for what happen to his sister and brother because he is the first child which means he has a big responsibility for what his brother and sister get. It means he is accustomed to have a power in his family. Therefore, he uses more material processes in his narrative text.

CONCLUSION

The important finding found in this present study is about the fact that the male EFL learner also uses various process types in his narrative text. What this recent study shows, then, is that there is a relationship between the choices of process types with the gender of the respondents. There are five choices of process types that can be related to the gender of the respondents. Those are why female writer tends to use more mental affection processes than the mental affection processes used by the male writer, why male writer tends to use more mental cognition processes than the mental cognition processes used by the female writer, why female tends to use more causative processes than the causative processes used by the male writer, why male writer tends to use more verbal processes than mental processes while female writer tends to use more mental processes than verbal processes, and why material processes are dominant in both gender. The documentation and interview are used to reveal all of them above

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