

**A TRANSITIVITY ANALYSIS ON STUDENTS' WRITING
RECOUNT TEXT**

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A TRANSITIVITY ANALYSIS ON STUDENTS' WRITING RECOUNT TEXT

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Abstract

The objectives of this study were to find out the types of transitivity system used on students' writing recount texts. Further, this study also aims to identify the types of transitivity systems realized in students' writing recount texts. This study was conducted by using a descriptive qualitative design method. The data were 15 pieces of recount texts written by tenth grade students of SMAN 21 Medan being analyzed as the data. From this research, it was found that in all units of students' writing recount texts, there were 249 clauses. In these clauses, all process types can be found with varieties of the usage, they were: material process, mental process, relational process, behavioral process, verbal process, and existential process. As for the participants, almost all can be found in students' recount texts: actor, goal, range, senser, phenomenon, token, value, carrier, attribute, possessor, possessed, behavior, sayer, verbiage, existent, and beneficiary ones. Only two participants were not found in the texts: the range and the target ones. As for circumstances, there were seven circumstances found in the students' recount texts: extent, location, manner, cause, accompaniment, and matter. The contingency, angle, and role aspects however, were not found. The realization of the transitivity system on students writing recount texts, were found with varieties of the usage in constructing language features of the students' recount texts. The processes were realized by personal pronoun, direct and indirect objects. Finally, the circumstances were realized by prepositional and adverbial phrases.

Keywords: Transitivity System, Writing, Students' recount texts.

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1. Introduction

Text” is orally or written form of language that is delivered in any medium and can be understood by someone who knows the language (Halliday 2014). The meaning in text can be realized through three metafunction, they are Ideational Function, Interpersonal Function, and Textual Function. The ideational meaning can be realizing through process found in the text. Transitivity analysis is widely used to explore the ideology behind the text directed by the author, analyze the character or other elements beyond the sentences of text. Transitivity is one of theory in linguistics study which belongs to *experiential metafunction* of *Systemic Functional Linguistic*. Briefly, Systemic Functional Linguistic concerns with the meaning of language, where each meaning forms part of different functional configuration.

In Indonesia, based on 2013 curriculum, recount text is one of writing genres that should be learned by students of tenth grade of senior high school. Recount text is a text which recalls and reconstructs events, experiences, and achievements from the past in a logical sequence (Stubbs, 2010, p, 8). Writing is one language skill which is important to be mastered, include listening, speaking and reading. Nunan (2003) argues that writing is a process which involves physical and mental act to make ideas, expresses them, and organizes them into sentences and paragraphs which will be clear for reader. To be able to write a recount text is one of the basic competences that should be achieved by the students. The learners’ of recount texts should fulfill the schematic structure and linguistic features of the recount text to make sure that the reader will understand

about the message of the authors' mean. Another important part of recount text is linguistic features. Gerrot and Wignell (1994:194) state that there are five linguistic features in recount text, they are: focuses of specific participants, it uses of material process or verb or action word, it uses circumstances of time and place, it uses past tense form, and it focuses on temporal sequence.

Furthermore, based on the researcher's experience in her Teaching Practice Internship (PPL) in one of Senior High School in Medan, most of the students' fluency were relatively good. They were confident and could speak very well. But, once they wrote a particular English text, they had difficulties in terms of the text criteria itself, for example generic structure and linguistic features. Gerrot and Wignel (1994:52) state that three functional component of transitivity system help the students to construct the sense of recount text to produce good writing and also convey the social function of recount text. The researcher conducted the analysis transitivity system in constructing the meaning of students' writing recount text on types of process, participants, and circumstances since it was based on the transitivity system which realized the Experiential or Ideational meaning. Later on it was hoped that the findings were able to prove that types of transitivity system had an important role in building up students' writing especially on Recount Text.

2. Review of Literature

a. Transitivity Analysis

Halliday (2004) states the transitivity is one of metafunction of language that expressing or telling or representing the experience, or

phenomena in the past. According to Halliday, languages express three main kinds of meaning simultaneously: ideational, interpersonal, and textual meaning. Among them, the ideational can be referred to as meaning coming from the clause as representation. Halliday stated that a clause construed the world as going on consisting of nuclear process and participant, additional participant and circumstance (Martin, 1992:10). The concept of process, participant, and circumstances are semantic categories which explain in the most general way how phenomena of the real world as represented as linguistic structure (Halliday, 1994:104).

b. Recount Text

Recount text is a text which recalls and reconstructs events, experiences, and achievement from the past in a logical sequence (Stubbs 2010, p, 8). Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The generic structure of recount text is orientation, record of event, and reorientation. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports (Ken Hyland, 2004; 29).

c. Writing

According to A.S. Hornby (1995:1383), writing is the activity occupation of writing for example books, stories or articles. Writing skill is as important as others English skills. Writing is not an easy ask. It needs practice to develop this skill. Writing activity needs a process by which people comprehend what they have trough seen. The goals of writing instruction can be achieved if the teachers understand the concept of writing. So it is important for the teachers to know the nature of writing. To be good writing the students should practice to write and improving vocabulary.

3. Research Methodology

The research conducted by using descriptive qualitative. The data of the study collected through documentary technique. The object of this research was to find out types of Transitivity System on students' writing recount text and to elaborate how the realized Transitivity System on students' writing recount text. The subject of this study was 15 students tenth grade in SMA Negeri 21 Medan.

4. Research Findings and Discussion

Table 4.1 Types of Transitivity Distribution

Process						Participant			Circumstances					
Mat	Men	Rel	Beh	Ver	Exis	P1	P2	P3	Ext	Loc	Cau	Man	Acc	Mat

101	25	35	99	6	11	219	207	22	14	94	6	8	5	5
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After analyzing all the data of the students writing recount texts, the writer founds six processes of transitivity system, they were: material process, mental process, relational process, behavioral process, verbal process, and existential process. All types of processes it could be found in all of the students recount texts because the essence of recount text was to show the readers about the sequence of events along with the action done by the participants. Based on the results from the analysis of transitivity system, the most dominant types of process used in students' recount text is material process used for 101 times. It means that almost all of students' recount text contains about action, activity, or things that happen physically and materially. The writer also found 185 participants wrote in their texts with actor and goal as the highest participants.

It was related with how the material process was the highest process in recount text. The process of range did not occur in the texts because generally, the students in level of Senior High School wrote the texts in semantic means. The total number of circumstances used by the students in the texts were 132 circumstances. The highest circumstances found in the texts were Location Temporal with frequency of 51 times, and Location Spatial used 43 times, as a result of how the students recount texts tell about past experience in certain places and times. Halliday (2004) state there are some types of transitivity system namely process, participants and circumstance. Transitivity system is one of metafunction

of language that expressing or telling representing the experience or phenomena in the past. This is related with the function of recount text itself which deliver the meaning in the text about something happened in the past. Those types are constructing the meaning of the text through the linguistic features of recount text. (a) The process refers to verb in linguistic features of uses material process. (b) The participant refers to personal pronoun or specific participants in linguistic features of recount text. (c) The circumstance refers to information of time and place and also temporal sequence. Gerrot and Wignell (1994:52) state that three functional types of transitivity system help the students in constructing the sense of recount text to the students already write recount text well and also convey the social definition of the recount text.

5. Conclusion

In transitivity system, there were important elements that the writer found in students' recount texts namely process, participants, and circumstance. In this study, all process types could be found with varieties of the usage: Material process, Relational process, Mental process, Verbal process, and Existential process. For the participants almost in all the students recount texts the following participants, except the range and target, were found: Actor, Goal, Senser, Phenomenon, Token, Value, Carrier, Attribute, Possessor, Possessed, Behaver, Sayer, Verbiage, and Existent, beneficiary. Related to the circumstances, there were seven circumstances, except contingency, role and angle, found in the students'

recount texts: Extent, Location, Manner, Cause, Accompaniment, Role and Matter.

The realization of the process of transitivity system on the students' recount texts took place in verbs that show of doing, sensing, being, behaving, saying, and existing. And the material process was the highest of the process found because most of the students' recount texts contained action, activity, or things that happened physically and materially. Meanwhile, the participants were realized in personal pronouns, direct, and indirect objects. The circumstances that the writer found in the recount texts were mostly realized by prepositional phrase and adverbial phrase. This fact shows that the students did not have difficulties in making circumstances. In this case, most of the students already understood how to write a good recount text.

6. Suggestion

For the English teacher, it could be suggested to present the transitivity system in a text. Moreover, English teacher should give more explanation in teaching writing activities about recount text or other text types with clear purpose, appropriate generic structure, and correct use of language features to improve the students' writing skill.

For other researchers, it is important to conduct further research in order to give more detailed information of analyzing metafunctions in genres of the texts that may support teaching writing in English subject.

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