CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Language is a code whereby ideas about the world are represented through a conventional system or arbitrary signals for communication. In social life people need a language to interact and change their ideas or experience with each other. People use language as a tool of their communication that has main role to make people understand. Language as a means of communication conveys ideas, opinions and feeling between two or more participant in oral or written form. In doing communication, there are some components involve such as the participants (e.g. The speaker/the hearer or writer/the reader) and the information/messages being conveyed or expressed as well as the context in which the language is used. Social context tries to describe the different ways by which different people use language. Social context views the relationships between language and society and looks at language as people use it.

The way language is used in a social context to make meaning is the field of discourse analysis. Discourse analysis as stated by McCarthy (1991:5) is focused on the study of the relationship between language and the contexts where it is used. Discourse analysis has several methods to analyse a language and one of them is analysing the language through Systemic Functional Linguistics theory.

Language has three major functional components called as language meta-function. Three meta-function of language are identified by Halliday in Systemic Functional Linguistic, namely 1. Clause as a message (textual function), 2. Clause as an exchange (interpersonal function), 3. Clause as a representation (ideational function). This study focused on the last function namely

ideational function which was related to transitivity. Halliday describes that the ideational functions is the function that the speaker or the writer embodies language in his experience of the phenomena of the real world, which also includes the language user's experience of the internal world of his consciousness through his reactions, cognitions and perceptions. And transitivity is included as the ideational function of language to observe what happens in the text, meaning to see the relation among words in a clause. As a representation, clauses in an essay/text can be analysed through transitivity. The concept of the transitivity analysis has been widely used to understand the language of speakers and writers. It examines the structure of sentence which is represented on the processes, participant and circumstances. The participant and the circumstances are the main elements in the process.

In education, writing is fundamental importance to develop person in learning and to success in the educational system. It means that in educational systems especially in university, writing is the important one for students to finish their final exam in the last semester. They have to produce a thesis if they want to graduate from the university and making thesis is not simple. The students have to have good ability in writing and have to think critically.

Writing is not simple thing although everyone can write. In writing the writer needs much time to create good writing. They should give attention in the content of every paragraph, the structure of grammar and the vocabulary that be used by the writer in their writing.

Argumentative essay belongs to writing assignment in university. Argumentative essay itself is a type of essay that presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. Here, the writer chose an argumentative essay it can make the university students think critically in writing by expressing their feeling, idea, thought and opinion. And by the

transitivity, the researcher was interested to analyse how the university students represent reality in language.

The students' argumentative essay should fulfil the schematic structure and the linguistic features of the argumentative essay. One way to find out the student's ability in writing a text is by analysing their texts or writing. In this study, the researcher just focused to analyse the linguistic features which include in correct grammatical structure and the transitivity system within the text. The student's product can give the information about their abilities.

Based on the writer's observation when learning writing in the second semester. The writer found that the students can't produce their idea in written form. The students felt difficulty in doing the task to create a paragraph based on the genre of the text that is given by the lecturer. They felt difficulty to fulfil the linguistic features in their texts. Hence, to overcome these problems, certainly it needed some of tricks or treatment that the teacher or the lecturer use in the class when they teach writing. The teacher that teach writing, they have to choose the good treatment in order that the students can be easily learn writing or do a writing activity.

Before recognizing the treatment that can be overcome the problems, and choosing the good treatment that the teachers/lectures want to use, the most important thing that the teacher should know is about difficulties that students face in writing argumentative essay and know what is the causes of the problems. Through analyzing the student's writing, the teacher/lecturer can know the difficulties that faced by the students. So, the researcher try to find the students difficulties by conducted a research entitled "Analysis Transitivity Representation of The Argumentative Essay Writing by The English Fourth Semester Students' of HKBP Nommensen University.

This research was conducted to investigate and analyse the written texts which aims at illustrating how the transitivity are expressed in the student's writing. The writer hope that this study can be necessary for language teachers/lecturers to analyse the student's writings in order to recognize how use language resources in their writing. Besides, it is also necessary to identify how students express their meaning in context using the choice of grammatical patterns and lexical items. In this case, analysing students' writing through the approach of Systemic Functional Linguistics can assist teachers/lecturers examine how students make contextual meaning in their writing through the use of grammatical structures and how the organization of the students' writing are structured.

1.2.The Problems of the Study

In relation to the background of the study that has been presented before, the problem of this study is formulated as follows:

a. What types of process, participant, circumstances used by the students in writing argumentative essay?
b. What types of process, participant, circumstances are the dominantly used by the students in writing argumentative essay?
c. What is the implication of the most dominant process, participant, and circumstances which used in the student's writing argumentative essay?

1.3. The Objective of the Study

Based on the formulation of the problems above, the research objective are:

a. To identify and to describe the process types, participant types and circumstance that used in argumentative essay.

b. To discover the dominant process, participant and circumstance that found in argumentative essay written by the students.

c. Determined the most dominant of process, participant and circumstance which are used in Argumentative Essay.

1.4. The Scope of the Study

In this research, the study focus on analysing the transitivity system of Argumentative Essay that written by the English fourth semester students based on Halliday's functional theory which is related to transitivity. In this theory, transitivity is classified into three constituents. They are process types, participant functions and circumstances. Process consist of 6 type namely material process, mental process, relational process, behavioural process, verbal process and existential process. In order, participant consist of 16 function namely actor, goal, recipient, client, senser, phenomenon, identified, identifier, carrier, attribute, behaver, behaviour, sayer, verbiage, receiver and existent. And the last, circumstances consist of 9 type namely extent, location, manner, cause, contingency, accompaniment, role, matter and angle. In this study, the researcher focus on analysing the argumentative essay based on the three constituents of transitivity representations.

All the argumentative essay which had been collected and analysed based on the three constituents, then they were tabulated. The total number of each type was turned into percentage to find out the most dominant type of process, participant and circumstances used in the argumentative essay.

The dominant types of each constituents transitivity in the argumentative essay can draw implication to know how the English fourth semester students express their meaning in their context using the choice grammatical patterns and lexical items. In M.A.K Halliday theory,

material process indicates activities and event. This process refers to physical experience of human beings. Mental process refers to verbs indicating perceptions such as seeing & feeling, desideration, cognition and emotion. Relational process construes being and relating among entities through attribution & identification. Behavioural process is the process of psychological behaviour such as dreaming, smiling, laughing and listening. Verbal process is the process of showing the activity related to information. And the last, existential process is the process of existence namely to represent that something exist or happen.

1.5. The Significances of the Study

The findings of this study are theoretically and practically relevant:

a. Theoretically

The result of this research can be used to enrich the horizon on analysing texts using transitivity. This study is expected to be an additional source for the next researcher.

b. Practically

Students of English department; they can use the result of the research as the sample of grammatical complexity analysis of the texts. For lecturers/teachers; it can be used as a reference in terms of increasing the students' ability in mastering writing Argumentative Essay. And also for other researchers; they can use the result of the research as an input to conduct research using the same data from another point of view, for example analysing texts in order to describe the characteristics of them seen from logical function, interpersonal function or textual function.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a research, it is important to clarify all the terms that are related to the research in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is especially meant in a particular context. They are needed to be theoretically explained to avoid miss understanding between the writer and the reader. In this case, the writer is going to elaborate the terms important for the purpose of this research.

2.2. Systemic Functional Linguistics

Systemic Functional Linguistics is a way of describing lexical and grammatical choices from the system of wording so people are always aware of how language is being used to realize meaning. This grammar attempts to describe language in actual use and focus on text and their context (Gerot and Wignel, 1994: 6). Systemic Functional Linguistics was developed by Halliday a professor of linguistics from university of Sydney. It is usually used to find interpretation of language in different ways such as text or analysing text as a form of discourse. When analysing text, the grammar becomes a thing to describe how language works. In other words, how language is performed as the expression of meaning involving the idea.

Benefits and relations of systemic functional theory approach put language as a tool to represent the ideas and how language function is used by speaker or writer related to social context. Language function, then, is seen as scheme of social semiotic language that the idea occurs and is adapted to the culture context then related to situational context then expressed in the form of language.

2.2.1 Meta-functions of Language

Communication is an interactive process to make the meaning by using the language. When people use language, the language acts are as the expression of meaning. There are three kinds of functions that language serve called meta-function, namely to represent, to exchange and to organize. In Bloor and Bloor (1995:9) Halliday classified the ways in which human being use language, which is known as meta-function, into three broad categories: the ideational function, the interpersonal function and the textual function.

Ideational meta-function, the language is used to organize, understand, and express our perceptions of the world and of our consciousness. In IFG, the Ideational Meta-function is classified into the Experiential and Logical sub-functions. The Experiential Meaning is largely

concerned with content or ideas. The Logical Meaning is concerned with the relationship between ideas. (Bloor and Bloor, 2004: 10; Butt et al., 2000: 5)

Interpersonal Meta-function, the language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feeling, attitude, and judgments (Bloor and Bloor, 2004: 11). In addition, Butt et al. (2000: 5) state that the Interpersonal Meaning uses language to encode interaction, to show how defensible we find our proposition, and to encode ideas about obligation and inclination.

Textual Meta-function, language is used to relate what is said or written to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself (Bloor and Bloor, 2004: 11). In each function, an analysis of a clause gives a different kind of structure composed from a different set of elements. Analysing meta-function in a text may help people understand the information contain a text, especially how to information develops.

2.2.2. Transitivity System

Transitivity is relevant to the Ideational Meaning of semantics and field of context of situation. In transitivity clauses can be classified into three constituents. They are process types, participant functions, and circumstances**.** The concept of process, participant and circumstance are semantic categories which explain in the most general way how phenomena of the real world are represented as linguistic structure (Halliday, 1994: 109). The concepts of process are expressed by verbal groups, participants by nominal group, and circumstances by adverbial group or prepositional phrases.

Table 2.1: Typical Functional and Phrase Classes (Halliday, 1985: 102)

Type of element	Typically realized by
Process	Verbal Group
Participant	Nominal Group

Circumstances	Adverbial Group and Prepositional Phrase

According to Halliday (1985: 102) there are different types of process which are: material, mental, relational, behavioural, verbal, and existential process. The table below shows the process types, category meaning and participants:

Table 2.2: Process Types

Process Types	Category Meaning	Participant
Material: Action Event	'doing' 'doing' 'happening'	Actor, Goal
Behavioural	'behaving'	Behaver
Mental: Perception Cognition Desideration Emotion	'sensing' 'seeing' 'thinking' 'desiring' 'liking'	Senser, Phenomenon
Verbal	'saying'	Sayer, Target
Relational : Attribution Identification	'being' 'attributing' 'identifying'	 Carrier, Attribute Identified, Identifier
Existential	'existing'	Existent

2.2.2.1. Process

Processes are central to transitivity. The process centres on that part of the clause that is realized by the verbal group. There are six different process types identified by Halliday. They are material, mental, relational, behavioural, verbal and existential.

a) Material Process

Halliday (2004: 179) writes that Material process is processes of doing and happening. They express the notion that some entity does something which may be done to some other entity. *Happening* represented by an intransitive material clause and *doing* represented by a transitive material clause. There are two main participant functions. They are actor and goal involve in material process. Actor is the one that does the need or performs the action, whereas goal is the one suffers or undergoes the process.

One identification criterion for material process is that it can be probed by asking: what did *x* do?

A: What did they do?

B: *They built an apartment*

On the other hand, the process is not one of doing but one of 'happening' material process can also be probed by asking: what happened to *x*?

A: What happened to the clothes?

B: *They washed the clothes*

Sometimes, material processes have two other participants' functions which are range and the beneficiary. Halliday (1994: 146) writes that in material process, the range expresses the domain over which the process takes place, or expresses the process itself. The beneficiary is the one to whom or for whom the process is said to take place. In material process, there are two kinds of beneficiary, they are recipient and client. Recipient is one that goods are given to, whereas client is one that services are done for.

Table 2.3: Examples of Recipient and Client in Material Process

He	Wrote	a letter	to his girl friend
Actor	Material Process	Goal	Recipient

The architect	Built	a house	for his mother
Actor	Material Process	Goal	Client

b) Mental Process

In Halliday (2004:197) mental process is a process of sensing, such as feeling, thinking, and seeing. The participants in a mental process are a senser and phenomenon. Senser is the conscious being that feels, thinks, or perceives. Phenomenon is that which is felt, thought and perceived.

The category of mental process clauses turns out to be grammatically distinct from that of the material process clauses on the basis of the five main criteria:

1. There is always one participant who is human; who is 'senses'-feels, thinks, or perceives, like in 'John enjoyed the class'.
2. The position is in a sense reversed. It may be not a 'thing' but also a fact
3. The tense of mental process is not clearly bounded time which is associated with the less focused tense form, the simple present. The unmarked tense is the simple present as that in

   She likes the gift *(not she is liking the gift)*

   Do you know the city? *(not are you knowing the city)*

   I see the stars *(not I am seeing the stars)*
4. It is brought earlier that mental process is represented in the language as two way processes.
5. It also refers above to the fact that material processes are 'doing' processes which can be probed and substituted by the verb do such as those in;

   What did John do? He ran away

What did Mary do with the gift? She sold it

There are four subtypes of mental processes that are given in the table

Table 2.4: example of verb serving as process in mental process

Perceptive	Perceive; sense; see; notice; glimpse; hear; overhear; feel; taste; smell
Cognitive	Think; believe; suppose; expect; consider; know; understand; realize; appreciate; imagine; dream; pretend; guess; reckon; conjecture; hypothesize; wonder; doubt; remember; recall; forget; fear (think fearfully)
Desiderative	Want; wish; would like; desire; hope (for); long for; yearn for; intend; plan; decide; resolve; determine; agree; comply; refuse
Emotive	Like; fancy; love; adore; dislike; hate; detest; despise; loathe; abhor; rejoice; exult; grieve; mourn; bemoan; bewail; regret; deplore; fear; dread; enjoy; relish; marvel.

(sources: Halliday, 2004 :216)

c) Relational Process

Halliday (2004:210) stated that relational processes involve states of being and having. They can be classified according to whether they are being used to identify something or to assign a quality to something. Process which establishes an identity is called Identifying process and process which assigns a quality is called Attributing processes. Each has its own characteristic Participant Functions. Usually, they are classified into three sub-classification named Intensive, Possessive, and Circumstance.

Table 2.5: Examples of Attributing Processes

Intensive	John	Is	Clever
Possessive	They	Have	a tame dog
Circumstantial	The fair	will be	on Friday , May 29
	Carrier	**Relational**	**Attribute**

Here are some words of the more common Relational Processes of Attributing: *be, become, go, get, turn, grow, keep, stay, remain, look, appear, seem, smell, taste, feel, sound, end up, turn out, last, weigh, concern, cost, has, belong to, need, require.*

Table 2.6: Example of Identifying Processes

Intensive	John	Is	the cleverest student here
Possessive	The tame dog	Is	Theirs
Circumstantial	Today	Is	May, 29 2013
	Identified	**Relational**	**Identifier**

Here are some words of the more common Relational Processes of Identifying: *be, become, equal, add up to, play, act as, call, mean, define, represent, spell, express, form, give, constitute, imply, stand for, symbolize, realize, indicate, signify, betoken, take up, span, resemble, occupy, own, include, involve, contain, comprise, provide, cause.* The easiest way to differentiate the Attributing and Identifying Processes is that Identifying Processes are reversible.

d) Behavioural Process

Behavioural process is a process of physiological and psychological behaviour, like treating, dreaming, smiling, and coughing. The majority of Behavioural processes of clauses have one participant only. The Participant who is behaving, called Behaver, is typically a conscious being like Senser, but the process functions more like the one of doing. Rarely, a further Participant occur is named Behavior, as with salty tears in cry salty tears, a sigh in breathe a sigh, blood in sweat blood, sweet dreams in dream sweet dream.

Table 2.7: Examples of Behavioural Process

She	Smiles	For you	
Betty	Cried		bitter tears

I	Breath	Deeply	
They	Dream	Sweet	Dreams
Behaver	**Behavioural**	**Process circumstance**	**Behaviour**

The Boundaries of Behavioural Process are indeterminate, but it can be recognized the kinds set out in the following table:

Table 2.8: The Boundaries of Behavioural Processes

I	(near mental)	Processes of consciousness represented as forms of behaviour	Look, watch, stave, listen, think, worry, dream
II	(near verbal)	Verbal processes as forms of behavioural	Chatter, grumble, talk, gossip, argue, murmur, mouth
III	-	Physiological	Cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod.
IV	-	Other physiological	Breath, sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
V	(near material)	Bodily postures and pastimes	Sing, dance, lie (down), sit (up, down)

Source: Halliday and Matthiessen 2004: 251

Behavioural process is almost always middle; the most typical pattern is a clause consisting of Behaver and Process only, like don't breath! No one's listening, He's always grumbling. The particular Circumstances that usually occur are Manner and Cause (Eggins, 2004: 234).

e) Verbal Process

Verbal Process is a process of saying. Some verbs used to express the verbal processes include talk, say, ask, reply, suggest, praise, insult, slander, and flatter. It has a participant named Sayer, who is the doer of the process of verbalization.

There are three further participant functions based on Halliday (2004: 255-256), they are:

1. The receiver

The receiver is the person to whom the verbalization is addressed. For example as in "I asked her if she had heard him.

2. "The Verbiage

The verbiage is the function that corresponds to what is said, representing it as a class of thing rather than as a report or quote.

3. The target

Target is a fairly peripheral participant and does not occur with direct or indirect speech, except incidentally. It is the person or thing which is 'targeted' by the process as in 'Former party officials criticized party leadership.' Lexical verbs which accept a Target include: *describe, explain, praise, flatter, blame, condemn, castigate.*

Table 2.9: Examples of Verbal Process

John	Always	Praises	Mary	To his friends
Sayer	Circumstances	Verbal process	Target	Receiver

John	Said	Something	to me
Sayer	Verbal process	Verbiage	Receiver

f) Existential Process

Existential Process has only a participant named Existent. The process has two main forms of grammatical relation, with a copular verb and an empty there as Subject and with a copular verb, the Existent as Subject and usually a circumstance adjunct.

Table 2.10: Examples of Existential Process

There	Is	a man waiting for you

They	Were	fifty of you
	Process	**Existent**

Ten of us	Were	In the party
Existent	**Process**	**Circumstantial adjunct**

When some clauses have only the Existent without any explicit Circumstances, the semantically empty Subject there is almost obligatory. The particular Circumstance that usually occurs is Location (Eggins, 2004: 238).

2.2.2.2. Participants

The basic principle is that participants are realized by nominal group. In Halliday (1985:131) the participant functions are the specific roles taken on by persons and objects involved in the process. The main participant roles classified according to the process type they occur. They have been presented in Table 2. The participant functions listed are those directly involved in the process. These are the participant elements which typically related directly to the verb.

There are also other specific participant functions for each particular process type in English clause. They are the Beneficiary and the Range. Logically, they are little bit different from participant functions that are directly involve in the process. According to Halliday, in the 'logical' terminology, where actor is 'logical subject' and goal is 'logical direct object', the Beneficiary is 'logical indirect object' and the Range would be 'logical cognate object'

a) Beneficiary

The Beneficiary is the one to whom or for whom the process is said to take place (Halliday, 1985: 132). It can be found in the material process and mental process, and sometimes it appears in relational process. In a material process, there are two elements associated to

Beneficiary. They are Recipient and Client. The Recipient is one that goods are given to. Normally, the Recipient occurs only in a clause which has two direct participants. It can be seen in the following figure.

I	Gave	My love	A ring that has no end
Actor	Process : material	Beneficiary : recipient	Goal

Figure 1: Beneficiary Clause Showing Recipient

The Client is one that services are done for. The service can be expressed through a Goal, especially a Goal of the 'created' as distinct from the 'disposed' type. The following example shows that the verb 'built' is really the process that constitutes the service.

John	Built	Mary	This house
Actor	Process: Material	Client	Goal

Figure 2: Beneficiary Clause Showing Client

Both Recipient and Client may appear with or without a preposition, depending on its position in the clause, e.g. 'Mary gave John a parcel', 'Mary gave the parcel to John'. The preposition is to with Recipient and for with Client. According to Halliday, in the material process, this means one which has a Goal, the Goal represents the 'goods'. And most typically the Beneficiary is human, especially a personal pronoun and the most commonly of all a speech role (me, you, us).

In a verbal process, the Beneficiary is the one who is being address in this process; the Receiver is associated with Beneficiary, e.g. *Mary* in *John said to Mary*. There are some examples of verb provided by Halliday that stand as Receiver in verbal process. The verb shows the sense of causative mental process, e.g. convince 'make believe', tell 'make know', explain 'make understand', and show 'make see'.

Beneficiary can be found in a few relational (attributive) process. The Beneficiary regularly functions as subject in the clause, in this case the verb is in the passive voice.

According to Halliday in an attributive clause, this is possible only if the clause is 'effective', in this case the active form contains an Attributor, as in figure below.

The call	Cost	Me	Two dollars
Carrier	Process: circumstance	Beneficiary	Attribute

The hotel	Charge	Me	Two dollars	For the call
Attributor	Process: circumstance	Beneficiary	Attribute	Carrier

I	Was change	Two dollars	For the call
Beneficiary	Process: circumstance	Attribute	Carrier

Figure 3: Beneficiary in an Effective Attribute Clause

b) Range

The last other participant is Range. Range is the element that specifies the range or scope of the process (Halliday, 1985: 134). It means that there is cognateness of verb with the object, as *song* is to sing. A Range may occur in material process, behavioural process, mental process and verbal process.

In a material process, the first Range may be an entity which exists independently of the process, but indicates the domain over which the process takes place. For example*, the hill* in *Christian climbed the hill*. The hill specifies the range of the verb 'climb'. And the second Range may be not an entity at all, but rather another name for the process. For example, *Harry and James were playing football*. The football is Range, but it is not entity; because there is no such thing as football other than the act of playing it. It is similar with sing a song, in the dictionary meaning of song is 'act of singing', and game is 'act of playing'.

In a verbal process, the Range is the element expressing the class, quality, or quantity of what is said (Halliday, 1985: 137). It is called Verbiage refers to Range in this process. For instance the table below shows the examples of Range in a verbal process.

Verbal process clause	Range : Verbiage
What did you say?	What
He asked a question	A question
She speaks German	German
Tell me a story	A story

Figure 1: Range in Verbal Process

2.2.2.3. Circumstances

Circumstances provide information on the 'how, when, where, and why' of the process, although they are normally grammatically subordinate to the process (Simpson, 2004:90). Halliday distinguishes altogether nine types of circumstances. These are presented in the following table collected from Halliday (2004, 262-263) to illustrate the kind of information covered by circumstances in a process.

Table 2.11: Types of Circumstances

type of circumstances	Express	Expressed by	Interrogative form
Extent	Distance, duration	A unit of measurement	*How far? How long? How many?*
location	Place, Time	Typically an adverbial group or prepositional phrase, e.g. *down, by the door, Jakarta, among friends*	*Where? When*
Manner	Means, quality, comparison	Prepositional *by* or *with,* adverbial group with –ly adverb, prepositional phrases with *like* or *unlike*	*How? What with? What… like?*
Cause	Reason, purpose, behalf	Prepositional phrase, *e.g. because of, thanks to, for the purpose of, for the sake of, on behalf of.*	*What for? Why? How? Who for?*

Contingency	Condition, concession, default,	*e.g. in case of, in spite of, in the absence of.*	
Accompaniment		Prepositional phrases with such preposition as *with, without, beside, instead of.*	*Who/what else?* *Who/what with?*
Role	Construes meaning of 'be' and 'become'	Typically preposition: *as, into*	*What as? What into?*
Matter	That which is described referred to etc.	Preposition such as *about, concerning, with reference*	*What about*
Angle	Meaning '*as….says'*	Preposition to and phrases *according to in the view, opinion of.*	

2.3. Writing

Writing is fundamental importance to develop person in learning and to success in the educational system. It means that in educational system especially in university or college, writing is the important one for students to finish their final exam in the last semester. They have to produce a thesis if they want to graduate from the university and in making thesis is not simple. The students have to have ability in writing and have to think critically.

Writing is the most difficult skill. It is considered as the most complicated language skill to be learned, compared to other language skills. Brown (2004: 218) says that among the language skills, writing is the most complicated and the most difficult skill. It is because in writing, there are several rules that have to be mastered by the students such as spelling, grammar and punctuation, coherence and organization of ideas.

In addition, there are some definitions of writing according to experts. Nystrand (1989: 75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to

communicate to the readers through his sentences. Meanwhile, Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing. Then, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language.

2.4. Essay Writing

2.4.1 Definition of Essay Writing

When we want to write and extend a topic more extensively or complex, we must convey it into essay form, in which a kind of writing that consist of more than one paragraph. According to Setiawan (2009:11) an essay is communication way in writing form that is conveyed with extensive knowledge, thought and understanding. An essay is different from paragraph because an essay is longer than paragraph. We can look at the difference both of them in concept maps below:

Concept map 2.1

A diagram of paragraph (Oshima and Hogue (2007: 38)

Topic sentence
Supporting sentence Supporting sentence Supporting sentence
Concluding sentence

According to Oshima and Hogue (2007: 38) a paragraph has three parts: a topic sentence, several sentences and a concluding sentence.

1. The topic sentence tells what topic the paragraph is going to discuss.
2. The supporting sentence give details about the topic.
3. The concluding sentence summarize the main points or restates the topic sentence in different words.

And in other hand, according to Oshima and Hogue (2007: 148) an essay introduction stimulates the reader's interest and tells what the essay is about. The last sentence of an introduction is the thesis statement. Like the topic sentence of a paragraph, a thesis statement names the specific topic of the essay. The body consist of one or more paragraphs. Each paragraph develops a subdivision of the topic. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body. The differences can be looked in the concept map 2.2.

Concept map 2.2

A diagram of an Essay (Oshima and Hogue (2007: 147)

Introductory paragraph General statement

Thesis statement
Topic sentence • Supporting sentence • Concluding sentence **Topic sentence** • Supporting sentence • Concluding sentence **Topic sentence** • Supporting sentence • Concluding sentence **Topic sentence** • Supporting sentence • Concluding sentence
Concluding paragraph -restatement the main point or - summary - final comment

Based on the concept maps above, it can be concluded that an essay is longer than the paragraph. In writing essay it needs the author's extensive knowledge, thought, idea and opinion to make a good essay that has longer paragraph and content.

2.4.2. Types of essay writing

According to Alabi and Babatunde (1998:172) there are some types of writing that we should know specially for English students. They are letter writing and creative writing. In this study we will talk about essay writing. There are four types of essay that could be distinguished in the English Language. They are narrative, descriptive, expository and argumentative essay. This study only concerns with argumentative essay because argumentative essay used in college to make students think critically in writing by expressing their feeling, idea, thought and opinion.

2.4.2.1. Argumentative Essay

According to Alabi and Babatunde (1998 : 175) Argumentative Essay is another types of essay writing and it is concerned with the reasoning ability of the writer to present an issue logically with an overriding view. It has an ultimate purpose namely to convince or persuade a given group of audience to understand the other side of the argument to support a new belief or idea. In this kind of essay, the author not only gives information but also present an argument with the supporting ideas and opposing ideas of an argumentative issue. Meanwhile, Oya Ozagac (2004) stated that the argumentative essay is also called a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner. According to the meaning above, it is stated that argumentative essay is an essay that requires the writer or the author to convey their thinking in deep understanding and extensive knowledge by considering the evidence or supporting ideas to make the reader believe about the writer's argument. Therefore in producing a good argumentative essay the author must have extensive knowledge, good ideas, deep thought and opinion about what they want to write.

Looking for the argumentative topic is not an easy task because according the definition above the topic in argumentative essay should be narrowed down and it should contain an argument. The author also must have deep understanding, deep thought and extensive knowledge if they want to take a good topic to their writing.

There are three possible organization patterns:

Pattern 1:

Thesis statement

Supporting Idea 1

Supporting Idea 2

Opposing Idea + Refutation

Conclusion

Pattern 2:

Thesis statement

Opposing Idea + Refutation

Supporting Idea 1

Supporting Idea 2

Conclusion

Pattern 3:

Thesis statement:

Opposing idea 1 ------> Refutation

Opposing idea 2 ----- > Refutation

Opposing idea 3 ----- > Refutation

Conclusion

2.4.3. Students' ability in writing argumentative essay

There are some theories that can define the students' ability in writing argumentative essay. The first theory comes from (Wingate, 2012:145-154) She says that: "the argumentative essay is the most common genre that undergraduate students have to write and the value of the essay is its ability to display critical thinking and development of an argument within the context of the curriculum. According to the definition, it shows that students' ability in writing argumentative essay is their ability to display their critical thinking and develop their argument

that they have into some paragraph by following supporting paragraph that will make their argument to be more strong.

Oshima and Hogue (1983) says that "Good writing in English requires both good grammar and good organization." The statement explain that grammar and organization are included in the aspects of writing which should be noticed by the students in writing essay specially in writing argumentative essay. In addition Setiawan (2009:16) stated that every essay has to consist of the clear topic sentence, supporting sentences, concluding sentence and every paragraph has to be unity, completeness and coherence.

2.5. Previous Study

In using transitivity analysis, the researchers have tried to reveal the language structures that can produce certain meaning and idea which are not always explicit for the readers and hearers. In other words, the study of functional analysis is to discover the relation between meaning and wording that accounts for the organization of linguistic features in both spoken and written texts. Therefore, the concept of transitivity has been used by a number of linguists to explain more about the use of language in both spoken and written texts.

Transitivity has been analysed by **Salsabil (2014)** in her thesis titled **A Transitivity Analysis of English Text *When English Ring the Bell*.** The analysis aim to describe process types, participant functions, and circumstantial elements of Transitivity Analysis that characterize in the English Textbook of Senior High School and to explain the linguistic competence that revealed.

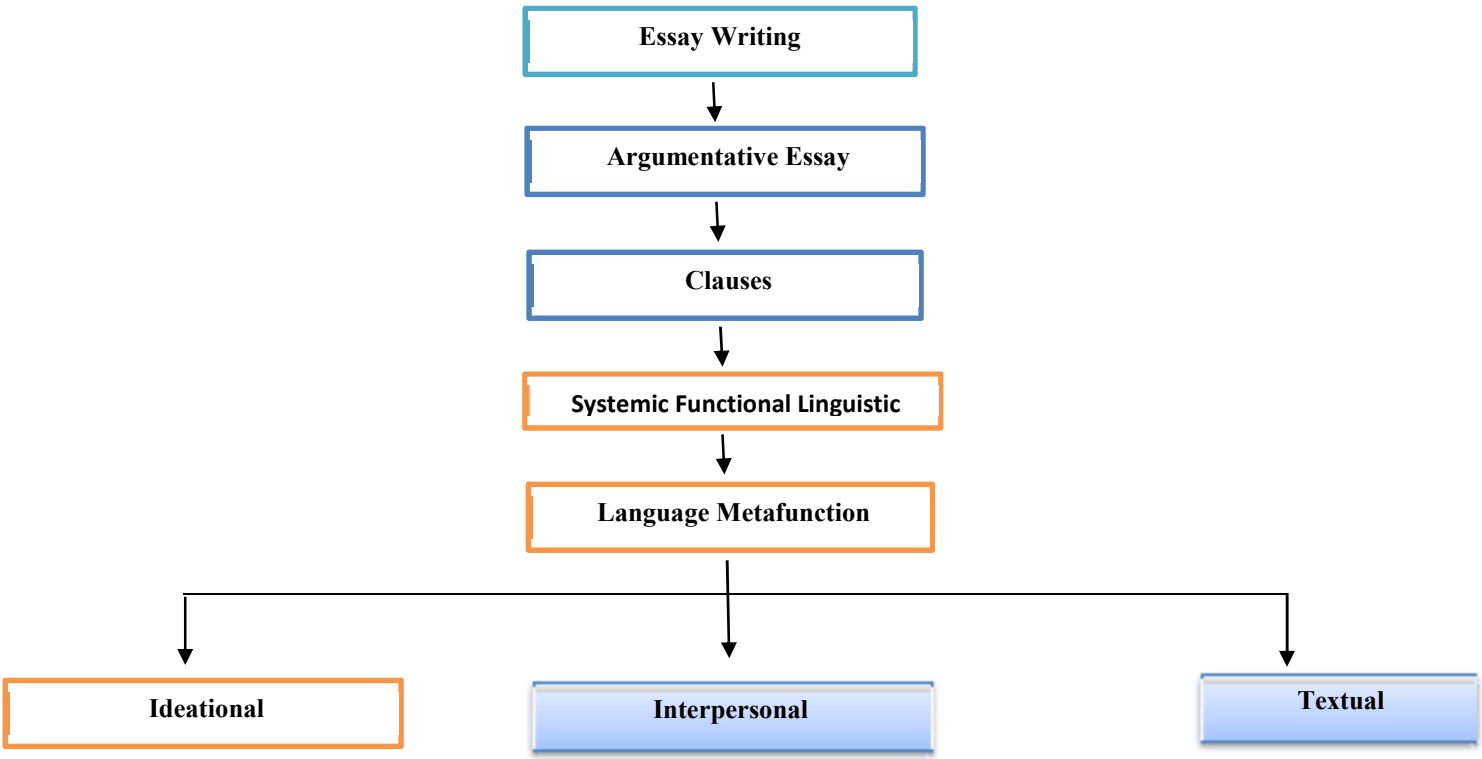
The similarity of the research with my research is that the research focus is to analyse the transitivity of a text. Then the difference of the research with my research is the research

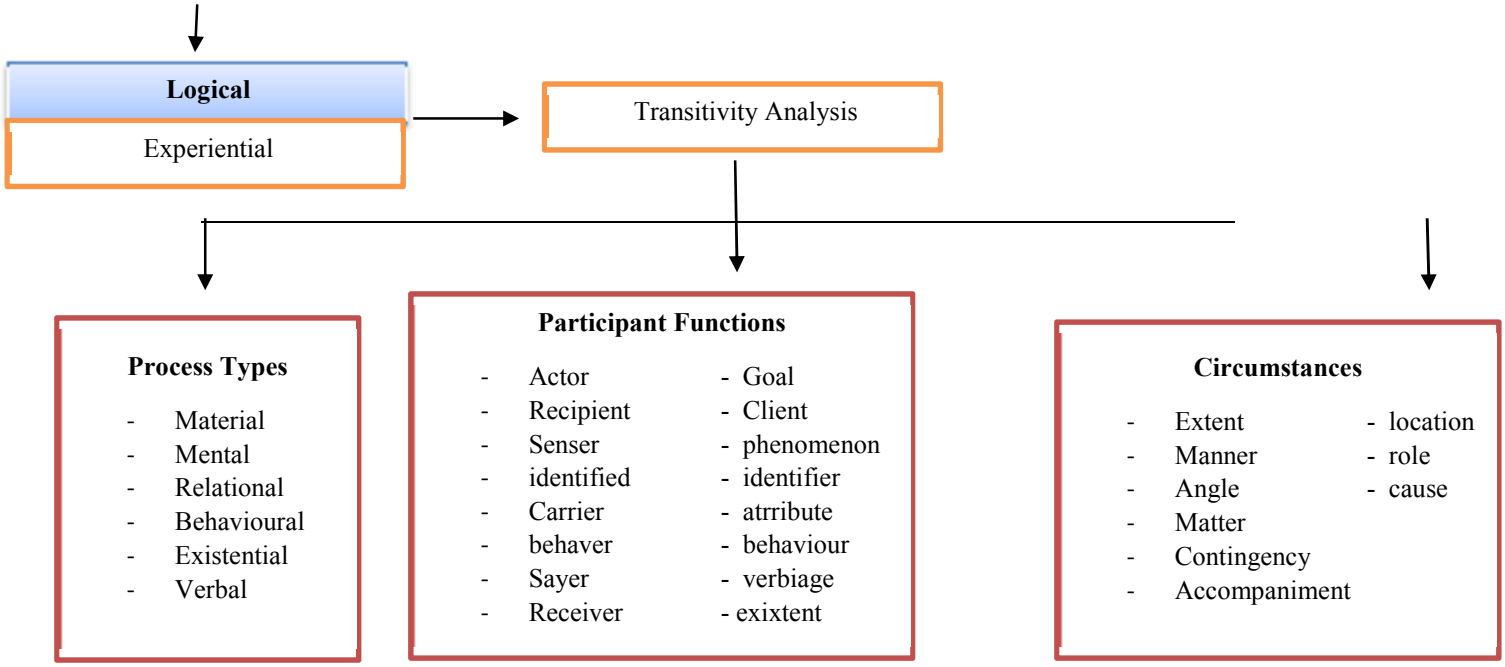
limitation is a text book of a senior high school and my research is focus to analyse an argumentative essay that written by the English fourth semester.

Lutfianto (2017) is also relevant researcher with this study. He wrote a thesis titled **An Analysis of Transitivity in the Song Lyrics from the Album 'Hotel California'.** The study is an analysis of transitivity in the song lyrics based on the lexicogrammar and context in the framework of functional grammar. The study was aimed to identify the elements of the song lyrics based on its transitivity and to explain the realization of ideational meaning in the song lyrics.

This research is different with previous research, because the researcher tries to analyses an Argumentative Essay that written by the fourth semester of university students. The genres were analyzed based on the theory transitivity which is proposed by Halliday. According to the theory, there are six types of processes: material, mental, verbal, behavioral, relational, and existential.

2.6. Conceptual Framework





CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research was conducted by descriptive-qualitative method. A qualitative method refers to the research procedures which produce descriptive data such as people's own written or spoken words and observable behaviour (Bodgan and taylor, 2002). Arikunto (1993:208), states that there is no hypothesis in descriptive research as it describes a phenomenon without making any hypothesis. In this type of research, the researcher collects the data, analyses them and draws a conclusion without making any generalization.

Applying a qualitative content analysis, this research aims at describing The Analysis Transitivity Representations of Argumentative Essay that written by the fourth semester students

of HKBP Nommensen University Medan using Halliday's Functional Grammar theory. In analysing the data, this research used content analysis in which the researcher related the contexts of the data with the analysed data in order to make replicable and valid inferences from the data to their context. This research also applied a semantic content analysis, which analyses the data in terms of meanings, yet it focuses on the lexicogrammar content analysis, which analyses the data using transitivity system.

3.2 Subject of the study

Halliday (2004: 33) says that text is the form of data used for linguistic analysis and all of the description of grammar is based on text. Referring to the statements, the data of the research which is the Argumentative Essay that written by the English fourth semester students. The Argumentative Essay was broken down into clauses because the compositional hierarchy of English in grammar usually starts from a clause (Halliday, 2004: 20). The writer took sample 15 argumentative essay that were analysed.

3.3 Object of the Study

The object of this study is the transitivity system by M.A.K Halliday. Halliday states that transitivity system consists of three constituent, namely process types, participant functions, and circumstance. Here, the researcher analyze the students essay based on the three constituents.

3.4 Procedure of Collecting Data

The data collection in this research took the following steps below:

1. The data was collected from Argumentative Essay that written by the fourth semester students of HKBP Nommensen University. Then read and observe each clause carefully to find out the process types, participant functions, and the circumstances.

2. After all the argumentative essay which had been collected and analysed based on the three constituents, then they were tabulated. The total number of each type was turned into percentage to find out the most dominant type of process, participant and circumstances used in the argumentative essay.
3. Then, the researcher draw the implication of the dominant percentage that gotten from the argumentative essay.

3.5 Procedure of analysing the data

The data analysis in this research took the following steps below:

1. The Argumentative Essay which written by the fourth semester students are listed in the data sheet. The data was classified and analysed using of transitivity system. It was done by writing a thick (v) for the implicit constituents, in relevant columns of categories in the table data analysis.
2. After the process types, participant functions, and circumstantial process elements in the data were identified, the number of those classifications were calculated to get the dominant percentage by using this formula:

$$X = \frac{F}{N} \times 100$$

X = the percentage of the obtained items

F = frequency

N = the total of the item

3. Then after all the dominant types were identified and written down, the researcher draw the implication based on the dominant types that gotten from the argumentative essay that written by the English fourth semester students. The researcher draw the implication based on M.A.K Halliday theory that consist of 6 type of process such as material process indicates activities and event. This process refers to physical experience of human beings. Mental process refers to verbs indicating perceptions such as seeing & feeling, desideration, cognition and emotion. Relational process construes being and relating among entities through attribution & identification. Behavioural process is the process of psychological behaviour such as dreaming, smiling, laughing and listening. Verbal process is the process of showing the activity related to information. And the last, existential process is the process of existence namely to represent that something exist or happen.