CHAPTER I

INTRODUCTION

1.1 The Background of the Study

People use language for communicating each other. It is used by human for communicating to another human or his/her interlocutors, whether one, two, or more people. Language is expressed by speakers to the hearers orally, written, or even through symbols. In social community, society uses languages for describing about feelings and thought, sharing ideas and information, and communicating, all of these are called as social interaction. Without language, people will not be able to interact in their society.

However, only by using language, people can understand what the speaker's meaning. They have to related it with its context and function for the understanding of speaker's meaning. It is used for the interpretation of hearer which hear the speaker, or reader which read the text. Systemic Functional Linguistics (SFL) can do this because the way of this model of language explains the connection between context and text for understanding the meaning of a language.

SFL views language as a functional linguistics. Language is functional because each element in a language can be explained by reference to its function in the total linguistics system. Its function is to make meanings. Language has three functions, they are textual function, interpersonal function and ideational function.

Ideational function has two components, they are logical meaning and experiential meaning. Experiential meaning is realized by the transitivity system. The transitivity systems are

three elements, namely processes, participants, and circumstances. This research concerns of transitivity system and generic structure which is writing in descriptive paragraph.

Based on the writer experience (PPL), many students can write a good paragraph. It can be the students has a bad vocabulary or not understand how to write descriptive paragraph. Regarding that, there are many studies concerning about the analysis of students writing descriptive paragraph have been conducted, especially systemic functional linguistic. Systemic functional linguistic (SFL) is increasingly recognized as a very useful descriptive and interpretive framework for viewing language as strategic and a source for making meaning. In this case, the writer would like to analyze transitivity system and generic structure in writing descriptive paragraph, which is written by 10th grade students at SMA Mardi Lestari Medan.

According to Halliday & Matthiessen (2004: 296) defined transitivity as clause system which involves process, participants and circumstances. The writer will conduct research on transitivity system and generic structure inside in descriptive paragraph.

Based on the explanation above, the writer would like to conduct a research entitled "Transitivity System and Generic Structure in Descriptive Paragraph Written By 10th Grade Students At SMA Mardi Lestari Medan."

1.2 The Problem of the Study

Based on the background of the study the writer formulates the problem of this research as the following

1. What elements of transitivity system are used by 10th Grade Students in writing descriptive paragraph?
2. How the 10th Grade students write generic structure in the descriptive paragraph?

1.3 The Objective of the Study

1. To find out the elements of transitivity system used by the students in writing descriptive paragraph by 10th grade students at SMA Mardi Lestari Medan.

2. To identify the generic structure are used by the students in writing descriptive paragraph by 10th grade students at SMA Mardi Lestari Medan.

1.4 The Scope of the Study

According to Halliday, systemic functional linguistic consists of three metafunctions: ideational function, interpersonal function, and textual function. The ideational function is divided into the experiential meaning and logical meaning. The experiential meaning strand of meaning will involve transitivity system. Transitivity has three elements, namely, process, participant, and circumstances. In this research the writer focused on transitivity system and to analyze the generic structure that students used in writing descriptive paragraph. In writing descriptive paragraph the students can write paragraph with a free topic. The student's paragraph should be consist of identification and description. The paragraph consist of maximal 100 words.

1.5 The Significances of the Study

After completing this research, the writer expects that the result of the research gives benefit in case of:

1. Theoretically

Through this research the analysis can contribute in discourse analysis, especially in transitivity system and to write a good descriptive paragraph with complete the generic structure.

2. Practically

This research will be practically used for :

a. For writer, the result of this study will improve the researcher's knowledge of Systemic Functional Linguistics (SFL) especially transitivity system.

b. The students of English Department, University HKBP Nommensen, especially for students who are interested in the same subject.

c. For the other researchers since this study is only focused on the experiential meaning, the writer hope to the other researcher can make this as a benchmark to make a good research.

CHAPTER II

REVIEW LITERATURE

2.1 Theoretical Framework

In doing research, it is very important to clarify all term that related to the research in order to have a clear perspective. Some related theories are used for support the research. Theories are needed to explain some concepts or term applied in the research concerned. In this case, the writer is going to elaborate the terms, those are important for the purpose of this study.

2.2 Systemic Functional Linguistics

Systemic functional linguistics is the study of the relationship between language and its functions in social settings. Also known as systemic functional linguistic, systemic functional grammar and systemic linguistics.

According to Christie and Unsworth (2016: 150) that systemic functional linguistic is concerned to describe meaning potential the linguistic options or choices that are available to construct meaning in particular context. In general, the goal of SFG is to account for the appropriate grammatical structure according to a given context. As the analysis in Halliday's viewpoint is the clause which comprises of noun phrase and verb phrase, the following sections

will be devoted to grammar, noun phrase, verb phrase and clause in source language (SL) and target language (TL).

Van Djik (2016: 77) states that Systemic Functional Grammar (SFG) is an approach to understanding written texts as creating meaning, not just from the rules of grammar but also in the meanings that emerge from the choice of words used to describe the action, the person speaking, or the object and person being spoken of. Systemic functional linguistics views language as a resource for making meanings or as a strategic, meaning-making resource.

They can be concluded that systemic functional linguistics is the study of meaning and contexts. Systemic functional linguistics treats grammar as a meaning making resource and insists on the interrelation of form and meaning. In systemic functional linguistic the language has developed in response to three kinds of social functional needs. The functional is called as metafunction.

2.3 Language Metafunction

Metafunctions are systemic cluster they are groups of semantic system that make meanings of related kind. According to Halliday (2015: 285) the clause consists of three distinct yet interrelated metafunctions: the ideational, the interpersonal, and the textual. The ideational function is further divided into the experiential and logical meaning. The term language metafunction is consists of three generalized meaning.

Jones and Locke (2012: 107) states that the meaning potentials of the text are naturally generated by the metafunctions. Meaning which is carried out by language is not limited into only one meaning. A clause has meaning as an exchange, a transaction between speaker and listener. The three meanings are mapped onto the structure of the clause.

Based on the explanations above, the writer concluded in systemic functional linguistic, the ways people use language is classified into three categories, they are called as language metafunction which consists of interpersonal function, textual function and ideational function.

2.3.1 Interpersonal Function

The interpersonal function refers to the grammatical choices that enable speakers to enact their complex and diverse interpersonal relations. This tenet of systemic functional linguistics is based on the claim that a speaker not only talks about something, but is always talking to and with others. According to Halliday (2015: 55) that interpersonal function mainly focuses on the relation between the role of speakers and the role of audience, mood and modality. Interpersonal function deals with establishing a relationship between people who are involved in communication. It can be recognized in the system of mood and modality. The mood analysis consists of mood type, subject and finite, and modality analysis.

According to Thompson (2016: 110) that language's interpersonal metafunction looks at how language is used to establish and maintain relationships with people by, among other things, controlling their behavior, giving them information, and negotiating with them. In other words, language is used to interact with people and this interaction is grounded on the grammar that is apparent with such communicative goals.

Based on the explanations above, the writer concludes that interpersonal function is one of the three metafunction and the others being ideational function and textual function. Interpersonal function refers to the grammatical choices that enable speakers to enact their complex and diverse interpersonal relations. Language not only about experiences, but simultaneously acts out the interpersonal encounters that are essential to our survival.

2.3.2 Textual Function

The textual function is one of the three metafunction which enables the speaker or writer to construct texts. According to Halliday (2015: 286) that theme is the element which serves as the point of departure of the message; it is that which locates and orient the clause within its context. The textual function refers to the actual form of the text, the way it is organize it deals with information management, resources and genres. Through the combination of resources at different textual levels it allows ideas and attitudes about thematic, actions and events to be expressed.

Thanh (2016: 151) states that textual metafunction is about the verbal world, especially the flow of information a text, and is concerned with clauses as messages. Textual function is relevance to the context, both the preceding text and context situation.

The writer concludes that textual function is one of the three functional or metafunctions which is enables the speaker or writer to construct text. It deals with establishing coherence and cohesion in text. Textual 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.

2.3.3 Ideational Function

The ideational function is expressing the way language involves in experience, thought and feelings .The clause in this meaning functions as a representation. According to Eggins (2016: 205) in systemic functional linguistic the ideational strand of meaning involving two components: that of experiential meaning in the clause, and that of the logical meaning between

clause in clause complexes. The ideational functions consist of two sub functions, the experiential meaning and logical meaning.

Ideational meaning is the using of language to talk about the experience in the world, including the worlds in the minds, to describe events and states and entities involved in them. According to Derewianka (2013: 5), that one important function of language is to enable us to represent what is going on in the world; to talk about our experience, to reflect on our observations, to share knowledge and ideas. Ideational function, the language is used to organize, understand, and express our perceptions of the world and of our consciousness. The speaker or writer embodies in language his experience of the phenomena relating to the real world and this includes his experience of the internal world of his own consciousness, his reactions, cognitions and perceptions and also his linguistic acts of speaking and understanding.

The writer summaries that ideational function is language concerned with building and maintaining a theory of experience. It includes the experiential function and the logical function. The experiential meaning is concerned with content or idea and experiences, while the logical meaning is concerned with the relationship between ideas.

2.3.4 Logical Meaning

The logical meaning refers to the grammatical resources for building up grammatical units into complexes, for instance, for combining two or more clauses into a clause complex. This meaning is not embodied in the clause but in clause complex. According to Eggins (2016: 205) in systemic functional linguistic the ideational strand of meaning involving two components: that of experiential meaning in the clause, and that of the logical meaning between clause in clause complexes. Logical function as those systems which set up logical–semantic

relationships between one clausal unit and another. The systems which come under the logical function are TAXIS and logical-semantic relations.

From the explanation above when two clauses are combined, a speaker chooses whether to give both clauses equal status, or to make one dependent on the other. In addition, a speaker chooses some meaning relation in the process of joining or binding clauses together. For this reason, Halliday puts the experiential and logical functions together into the ideational function.

2.3.5 Experiential Meaning

Experiential meaning is one component of the ideational function in language, the metafunction which expresses meanings about the world. Halliday and Matthiessen (2016: 86) states that when people speak or write, they produce text that refers to any instance of language, in any medium, that makes sense to someone who knows the language. The pattern of experiential meaning is realized by the transitivity system.

According to Eggins (2016: 86) that the forming elements of transitivity system are the participant, process and circumstance configuration which represent the real life experiences who is doing what, to whom, when, where, why and how. One of basic ways in analyzing experiential meaning is transitivity that is used to refer a system for describing the whole clause.

Based on the explanations above experiential meaning is largely concerned with the contents and ideas. The contents and ideas of the language are used in the context that is in the text. The purpose that when people speak or write, they produce text that refers to any instance of language, in any medium, that makes sense to someone who knows the language. The experiential meaning strand of meaning will involve system transitivity. Transitivity has three elements, they are: process, participant, and circumstances.

2.4 Transitivity System

Transitivity is the meaning of clauses, which represent the pattern of experience. The system of transitivity belongs to the experiential function and is the overall grammatical resource for construing going on where it is the part of ideational function of clause. According to Saraceni (2015: 3) claims that transitivity focuses on the ways the doer of an action, the verb, and the object affected by the process are able to be connected by the user of language to convey divergent descriptions of particular facts and the transitivity is a linguistic framework to show ideology.

According to Eggins (2016: 4) that transitivity choices will be related to the dimensions of field, with the choices of process types and participant roles seen as realizing interact' encoding of their experiential reality: the world of actions, relations, participants and circumstances that give content to their talk.

They can be concluded that transitivity system is a system which deals with the content that is expressed in language: all doing, sensing, being, saying activities that happen in the world. Transitivity deals with the experiential meaning. The transitivity system is divided into three elements, they are participants, processes, and circumstances. Participant is the doer that does an action in a clause. Participants are close to the center; they are directly involved in the process, bringing about its occurrence. Then, Circumstances is the background of process that done by the participants. On the other words, circumstances can be location, time, manner, etc. in which the participant does some actions.

2.4.1. Process Types

A process refers to activity done which is equivalent to verb. Process is typically expressed or realized by the verbal group in the clause, and are the central component of the message from the experiential perspective. Processes are realized by verbs. According to Unsworth (2016: 5) the process is the action around which the clause is structured.

According to Halliday (2013:5), there are six types of processes in the transitivity system. Those are material, mental, relational, behavioral, verbal, and existential process. It is the central to transitivity and consists of the various types processes together with the structures that realize these processes.

Based on the explanations above, process are central to transitivity system. The process centers on that part of the clause that is realized by the verbal group. There are six types of process. They are material process, mental process, relational process, behavioral process, verbal process and existential process.

2.4.1.1 Material Process

Material processes are process of doing and happening. Happening represented by an intransitive material clause and doing represented by a transitive material clause. According to Eggins (2016: 206) material process are processes of "doing" or about actions, usually concrete, tangible actions. There are two main participant of material process. They are actor and goal involve in material process. Actor is the one that does the action, and goal is the one undergoes the process.

According to Halliday (2016: 111) material processes are the process of doing and that an entity is doing something which may be done to another. They express the notion that the same entity does something which may be done to some other entities. Material clause construes doings and happenings including actions, activities, and events; configurations of a process and

participants involved that require some input of energy to occur and where one participants is likely to undergo a change.

The writer concluded material process is the process of doing or happening. Material process has two participant, they are: actor and goal. Participants are realized by nominal group.

Table 2.1 : The Example of Material Process

The lion	Caught	The tourist
Actor	Process	Goal

2.4.1.2 Mental Process

Mental Process is a process of feeling, thinking, and perceiving. Mental processes give an insight into people's consciousness and how they sense the experience of the reality. According to Eggins (2016: 206) that a clause of mental process, there is always one participant who is a conscious human being; that is the one that senses, feels or perceives and call the participant as senser. Mental processes have two participants. The participants in a mental process are a senser and a phenomenon: the senser is the conscious being who is involved in a mental process and the phenomenon which is felt, thought, or seen by the conscious senser. The mental process is related to perceptive, emotive, desiderative, and cognitive. The verbs like think, want, and know mark the process. Senser is the participant who feels, while Phenomenon is what is felt.

According to Halliday (2016: 206) mental process verbs into three classes: cognition (verbs of thinking, knowing, and understanding), affection (verbs of liking, fearing), and verbs of perception (verbs of seeing, hearing). There are three types of Mental Processes: perception (seeing, hearing, noticing, feeling, and smelling), affection (liking, loving, fearing, hating, admiring, and missing), cognition (thinking knowing believing, doubting remembering, forgetting, and understanding).

The writer concluded that mental process mental processes can be said also as sensing verbs which encode meaning of thinking or feeling. Mental processes can be classified into three classes: Cognition (processes of thinking, knowing, understanding), Affection (Processes of liking, fearing), and Perception (Verbs of seeing and hearing). Mental process has two participants: senser and phenomenon.

Table 2.2 a : The Example of Mental process (Cognition)

I	Believe	You
Senser	Process : Mental (Cognition)	Phenomenon

Table 2.2.b: The Example of Mental process (Affection)

I	don't like	It
Senser	Process : Mental (affection)	Phenomenon

Table 2.2.c: The Example of Mental process (Perception)

She	Wasn't see	the accident
Senser	Process : Mental (Perception)	Phenomenon

2.4.1.3 Relational Process

Relational process: the relational process refers to the process of being. Relational processes construe the relationships of being and having between two participants. English system operates with three main relational processes types: intensive, circumstantial, possessive.

According to Eggins (2016: 206) the basic structural difference between Attributive and Identifying processes. There are two different types of relational processes: one is called identifying relational which serves the purpose of defining and the participants involved are token and value. Thus the value serves to define the identity of the token. The other type of relational process is the attributive relational which serves to describe. The relational process

brings the meaning of being. Carrier and attribute are the participants of attributive relational process. Each has its own characteristic participant functions. Usually, they are classified into three sub-classification named Intensive, Possessive, and Circumstance.

Relational process as where something is being said to be something else. This is achieved through the use of verbs that show attribution through the use of an adjectival group and identification through the use of a specific and general category description.

The writer summaries that relational process also be called as the processes of being, possessing, or becoming. There are three types of relational processes operation: intensive, circumstantial, possessive. While each type includes two distinct modes: attribute and identifying.

Table 2.3.a: The Example of Relational Process (Attribute)

Gilbert	Was	In a ward on the third floor
Carrier	Process : Relational	Attribute

Table 2.3.b: The Example of Relational Process (Identifying)

Jack	Is	a teacher
Token	Process : Relational	Value

Table 2.3.c: The Example of Relational Process (Possessive)

I	Have	a new car
Processor	Process : Relational	Possessed

2.4.1.4 Behavioral process

Behavioral process is a process of physiological and psychological behavior, like treating, dreaming, smiling, and coughing. According to Halliday (2013:5) behavioral processes

are processes of (typically human) physiological and psychological behavior, like breathing, coughing, smiling, dreaming, and staring. Behavior process is processes semantically between mental process and material process. Behavioral 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.

Form explanation above, the writer concluded in behavioral process described semantically as a 'half-way house' between mental process and material process. That is the meaning they realized are mid-way between material on the one hand and mental on the other. Behavioral process related with something of physic or mental, which is the participant roles is behaver.

Table 2.4: The Example of Behavioral Process

The director	Satisfied	The anchor had good hold
Behaver	Process : Behavioral	Behavior

2.4.1.5 Verbal Process

The verbal process is the process of saying a symbolic exchange of meaning. Some verbs used to express the verbal processes include talk, say, ask, reply, suggest, praise, insult, slander, and flatter. Verbal processes are processes of saying and cover any kind of symbolic exchange of meaning.

According to Eggins (2016: 206) a verbal process typically contains three participants: sayer, receiver and verbiage. This process contains three participants: sayer, receiver, and verbiage. Sayer is the participant who is responsible for the verbal process and a receiver is the one whom the verbal process aimed at, and verbiage is a nominalized statement of the verbal process.

The writer concluded verbal process are the process of saying. These cover all kind category of saying, not only in terms of modes of saying (saying, asking, stating, arguing) but also semiotic processes that are not verbal (showing and indicating). Verbal process has three participants: sayer, receiver and verbiage.

Table 2.5: The Example of Verbal process

She	Told	Me	a story
Sayer	Process : Verbal	Receiver	Verbiage

2.4.1.6 Existential Process

Existential process is a process of existence. It represent that something exist or happens. Gerot and Wignell (2013: 6) state that Existential Processes are expressed by verbs of existing: be, exist, arise, and the Existent can be a phenomenon of any kind. When used in existential processes, has no representational meaning: it does not refer to a location. Existential process has only a participant named existent. The existential process shows the meaning of the existence of something.

The writer concluded that existential process is describing about "exist" or existence. There is the only obligatory participant in this process, that is what so called as existent. One way to identify the clause contains existential process, as the structure involves the use of word "There". "There" has no representation function, it has no representational meaning: it does not refer to a location.

Table 2.6: The Example of Existential Process

There	Is	a man	at the door
	Process	Existent : entity	Circumstance

2.4.2 Participant

Participant express person or thing as subject or object and are realized by a noun or a nominal group. The participant functions are those that directly involved in a process. The participant is divided into two categorized, they are participant I (one that does the activity), and participant II (one that the process is done to).

Butt et al. (2013: 6) states that a participant can be a person, a place, or an object, and in the grammar of a clause the Participant is realized by a nominal group, typically a noun or pronoun. There are many different kinds of Process. Hence, there are also many different kinds of Participant, following the kinds of Process.

From the explanations above, the writer concluded participants is the doer that does an action in a clause. Participants are labeled according to the types of process. Types of process generally involve different types of participant. Different types of participant, too, have to be distinguished from each other with different labels.

Table 2.7: Types of Process and Participant

Types of Process	Participant I	Participant II
Material process	Actor	Goal
Mental process	Senser	Phenomenon
Relational process	Identification : Token Attribution : Carrier Possession : Possessor	Value Attribute Possessed
Behavior process	Behaver	-
Verbal process	Sayer	Receiver
Existential process	Existent	-

2.4.3 Circumstances Elements

Circumstances are the conditions in which processes are occurring. The occurrence of a circumstance in a clause can be realized in various forms. According to Eggins (2016: 6) that

circumstantial meanings are expressed through adverbial groups or prepositional phrases. Circumstantial elements are represented prepositional phrases or adverbial groups.

According to Derewianka (2013:5), one important function of language is to enable us to represent what is going on in the world; to talk about our experience, to reflect on our observations, to share knowledge and ideas. These details are obviously important in comprehending and expressing aspects of their experience.

From explanations above, the writer concluded circumstances is specifying when, where, why and how of the process, and processes is what kind of event/state is being described. Circumstantial elements are divided into nine types. They are extent, location, manner, cause, contingency, accompaniment, role, matter, and angle.

Table 2.8: Types of Circumstance Elements

No.	Types	Categories	Example
1.	Extent	a. Distance (spatial) b. Duration (temporal)	a. Walk (for) seven miles stop for every ten yards b. Stay (for) two hours pause every ten minutes
2.	Location	a. Place (spatial) b. Time (temporal)	a. Work in the (kitchen) b. Get up at (six) o'clock
3.	Manner	a. Means b. Quality c. Comparison	a. (Mend it) with fuse wire b. (They sat there) in complete silence c. (The signs his name) differently
4.	Cause	a. Reason b. Purpose c. Behalf	a. (They left) because of the drought b. (It's all done) with a view to promotion c. (Put in a word) on my behalf
5.	Contingency	a. Condition b. Concession c. Default	a. In the case of job b. Despite of the job c. In the default of the boss
6.	Accompaniment	a. Commutative b. Addition	a. Fred come with Tom b. Fred came as well as Tom
7.	Role	a. Guise	a. He set out as a pauper

		b. Product	b. Bend that rod into a straight line
8.	Matter		a. I worry about her health

2.5 Writing

Writing is one of four basic skills such as listening, speaking, reading and it is very important in teaching and learning process. Writing is an action, a process of discovering and organizing our ideas, putting them on paper reshaping and revising them. Writing is a skill which is used to communicate indirectly, without face to face interaction.

Brown (2018: 137) states that among the language skills, writing is the most complicated and the most difficult one. Writing is difficult because in writing, a writer does not face his/her readers directly. Writing difficulty is not only on how to generate and organize ideas, but also how to translate the ideas into a readable text.

In order to overcome the difficulty of writing, students should pay more attention on writing and on how to express their ideas, thoughts, and opinions in a written form. According to Kirzner and Mandell (2018: 14) writing can be defined as activities of sharing idea, opinions and arguments to other people through a paragraph, an essay, or a journal.

The writer summaries writing is one of the most important skills to be mastered by students. Writing is one of four basic skills such as listening, speaking, reading and it is very important in teaching and learning process. Writing involves some language components such as spelling, grammar, vocabulary and punctuation. Writing is also a tool of communication to express thinking or feeling.

2.5.1 Writing Process

Writing process is a private activity. Writing process can help them in composing their thought into paper. According to Harmer (2018: 19), there are four process of writing, they are: planning, drafting, editing and final version. Writing process as a classroom activity incorporates the four basic writing stage planning, drafting, editing and final version. There are several writing process, namely:

1. Planning

Planning is the first step in writing. It is very important because, talking about the planning what are going to write in the paper. For some researcher this may involve making detailed note. For another a few jotted words may be enough. Although planning is the first activity you engage in, generating ideas is an activity that throughout the writing process. Planning is freely exploring topics, choosing topic, and beginning to gather and organize details before you write.

2. Drafting

The second step is drafting. It is step at which begin to put the ideas and everything accordance with the topic. Drafting occurs when you put your ideas into sentence and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. In this stage, do not pay attention to such things as spelling at this stage.

3. Editing

Editing is a process to revise after drafting. The researcher should read and see what have written. So, it is important to know the writing is clear or not, and the way ambiguous or confusing. In this stage students have prepare the final draft for evaluation by the teacher. They

edit their own work in grammar, spelling, punctuation, diction, sentence accuracy of supportive textual material like quotation, example and etc.

4. Final version

Final version is a process to revised and edit the draft, making the change that consider to be necessary. This may look considerably different from both the original plan and the first draft, because things have changed in editing process. In the step the researcher omit some important things also some time add some necessary one. In the process we should pay attention on the text as whole.

Based on the explanations above, the writer finds in writing process there some steps that should be done, such as planning, drafting, editing and final version. It aims to help the writer easy in writing a text to get the good product because it has completed by doing a process.

2.5.2 The Purpose of Writing

Every activity has a purpose, so do writing. Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. There are three purposes writers use for writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader. The most common purposes in writing are to entertain, to informative and to persuasive.

1. To Entertain

The only goal is to give our audience something to enjoy. Writing has purpose to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity, and they need to use their imagination.

2. To Informative

Informative purpose is to explain possible answers to the question, giving the readers new information about the topic, share knowledge and developing the idea. The function is to inform something may important to the readers.

3. To Persuasive

Persuasive writing seeks to convince the reader of a particular position or opinion. Persuasive writing is in many ways the most difficult to do well because it requires knowledge of the subject, strong convictions, logical thinking, and technical skill.

From the explanations above, the writing purpose will give students a rhetorical sense to their writing. This will also help students be aware of the mistakes for which they are writing. There are many purposes to writing. The most popular are to inform, to entertain and to persuade. However, there are many more including to express feeling, explore an ideas, evaluate, mediate, problem solve, or argue for or against an idea.

2.5.3 Genre of Writing

Writing is one of the language skills which is important in our life. It is one of the four basic skills that are very complex and difficult to learn. According to Brown (2017: 2) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.

Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. According to Langan (2018: 169) that writing is a skill which transforming thoughts from one's head into words on a sheet of paper and writing is a process of discovery that involves a series of steps: very often, the writers do not discover exactly what they want to write about until they explore their thought in writing.

They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, news item and spoof. Genre is the organization and classification of writing. Genre is the organization of literature into categories based on the type of writing the piece exemplifies through its content, form, or style.

From the explanations above, genre is the organization of literature into categories based on the type of writing the piece exemplifies through its content, form, or style. There are thirteen genre of text, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, news item and spoof.

1. Recount

Recount is a kind of genre text that retells the past event. Recount text is a text which recalls and reconstructs events, experiences and achievements from the past in a logical sequence. The purpose of recount text is to retell several events and usually it is from the point of view of someone who was there in a certain situation. Recount text has three parts to be learner by students and make them understand more about recount text, they are: Orientation (provided the setting and introduce participant), Event (tell what happened, in what sequence), and Re-orientation (close of events) and three of them called as generic structure.

2. Procedure

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series. Procedure text is text that tells how to do something. It's used is to describe how something is completely done through a sequence of series. The generic structure of procedure text is goal, material, and steps.

3. Narrative

Narrative is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors. Narrative is a text containing five components, they are: orientation, evaluation, complication, resolution, re-orientation.

4. Anecdote

An anecdote is a brief, revealing account of an individual person or an incident. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers. It is written that anecdote is an interesting short story because they are funny and memorable, usually about important or famous people and based on actual events.

5. Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books. Explanation text has two mains orientation: to explain why and to explain how. The generic structure of explanation, they are: general statement (stating the phenomenon issues which are to be explained), sequenced explanation (stating a series of steps which explain the phenomena).

6. Discussion

Discussion is a text which is presented a problematic discourse. This problem will be discussed from different viewpoints. Discussion text is a writing genre which deals with both sides of a controversial issue the for and against arguments in the same essay. Discussion is

commonly found in philosophical, historic, and social text. The generic structure of discussion, they are: statement of issue (stating the issue which is to discussed), list of supporting points (presenting the point in in supporting the presented issue), list of contrastive point (presenting other points which disagree to the supporting point), recommendation (stating the writer recommendation of the discourse).

7. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. It means if there is an important event that should be known by many people, then this event deserves news. The generic structure of news item, they are: main events (it recounts the event in summary form), elaboration (they elaborate what happened, to whom, in what circumstance), resource of Information (it contains comments by participants in, witnesses to and authorities expert on the event).

8. Report

A report is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. Report means a text which describes thing in general. Report is for providing information about natural or non-natural phenomena. Within writing report, students have to write something decent to report researching and analyzing something.

9. Review

Review is an evaluation of publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live concert, a ply, musical theater show or dance show. The purpose of review text is used to critic the events or art works for the reader or listener, such as movies, shows, book, and others.

10. Spoof

Spoof is a text which tells the events of the past with an unexpected ending and funny. The purpose of spoof is to entertain the readers with funny story. Spoof has a generic structure or text organization and language features. The generic structures is orientation (introduction of the participant of the story), events (tells about the chronological of the story), twist (an unpredictable plot in the end of the story which amuse the reader).

11. Descriptive

Descriptive is a text which says what a person or a thing is like. Descriptive is a type of written text which has the specific function to give description about an object (human or non-human). Its purpose is to describe and reveal a particular person, place, or thing. Description is a text containing two generic structure, they are: identification (identifies phenomenon, person, place, or thing that will be described, description (describes parts, qualities, characteristics).

12. Analytical Exposition

Analytical exposition proposes or suggests a certain topic which may only be pro or contra, or both. Analytical exposition text has a communicative purpose just like any other text. The purpose is to persuade the reader or the speaker by presenting arguments so they will agree and follow the writer's wish.

13. Hortatory Exposition

A hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. The purpose of hortatory exposition is used to persuade the reader or listener that something should not be the case. The generic structure of hortatory exposition text, they are: thesis (the announcement of issue concern), arguments (reason for concern, leading to recommendation), recommendation (statement of what ought or ought to happen).

2.6 Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. According Wren and Martin (2016: 4) paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point.

A paragraph can be as short as one sentence or as long as ten sentences. A paragraph is a group of related statements that a writer develops about a subject. A paragraph considered good only if the reader completely understand the unit of information it contains and if its central idea is completely developed.

According to Kirzner and Mandell (2018: 14) classifying writing can be defined as activities of sharing ideas, opinions and arguments to other people through a paragraph, an essay, or a journal. Furthermore, they state that writing is a combination of process and product.

Based on the explanations above, the write concluded the purpose of a paragraph is to express a speaker thought on a particular point in a clear way that is unique and specific to that paragraph. The paragraph should be long enough to develop the main idea clearly. When a new

idea is introduced, generally a writer will introduce a new paragraph. A paragraph is made up of three kinds of sentences that develop the writer's main in idea, opinion or feeling about a topic.

2.6.1 Parts of Paragraph

A paragraph is a unit of writing in a larger body of work. A paragraph expresses a particular topic or theme. The sentences can be classified into three parts: they are the beginning, the body and the ending. The three parts of the paragraph are:

1. Topic sentence (The beginning)

The topic sentence is usually at the beginning of the paragraph. The topic sentence calls the reader topic and the main idea of the paragraph. It is the most important of paragraph. It is key sentence because it names the topic and the central idea: the writer's main idea, opinion, or feeling about the topic.

2. Supporting sentence (The body)

The supporting sentence is explains the topic sentence by giving reasons, example, facts, and opinions. The supporting sentences are develop to explain and give details about the idea of the topic sentence. They function as the body of the paragraph. Each of them is about the topic sentence. Supporting sentence consists of two kinds: major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. A minor supporting sentence directly supports the major supporting and at the same time directly supports the topic sentence.

3. Concluding sentence (The ending)

The concluding sentence is to restate the topic sentence, summarize the paragraph, make a prediction or gives advices or suggestion. This may be found as the last sentences of a paragraph. It can finish a paragraph by repeating the main idea or just giving a final comment

about the topic. So the concluding sentence is a single sentence which closes the development of a paragraph.

The writer concluded that a good paragraph should be has three important parts, they are: topic sentence (the beginning), supporting sentence (the body), concluding sentence (the ending). That is needed to make a good paragraph especially in descriptive paragraph.

2.6.2 Characteristics of a Good Paragraph

A paragraph is a collection of sentences which all relate to one main idea or topic. A good paragraph has some important elements, they are unity and coherence.

a) Unity

Paragraph has unity if it concerns only with one main idea. The main idea is the central thought of the paragraph which is commonly expressed in a topic sentence. The position of the topic sentence may be at the beginning or the end or in the middle of the paragraph. Sometimes, it is implied or it is not directly stated. It could be in the researcher's mind but it is not written down. It can be concluded that in writing a paragraph should have a single topic and a main idea that holds the sentences together. Unity is important for a paragraph to have unity, which means that all of the sentences in it discussed only one main idea.

b) Coherence

Coherence means that a paragraph is easy to read and understand because the supporting sentences are in a logical order and the ideas are connected by appropriate transition signals (words and/or punctuation). In order to have coherence in writing, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth. Furthermore, a paragraph uses transition signals to show how one idea is related to the next. The second way to achieve coherence is to arrange the sentences in a logical order. In a

paragraph, a writer arranges the details in a logical relationship in order that the readers can understand the text easily. Coherence means that the parts of the paragraph are logically connected. One way to achieve coherence is through the use of transitional signals.

From the explanations above by knowing the components and the characters of a good paragraph, the students can write a good paragraph, especially in writing a descriptive paragraph. Therefore, it can be conclude that writing is an opportunity to convey ideas and to communicate ideas to other people, but writing is not a simple process.

2.6.3 Descriptive Paragraph

Descriptive paragraph is an activity that the students do expressing their ideas to entertain or amuse the reader. According to Pardiyono (2018: 20), descriptive is a type of written text which has the specific function to give description about an object (human or non -human). It is one kind of the paragraph that about something, describe thing, someone and the other.

According to Sumarsih and Sanjaya (2016: 6) description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. The word descriptive paragraph can be defined as describing something. A writer in descriptive paragraph uses details to tell how a subject looks, sounds, smells, tastes, or feels.

They can be concluded in descriptive paragraph is the one that describes a person, place, or object. When you describe someone or something, do it as vivid and real as possible. Its means that you can do it by observing and recoding specific details of the person, place or object that attract to your reader's senses. In writing descriptive paragraph, the writer should know about the concept of writing descriptive paragraph. The purpose of descriptive paragraph is to describe person, thing or place in specific.

2.6.4 Generic Structures of Descriptive Paragraph

Generic structure is the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. According to Siahaan (2016: 6) that description is a text containing two components: Identification: identifies phenomenon to be described, Description: describes parts, qualities, characteristics.

There are two parts generic structure of descriptive paragraph, they are:

a. Identification

Identification is a part in which you identify or write the recognition moreover, it can be a general statement about place, person, or thing that you want to describe.

Example of Descriptive Paragraph

My best friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

- The example of Identification is: "My best friend is Ernesto and he is my classmate"

b. Description

Description is vivid detail or place, person, or thing that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in their experience.

Example of Descriptive Paragraph

My best friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

- The example of description is: "We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest

and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend."

2.6.5 The Language Features as Follows:

    a. Use of simple present tense

    b. Use of action verb

    c. Use of specific participant

The writer summaries by knowing both of the concepts in writing descriptive paragraph, the students as writer can adapt the concept into their writing. It helps them in arranging their descriptive paragraph well. The more students know about descriptive paragraph, the concepts, the more they will have good ability in writing descriptive paragraph.

The Example of Descriptive Paragraph

My New Classroom

I have an interesting new classroom in my junior high school. This new classroom is so different with the old one when i was in the primary. In this new classroom, we have an LCD projector and a brand new whiteboard. The color of my new classroom is green as we'd like to support "go green" and it comforts us very much. The main difference of my new classroom from the old one is that my new classroom placed on the third story of my school. I can see a very beautiful view around my school from my new classroom. The last, my new classroom is so

wide and it has a very sophisticated air circulation to make us comfortable to learn every subject in the classroom.

2.7 Previous Research

The previous research dealing about ideational function especially about transitivity system.

Kammer Tuahman Sipayung (2016) "METAFUNCTION REALIZATION ON STUDENTS' DESCRIPTIVE PARAGRAPHS", the objectives of this paper is to describe and explain the experential, interpersonal, textual meaning and schematic structure of students' descriptive writing. This research used descriptive qualitative approach with content and Interview analysis as a tehnique. Descriptive texts which is written by students are the source data in this research. Source data are analyzed through Systemic Functional Linguistics Theory. It is found that students conveyed the experential meaning by using four process (relational 66,02%, Material 17,22%, Mental 9,09% and Existential 7,65%). The students expressed the interpersonal meaning of descriptive text through declarative, imperative, modality and personal pronoun. It was showed that descriptive mostly dominated with declarative form (98,51). The students expressed the textual meaning for their descriptive text through developing themes and rhemes. Half (57,54%) students had planned the rhetorical development of the text. Seventeen descriptive writing were built with two main stages (identification and description). There are 64,7% text was constructed in not proper stages (schematic structures).

In this research the writer has a different perspective with the previous research, this research focus on elements of transitivity and generic structure in writing descriptive paragraph written by 10th grade students at SMA Mardi Lestari Medan. The previous research give
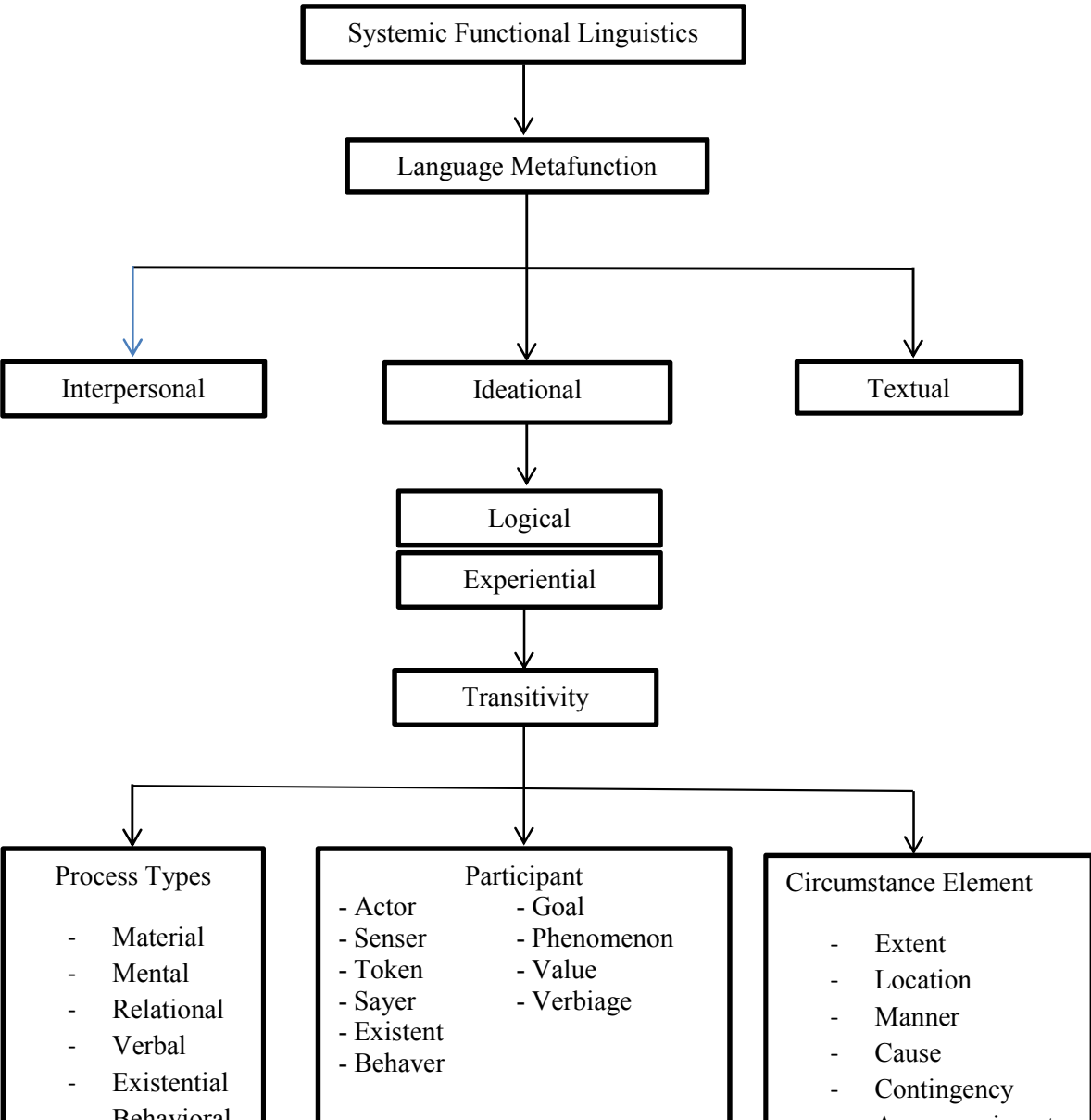
contribution to the writer and it can be as a reference to support this research and in this research the writer not only analyze the process but also to analyze the participant and circumstance elements and generic structure in descriptive paragraph that is written by the students.

2.8 Conceptual Framework

As mentioned before, this research using an analysis based on ideational function of language, especially the transitivity system in systemic functional linguistic. It reflects the content and ideas within a text. In the analysis of the descriptive paragraph, process types, participant functions, and circumstantial elements that are characterized can reveal the field of the context through transitivity system. In transitivity system, the process types are into six processes. They are material process, mental process, relational process, behavioral process, existential process, and verbal Process.

The following analysis is participant function analysis, which is also relevant to the process types because each process represents its participant functions. Circumstantial elements are divided into nine types. They are extent, location, manner, cause, contingency, accompaniment, role, matter, and angle. This research also analyze the generic structure in descriptive paragraph. This study used the descriptive paragraph that is written by 10th grade students at SMA Mardi Lestari Medan.

Figure 2.1 Conceptual Framework

Systemic Functional Linguistics

Language Metafunction

Interpersonal	Ideational	Textual

Logical

Experiential

Transitivity

Process Types

- Material
- Mental
- Relational
- Verbal
- Existential
- Behavioral

Participant

- Actor   - Goal
- Senser   - Phenomenon
- Token   - Value
- Sayer   - Verbiage
- Existent
- Behaver

Circumstance Element

- Extent
- Location
- Manner
- Cause
- Contingency

CHAPTER III

RESEARCH METODHOLOGY

3.1 Research Design

There are two types of research namely qualitative research and quantitative research. Both of them have different role in a research from the researcher. In this study, the writer applied qualitative method as his research methodology, because qualitative method is a method to analyze qualitative data, which is the data consist of words, not numerical pattern. In conducting this study, the writer applied a qualitative research. According to Gay (2000:3) that a descriptive research determines and describes the things are. In this study, the writer focuses on the transitivity system and generic structure in student's writing descriptive paragraph.

3.2 The Subject of the Study

The subject of this research will be taken from 10th grade students at SMA Mardi Lestari Medan. The students consist of 10 students. The students will focus on writing descriptive paragraph.

3.3 The Instrument of Collecting Data

The instrument is used to achieve the accurate and can indicate whether the study is successful or not. The instrument of data collection used in this study is writing test of student's in writing descriptive paragraph. The writing test used to obtain the data about transitivity system including process, participant and circumstances elements and also generic structure in descriptive paragraph. Data analysis is the students writing in descriptive paragraph, and the paragraph should be consists of maximum 100 words. After that the writer should be analyzing the transitivity system and generic structure in writing descriptive paragraph.

3.4 The Technique of Collecting Data

The collecting data, the writer will take the following steps, namely:

1. Asking the students to write descriptive paragraph, the students will be given 25 minutes to write a descriptive paragraph with a free topic in a piece of paper, the paragraph should be consist of maximum 100 words.

2. Italic the clause.

3.5 The Technique of Analyzing Data

1. Classifying and analyze the process, participant and circumstance elements that is used by the students in writing descriptive paragraph.

2. $Y \times \frac{x}{100}$

    Y = the total of the data

    X = the total that writer found in the data

3. Making conclusion about the study.