CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English has become an international language and took an important role in several fields like education, technology, international relationship, art, etc.Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is developed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. (H. Douglas Brown 2000 : 5)

In Indonesia, English is a foreign language, it is taught from the elementary school, junior high school, senior high school and university level as one of the compulsory subjects. English includes four languages skills, reading skills, speaking skill, listening skills and writing skills that need to be mastered by all the students. English becomes a subject which determines students in passing their graduation.

Communicating ideas in piece of writing seems to be very challenging for senior high schools in Indonesia. Nunan (2003 : 88) explains that "writing is a process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. Writing makes the students experience some processes that lead them to experience errors and correct the errors. To write well, the students must have good capabilities in writing process and some aspects of writing. The students must be able to organise the idea, to construct the sentences, to use punctuation, vocabulary, and spelling well.

Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it (Winter 1999:24). Students who beginer writers run into difficulties because they often consider only themselves when they write. They forgot that the purpose of the writing is to send a message to someone or to the reader, who must understand their ideas and that readers are not a mind readers. The writer may reason that if they can understand it, others also be able to follow their train of thought. This could be further from the truth. Writing effective communication means thinking, planning, and polishing the message to be sure that the reader's needs have been met and that the fullest, most accurate message get through.

Recount text is a text which recalls and reconstructs events, experience and achievement in the past in a logical sequence. Writing recount text is one of the basic competence that should be achieved by the student. The students are hoped able to write a down recount text. Recount text that is written by the students should fulfill the schematic structure and linguistic futures of the recount text. Analyzing student's recount text writings is one way to find out their ability in writing. This help teacher to asses student's understanding of grammar and structure is a task in which students examine a piece of writing and identify example of grammatical structure. As mentioned before, the students product in this case recount text can give the information about their abilities in writing recount text.

Linguistic is the scientific study language. It has three broadly aspect to the study which include language form, language meaning, and language in context. The study of language meaning is concerned with how language employ logic and real world references to convey, process and assign meaning. There are many studies of language meaning, one is functional grammar.

Functional grammar is a study of sense and meaning in context of grammar. It is primarily concern with the function of structures and their constituents and with their meaning in context, how the meaning of the context are realized. It is also called as a study of wording, but one that interprets the wording by reference to what it means. The functional grammar itself consists of three main kinds of meaning. Where all languages are considered to be shaped and organized in relation to these three main kinds of meaning are termed "metafunctions"

Transitivity is a proper of verb that relates to whether a verb can take direct object and how many such object a verb can take. It is also refers to a system for describing the whole clause, rather than just the verb and its object. There are three basics elements to all process structure of transitivity; the process it self, the participant in the process, and the circumstances of the process. The process itself is the central to transitivity. It is realized by verb and consist of the various types processes together with the structures that realized these processes.

Thus, the writer interested in conducting this study because the process is the main elementsof the clause in the trasitivity. There are six types of transitivity namely; material process, mental procee, verbal process, relational process, behavioral process and the last is relational process. Each of those process has different meaning in representation of clause in english. Based on this explanation, the writer would like to conduct a study about "the transitivity system in recount text written by the students of SMA Swasta Mulia Pratama Medan"

Regarding that, there were many studies concerning about the analysis of students writing 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 (Egins 2004). Therefore, the

writer would like to analize the student's recount text. This study aims to analyze the types of the process that students used in writing recount text. And after that the writer will analyse the transitivity system that is written in recount text by the student. Conducted to that case, the writer had done observation in SMASwasta Mulia Pratama. The result is most of the student text are not complete in writing recount text. Here the result of the student's recount text ability analysis:

Table 1.1 Observation Result

NO	Initial Name	Result		
		Orientation	Events	Reorientation
1	YN	√	-	-
2	AH	√	√	√
3	ECS	-	-	-
4	OPB	√	√	√
5	JVJ	√	√	√
6	NN	-	-	-
7	RMS	√	√	√
8	PAN	-	-	-
9	MP	-	-	-
10	AM	-	-	-
11	TJP	√	√	√
12	FD	√	√	√
13	EB	-	-	-
14	APS	-	-	-
15	GGT	√	√	√
16	AS	-	-	-
17	BT	-	-	-
18	FM	√	√	-
19	FNS	√	√	√
20	EPS	√	√	√

From the data above we can see that most of the student are not complete to write down recount text. The researcher found some cases in the students text. The first one is the generic structure is not complete, the second one is the text is copied from another student. When the researcher checked the result of the students text, the researcher found that there are some

student has same text. To avoid this case, when the writer taking the data, the writer will check first the generic structure of the text that is written by the students.

1.2 The Problemofthe Study

Based on the background above, the problem of the study is formulated as follows:

1. What are the transitivity process types, that used by students in writing recount text?

2. What types of process that is dominant used by students in writing recount text?

1.3 The Objectiveofthe Study

In line with the formulation of the study above, the objectives of the study is:

1. To identify the transitivity process types that used by the students in writing recount text.

2. To identify types of process that is dominant used by students in writing recount text.

1.4 The Scopeofthe Study

In order to make this research feasible, this study will be focused on analyzing the transitivity system in recount text that written by the students. M.A.K Halliday stated thatthe transitivity system is devided into three, they are, the process types, the participant and the last one is the circumtances. This study will be focused on analyzing the process types in every sentences that is written by the student. Based on M.A.K.Halliday there are six types of the process. They are, material process, mental process, verbal process, relational process, behavioral process and the last one is existential process.

Learning about recount text, Knap (2005:224-235), he states that recount text has generic structure orientation, events and re orientation. And the social function is to informing the reader or listener about the writer experience. And the grammatical features is Use simple past tense, Introducing specific participants, Use action verb, Use linking verb, Use chronological order. He also states that there are three kinds of recount text namely, personal recount, factual recount,

and the last is imaginative recount. Regarding to that, here the writer will focus on the personal recount. The writer will ask the students to write personal recount, which is the text must be the students personal experience. The text should be consists of at least three paragraph which are orientation, events, and reorientation. And the text should be consists of maximum 250 words.

1.5 The Significancesofthe Study

The findings of this study are expected to give a valuable contribution to following parties:

1. The learners

The result of this research study is expected to give brief explanation of the transitivity system of genre especially recount text and also can make this research study to improve their understanding in transitivity system for them to design learning materials.

2. To other researchers

The result of this research study can be used as a source for those who conduct similar research related to analysis of transitivity system, to get some insights of what aspects they should be concerned with.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The basic concepts of a study must be made clear from the start. This is considered important to understand the ideas to be conveyed. In conducting a research, theories are needed to explain some related concepts or term apply in the research concern. The terms taken to make clear explanation concerned in doing this research. In the other hand, it is very important to discuss the concept used and the being discussed so that the other researcher will get the point clearly. This chapter reviews the literature related to the metafunctional grammar and more specific to the transitivity system of recount text written by the senior high school student.

2.2 Systemic Functional Linguistic

The functional grammar is primary concern with the function of structures and their constituents and with their meaning in context. The focus of this kind of grammar is usually on the appropriateness of a form for a particular communicative purpose in a particular context. In the other hand, it is concerned with the way in which grammar is organized to make meaning.

David et. al (1995 :23) stated whenever human speak or write, they make selections from entire lexical and grammatical system of English to choose appropriate meanings for the field, tenor, and mode of a context of situation, they introduce the notion that language simultaneously perform three functions (Ideational: Experiential and Logical, Interpersonal, and Textual).

Based onthat expert opinion, the lexical meaning is "the meaning of a word considered in isolation from the sentence containing it, and regardless of its grammatical context. The categories of English words that are lexical include nouns, adjectives, most verbs, and many adverbs. In the other hand, grammatical system is also known as function words, have little definite meaning on their own and are ambiguous without context. Grammatical words include prepositions, modals and auxiliary verbs, pronouns, articles, conjunctions, and some adverbs. When a person talk with another person, consciously or not they produce lexical and grammatical system. Its directly pronounce by the human when they are interact with the other individu.

From that explanation the writer concludesthat when human speak or write, they make selection of lexical and grammatical system. They also perform the three function which is consist of logical function, interpersonal function and the last one is textual function. When human produce the English productive skill the also produce the lexical and grammatical system.

Halliday in David et. al(1996:13) calls three main functions metafuctions. Also, Gerot and Wignell (1995:6) state that "functional grammar views language as a resource for making meaning". They are, ideational function, interpersonal function and the last one is textual function.

Based on that explanation there are three functional grammar will be discussed in the next sub title. However These grammars attempt to describe language in actual use and so focus

on text and their contexts. They are concerned not only with the structures but also how those structures construct meaning. It starts with the question, 'How are the meaning of a text realized?' However, Halliday (1994:17) assert that "functional grammar is a study of wording, but one that interprets the wording by reference to what it means and the meaning is encoded in the wording as an integrated whole". It is essentially a 'natural' grammar", in the sense that everything in it can be explained ultimately, by reference to how language is used. In functional grammar there are three distinct although closely related sense: in its interpretation of text: in the sense that it is designed to account for how language is used, everything that is said or written. The second one is the elements of linguistics structures: each elements in a language is explained by reference to its function in the total linguistics system, a functional grammar that all that concrues all the units of a language-its clauses, phrases, and so on. In the other words, each part is interpreted as functional with respect to the whole. And the next is the system: the fundamental components of meaning in language are functional components. They are they are the ideational, interpersonal and textual meaning. These three generalized meaning are termed 'metafunctions'.

By the explanation above this can be conclud that functional grammar is a study of context, meaning and structure of language, the meaning which constructed by the wording or structure of a language. Functional grammar explains language viewed from the relationship between context, meaning, and wording. Widely functional grammar explain the context of each sentences that explain the real meaning of a word. By functional grammar we will know about the real meaning of the using words.

2.3 Metafunction

The term metafunction is particular and originates in Functional Grammar and it is consider to be property of all languages. Meta means three. It consists of three generalized meaning. Halliday as the founder of the systemic functional grammar calls these three meaning as metafunction. He argues that all languages are considered to be shaped and organized in relation to the three main kinds of meaning, they are the ideational, interpersonal and textual meaning. The ideational meaning is further divided into the experiential and logical meaning. Metafunctions are systemic cluster; i.e. they are groups of semantic system that make meanings of related kind. The three meanings are mapped onto the structure of the clause.

2.3.1 Ideational Function

According to Thompson (1996:28) "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". So the ideational meaning is used to talk about the past action and of course its the experience of the speaker or writer. Halliday devide ideatinal function into two,they are logical and experiental .Morever, Gerot and Wignell (1995:14) state that "ideational meaning are meanings about phenomena-about things (living and not living, abstract and concrete), about goings on (what the things are or do) and the circumstances surroundings these happenings".

From the expert explanation above, The ideational function reflects the contextual value of field (what's going on), It construes human experience. It means by which we make sense of "reality". It is concerned with resources for analysing experience-what is going on. The ideational meaning further divided into the logical meaning and the experiential meaning. Based on that explanation, it can be concludedthat ideational meaning is meaning that construes human

experience and the language concerned with building and maintaining a theory of experience in the world.

Ideational function devided into two they are: logical meaning and the second one is experiental 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. Halliday (1994:108) assert that "experiential meaning is an interpretation of the clause in its function as representation". Experiental means involving or based on experience and observation.

From the explanation, the experiential meaning refers to the grammatical resources involved in construing the flux of experience through the unit of the clause. It also refers to the grammatical choices that enable speaker to make meaning about the world around and inside us (how the words are associated with evens in the world) . It focuses on the field, the topic of the message rather than the purposes the speakers have regarding the interaction. It refers to how the world is represented by the participants of a conversation through language, involving actions (verbs), things (nouns) and attributes of those things (adjectives), as well as details of background details of place, manner, time, etc (adverbials). An analysis of a text from the perspective of the experiential function involves inquiring into the choices in the grammatical systems of "transitivity".

Based on the explanation, the writer canconclud, that experiential meaning is meaning as representation human experience in the world of the clause. "from the experiential perspective, language comprises a set of resources for referring to entities in the world and the ways in which those entities act on or relate to each other.

2.3.2 Interpersonal Function

The interpersonal meaning relates to text's aspects of tenor (social relations). It is concerned with resources for analysing interaction – who is communicating with whom. It refers to the grammatical choices that enable to enact their complex and diverse interpersonal relations. The grammatical systems that relate to the interpersonal meaning include Mood, Modality, and Polarity.

Halliday (1994:68) states "interpersonal meaning is an interpretation of the clause in its function as an exchange". While, Gerot and Wignell (1995:13) state that "interpersonal meaning is the meaning which expresses a speaker's attitudes and judgements. These are meanings for acting upon and with others". Based on the expert opinion above, interpersonal meaning is the using of language to interact with other people, to establish and maintain relation with them, to influence their behaviour, to express the viewpoint on things in the world, and to elicit or change theirs. It is relating to the relationship or communication between people. It is represent the idea that language can be used as means of communicating information.

From the explanation above the writer can conclude that interpersonal meaning is meaning that enacts human relationships, it claims that a speaker uses language not only talks about something, but it always talking to and with others in order to establish and maintain relation with them, to influence their behaviour, to express the viewpoint on things in the world, and to elicit or change theirs.

2.3.3 Textual Function

The textual meaning relates to mode (contextual coherence). It is concerned with resources for analysing the ways in which massage are constructed. The grammatical systems that relate to the textual meaning include Theme/Rheme and Cohesion.

Lock (1996:10) states that "textual meaning has to do with the ways in which a stretch of language is organized in relation to its context". It is related to the construction of the text. According to Thompson (1996:28) "textual meaning is the using of language to organise the messages in ways which indicate how they fit in with the other messages around them and the wider context in which it is talked or written". Halliday (1994:37) assert that "textual meaning is an interpretation of the clause in its function as a message". Gerot and Wignell (1995:14) state that "textual meaning expresses the relation of language to its environment, including both the verbal environment-what has been said or written before (co-text) and non-verbal, situational environment (context)".

Based on that expert explanation, the textual meaning is how the language make the relation construction to the context that is discussed. It is concern with resources for analysing the ways in which massage are constructed. The grammatical system that relate to the textualmeaning include theme/rheme.The textual component in language is the set of option by means of a speaker or writer is enable to create texts. One keys choice in the textual configuration of discourse is that of what will appear in theme position.

This can be conclude, that textual meaning refers to the relation of language to its environment to organize the messages in ways which indicate how they fit in with the other messages around them and the wider context in which it is talked or written (context or co-text).

2.4` Transitivity System

The term transitivity is probably familiar as a way of distinguishing between verbs according to whether they have an object or not. It is a proper of verb that relates to whether a verb can take direct object and how many such objects a verb can take. There are three basic

elements to all process structures of transitivity; the process it self, the participant in the process, and the circumstances associated with the process.

Halliday in Pardiyono (2007:16) states that transitivity is the meaning of clauses, which represent the pattern of experience. Martin et.al (1997:102) describes transitivity as a resource for construing our experience in terms of configurations of a process, participant, and circumstances. most English clauses have a constituent structure that can be described functionally in terms of participant, process, and circumstance with process being the essential ingredient. However, Thompson (1996:78) states that "transitivity refers to a system for describing the whole clause, rather than just the verb and its object". So, transitivity is not only describing the verb of a sentence and its object, participant of the sentence. But transitiivity describing whole of the clause, it strat from the subject of the clause, the verb of the clause and also the object of the clause and the last the circumtance of the clause .

According to Halliday (1994:106) "transitivity is a system that construes the world of experience into a managable set of process types". processes are central to transitivity, what types of process that is used in a clause. As we know halliday stated that there are six types of process in transitivity, they are : material process, mental process, verbal process, relational process, behavioural process and the last one is existentional process.

From the expert opinion above 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, and the ideational function is concerned with transmission idea. When we look at the experiential metafunction, we are looking at the grammar of the clause as representation. As with the clause as exchange, we find there is one major system of grammatical choice involved in this kind of meaning. So this transitivity system or process type. It functions

as the way to explore the clause in its aspects, such as who, does, what, to whom, when, where, why, or how.

It can be conclude that transitivity is a system that construes the world of experience for describing the whole clause with a set of process types as its central. Participant and circumstance are incumbent upon process. It indicates different processes suggest different participants in varying circumstances.

2.4.1 Process

Processes are realized by verbs. Traditionally verbs have been define as 'doing words'. Actually some verbs are not doing words at all, but rather express states of being and having. Further, the term 'process' refers in general to goings-on, like doing, happening, seeing, felling, thinking, as well as being and having. It is the central to transitivity and consists of the various types processes together with the structures that realize these processes.

Halliday (2012:170) states that the transitivity system construes the world of experience into a manageable set of Process Types. Halliday (1994) in Rahmah (2012:9) states that there are six types of process namely material, mental, relational, behavioral, verbal and existential. Halliday (2004:171) states that material, mental and relational are the main types of process in English transitivity system.

From the expert opinion above Each process type provides its own model or schema for construing a particular domain of experience as a figure of a particular kind, a model such as the one illustrated above for construing signification: Token (usually) + Process (means) + Value (mostly). They are the principal types in that they are the cornerstones of the grammar in its guise as a theory experience, they present three distinct kind of structural configuration, and they

account for the majority of all clause in a text. In addition, there are three further process types are behavioural, verbal, and existential.

Based on the explanation above the writer can conclude that there are six types of process. They are mental process, material process, verbal process, behavioral process, relational process and existential process. From the those six types the material, mental and relational are the main types of process in the transitivity.

2.4.1.1 Material Process

Halliday (2004:179) states that material process is defined as the process of doing. From that opinion, A 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. One of the most salient types of processes are those involving physical actions: cooking, writing, running, and so on. These are called material processes. They express the notion that some entity 'does' something-which may be done 'to' some other entity. For example:

Table 2.1 Example of Material Process

The lion	Caught	The tourist
Actor	Material process	Goal

Participant role as the logical subject of older terminology. The actor is the one that does the deed, that is the one that brings about the change. Actor is typically the subject. The element held modally responsible for the proposal or proposition., the actor and the subject are distinct in a passive or respective clause.

from that explanation the writer can conclude that material process is process of doing for what is happening. Material process construes the action, events, accidents. Material process is involving physical actions.

2.4.1.2. Mental Process

Halliday (1994:117) states that "mental processes or process of sensing are processes of feeling, thinking, and seeing." These processes different from Material ones, they are mental, covert kinds of goings-on.Usually the mental process can be knowing or identify if in the clause has sense, like feel, like, think and etc.

Based on that opinion There are clear differences between something that goes on in the external world and something that goes on in the internal world of the mind; and there are many verbs which refer to these mental processes, of thinking, imagining, liking, wanting, seeing, etc. And the participant involved in mental processes is in a doing sense, as sensing-having feelings, perciving or thinking. Thus, for the two participants in a mental process is termed as Senser and Phenomenon. The senser is the conscious being that is feeling, thinking or seeing. The phenomenon is that which is 'sensed'- felt, thought, or seen. Halliday (1994:118) devides mental process verbs into four classes: cognition, affection, perception and desirability. Here is the example:

Table 2.2 Example of Mental Process

1. Cognition is verb of thinking, knowing, understanding, etc as the examples on the following page:

I	Do not understand	this stuff
Senser	Mental process: cognition	phenomenon

2. Affection is verb of feeling: liking, fearing, etc as the following examples:

Mark	Likes	Delicious food
Senser	Mental process : affection	phenomenon

3. Perception is verb of seeing, hearing, etc as the following examples:

We	Saw	A big dog
Senser	Mental process : perception	phenomenon

Based on that explanation, the writer conclude that mental process is the Simple functional description of a verb as 'a doing word' does not by any means fit to all processes, which suggest that it is needed to establish other catagories apart from material process because people are not always talking about concrete processes of doing. They often talk about what they thing or feel.Mental process relates to emotionally, intelectually, and sensorily. They are probed by asking about mental reaction; about thoughts, felling, and perceptions. It makes more sense to ask 'what do you think/feel/know about X?

2.4.1.3 Relational Process

If material process is that of doing, mental process is that of sensing, the third main process type that a relational process can be said to be that of being, including having. The main characteristic of relational process is that they relate a participant to its identity and description. In essence, they state that something is/awas/will be and hence relational process are often described as process of being. But other verbs may relate a participant to a description, for example seem, become, look, appear, remain, have, feel, ect. Halliday (1994:119) states that relational process come in two distinc modes:

a) Attributive 'a is an attributive of x'

b) Identifying 'a is the identifying of x'

They can be classified according to whether they are being used to identify something (identifying) and to assign a quality to something (attributive). In attributive mode, an entity has some quality ascribed or attributed to it. Meanwhile in identifying mode some entities hace an identity assigned to it. The relational process can be further sub-classified according to whether they are: intensive, possesive or circumstantial.

1) Intensive 'x is a'

2) Possessive 'x has a'

3) Circumstantial 'x is at a' (where 'is at' stands for 'is at, in, on, for, with, about, along, ect.')

The six principal types of relational process are set out in the following table:

Table 2.3 Example of Relational Process

Type/ mode	Attributive	Identifying
(1) intensive (2) possessive (3) circumstantial	Sarah is wise Peter has a piano The fair is on Tuesday	Tom is a leader: the leader is Tom the piano is Peter's Peter's is the piano tomorrow is the 10th: the 10th is tomorrow

The examples in the table on the previous page bring out one most important difference between the attributive and the identifying mode. The identifying ones are reversible, so that the x and the a can be switched around: Tom is the leader/the leader is Tom. The attributive ones are not reversible: there is no form wise is Sarah. This is one of a number of significant distinctions between the two modes.

From the explanation above the writer can conclude that relational process is process is that relate a participant to its identity and description.They can beclassified according to whether they are being used to identify something (identifying) and to assign a quality to something (attributive).The relational process may relate a participant to a description, for example seem, become, look, appear, remain, have, feel, ect.

2.4.1.4 Behavioural Process

This process described semantically as a 'half-way house' between mental and material process. It is for the reason that the meanings they realize are midway between materials on one hand and mentals on the other.

They relate to specifically physiological process. One of the main reasons for setting up this category is that they distinguished between purely mental process and the outward physical signs of those processes. For example, many mental perception process have paired process which express conscious physical act involved in perception: 'see' (mental) and 'watch', 'look', 'stare', etc. (behavioura); 'hear' (mental) and 'listen' (behavioural); and so on. According to Halliday (1994:139) "behavioral processes are process of (typically human) physiological and psychological behaviour, like breathing, coughing, smilling, dreaming and staring." He also includes some verbs referring to actions which reflect mental states, for example: laugh, cry, gasp, grimace, snore, hiccup, ponder, etc. The participant who is 'behaving', labelled behaver, is typically a conscious being. For examples:

Table 2.4 Example of BehavioralProcess

She	Lives	In the fast lane
Behaver	Process behavioral	Circumtance place

2.4.1.5 Verbal Process

Halliday (2004:252) states that verbal process is process of saying, as in what did you say? – I said it's noisy in here; but verbal process not only the different modes of saying (asking, offering, stating) but also semiotic process that is not necessarily verbal (showing, indicating).

Based on the expert opinion above, Verbal process represents process of saying, or more accurately, of symbolically signalling. It is intermediate between mental and material process: saying something is a physical action which reflects mental operation. Halliday (1994:140) states that "verbal processes are processes of 'saying'." Saying here has to be interpreted in a rather broad sense, it covers any kind of symbolic exchange. These processes can project both direct and indirect in all context. Very often these are realised by two distinct clauses: the projecting

clause encodes a signal source (sayer) and a signalling (verbal process) and the projected clauses realises what was said. Example:

Table 2.5 Example of Verbal Process

Jhon	Said	He is hungry
Sayer	Verbal process	verbiage

From the explanation above Verbal process is on the borderline of mental and material, which is symbolic relationships constructed in human consciousness and enacted in the form of language, like saying and meaning.

2.4.1.6 Exsistential Process

Halliday (1994:142) states that "existential process represent that something exists or happens." The object or event which is being said to exist is labeled Existent. The final process type is one that can almost be defined in negative terms: assentially it expresses the mere existence of an entity without predicating anything else of it. It is existential process. This is easy to be identified as the structure involves the use of the word 'there'.

Based on that definition, Existential process is on the bordenline between the relational and the material process by which phenomena of all kinds are simply recognized to'be' to exist, or to happend. Halliday (2004:256) states that existential process represents that something exists or happens. Existential process typically has the verb be (is, am, are, was, were, have, been, etc) but there are some related verbs that commonly occur such as: exist, occur, arise, happen etc. In an existential process, the verb there signals the process type but does not function as a location circumstance; nor does it represent as a participant. If in an existential clause containing a circumstantial element, the circumstantial element is thematic, the word there may be omitted. For examples:

Table 2.6 Example of ExistentionalProcess

There	Was	A little guena-pig

	Process: existential	Existent

The word 'there' in such clauses has no representational function but it is needed as a subject. Existential clauses typically have the verb be. They are expressed by verbs meaning 'exist' or 'happen': exist, remain, arise, occur, come about, happen, take place and some circumstantial feature: e.g. time (follow, ensue). Place (sit, stand, lie, hang, rise, stretch, emerge, grow). A considerable number of other verbs can also be used in a range of abstract existential clauses; e.g. erupt, flourish, prevail.

2.4.2. Participant

The basic principle is that participants are realized by nominal group. 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. 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' (Halliday, 1985: 132).

2.4.2.1 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.

From that opinion 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.

Table 2.7 Beneficiary Clause Showing Recipient

I	Gave	My love	A ring that has no end
Actor	Material process	Beneficiary: recipient	Goal

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.

Table 2.8 Beneficiary Clause Showing Client

Jhon	Built	Mary	This house
Actor	Material process	Client	goal

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 (Halliday, 1985: 135). 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.

Table 2.9 Beneficiary in an Effective Attributive Clause

The call	Cost	Me	Two dollars
Carrier	Relational process	Beneficiary	Attribute

2.4.2.2.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, behavioral process, mental process and verbal process.

Based on Halliday's opinion, 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 mountain* in *Mary climbed themountain*. The mountain 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 (Halliday, 1985:135). For example, *John and Mary were playingtennis*. The tennis is Range, but it is not entity; because there is no such thing as tennis other than the act of playing it. It is similar with *sing asong*, 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.

Table 2.10 Range in Verbal Process (Halliday, 1985: 137)

Verbal process clause	Verbiage
What did you say?	What
He asked a question	a question

She speaks German	German
Tell me a story	a story
Don't talk nonsense	Nonsense
He made a long speech	a long speech

From that explanation, Range may occur in material process, behavioral process, mental process and verbal process.

2.4.3. Circumstantial

Circumstantial process elements provide information on the 'how, when, where, and why' of the process, although they are normally grammatically subordinate to the process (Simpson, 1993: 90). Halliday distinguishes altogether nine types of circumstantial element. These are presented in the following table collected from Halliday (2004, 262-263) to illustrate the kind of information covered by circumstantial elements in a process.

Table 2.11 Types of Circumstantial Process Element

Type of circumstantial element	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 thedoor, Jakarta, amongfriends*	*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 phrases, 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*	
Accompanime		Prepositional phrases	*Who/what else?*

nt		with such prepositions as *with, without, besides, instead of*	*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.	Prepositions such as *about, concerning, with reference*	*What about?*
Angle	Meaning 'assays'	Preposition *to*, or phrases *according to, in the view/opinion of*	

Based on the explanation above, the writer can conclude that circumtances is the explanation of process. It is explain about 'how, when, where, and why' of the process. There are six types of circumstance, they are: location, extent, manner, cause, contingency, accompaniment, role, matter and the last one is angle.

2.5 Writing

Hyland (2004: 09), explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief, because every people has different understanding of something.

According to 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/ her sentences.

According to Leo (2007:1),''states that writing is a process of expressing ideas or thought in words. It is process of express what we feel about and what we think about. We pour what we think and feel in a written form.

From the expert opinion's above, Writing is one of the four English language skill. Writing is delivering our idea in the written form. It is an activity of expressing the feeling, idea and opinion in a text which can be used as a reminder to the next time.Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.so that there is no misunderstanding between the writer and the reader.

Based on the expert's opinion above, the writer can conclude that writing is a way or process to share and elaborating a personal views, ideas, thoughts, information and opinion into written form, so that the writer able to communicate with the readers by his or her sentences.

2.5.1 Process of Writing

According to Dorothy E Zamach (pg:3), in using a material, there is a process involved and the process can be affected by the content of the writing, the type of the writing, and the medium it is written in. When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing, they are:

1. Pre-writing

In the pre-writing you have to choose a topic. Before we write, we have to decide what topic that we will write about. We have to make sure that what we will write must be mastered by the writer, so that the writer can elaborate the passage easily. When we choosing a topic, we can choose from the simple one. For example, we can write about what we interest in. When we interest of something we can elaborate our ideas without any heavy difficulties.

After choose and decide what topic that we will write about we can gather ideas. When we have an idea or topic that will write about, then think about what we will write about the topic. Do not make the topic to large or to narrow. It will make the writer being stuck, or confused that make them become stuck and cannot continue their writing.

And then organise the idea that we will write about. Decide which of ideas we want to use and where we want to use them. Choose which idea to talk about first, which one to talk next, and which one to talk last. It will make the writer become easily in writing something. The writer has to consider information that is chosen to write, and the content structure of the piece that is how best to sequence the facts, ideas, or arguments which has decide to include.

2. Drafting

The writer can refer to the first version of a piece of writing as draft. Draft is often done in the assumption that it will be amended later. The writing process proceeds into a number of editing and a number of drafts produced on the way to final version. In drafting we can write our paragraph or essay from start to finish. We can use our notes about our ideas and organisation.

3. Reviewing and revising

After we write our paragraph, we have to check what we have written. Read our writing silently, perhaps there are some information that is needed to add or there is some information that is unnecessary that need to edit or delete. Reflecting and revising are often helped by other readers or editors who can comment and give some suggestion. Another readers reaction to a piece of writing will help the writer to make appropriate revision.

4. Rewriting

In rewriting, revise structure and content. Use your ideas from step five to write your text, making improvements to the structure and the content. We need to explain something more clearly or need to add some more detail information. We might even need to change our organisation so that the text can be more logically. And after that proofread, read the text again and this one, we can check the spelling of every word and the grammar. We need to put attention to the word that had been chosen to use. And after that make final correction. Check that we have

corrected the errors we discovered in the steps before and make any other changes we want to make. It will be the final version of the writing.

From the explanation above, the writer can conclude that Every activity has a process, so do writing. Writing also has a process which all the writer must follow to have a good writing. The writing process that is the stages a writer goes through in order to produce something in its final written form. In writing, there are the processes, steps, and arrangements of writing first, the processes of writing is the ways or steps in organizing a written text that is used to complete the whole paragraph, make the content become clear, coherence and able to make the reader interesting in reading it.

2.5.2 The Purposes of Writing

In writing, when someone writes something, he or she has purposesfor writing. The writer has purposes to convey messages to the reader, to inform an information to the reader. No matter what kind of writing the writer does, he/sheshould has a specific and clear purpose, so that the reader could understand about the content of the writing. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it.

According to Grenville, there are three purposes of writing, they are : to entertain, toinform and to persuade.

1. To entertain

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.The content of the writing must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This purpose has function to give an information to the reader. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university and etc.

3. To persuade

The purpose of writing to persuade is writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

2.7.3 Genres of Writing

Learning about writing is learning about genres. Genres is kind of text which is describes tge general of text.genres can be recognized from three rhetorical structures. They are social function, generic structures, and lexical grammatical features. Genres differ in terms of their social purposes for which members of a culture interact. They also differ with respect to the stages or schematic structure through which the social processes are achieved. The concept of genres as a goal orient social process is a features of systematic functional linguistic. Therefore, text is creating an interaction by involving two sides, they are the addresser and adressee. There is no text without interaction. This implies that the creation of the text is call goal-orient where the adresser has an interaction to convey to the adressee. However, the aim cannot be attained at the time, in one word, there are stages by which the aim is achieve. According to Sanggam

Siahaan et.al (2011:11), There are 12 of genres in writing such as: spoof, descriptive, procedure, narrative, news item, anecdote, explanation, discussion, exposition, report, hartatory, recount.

1. Spoof

Spoof is the way twisting some of the events in the process that used to create a humor or jokes and create a text. The punch line in the events is an unpredictable action done by a character for a response to another character. Spoof narrates a series Of events. Historically, the word spoof was used to a british comedian. He originally invented a game called spoof, which involve trickery and nonsense. Spoof is commonly written in a story that happened in the past time unpredictable and has funny ending.

2. Narrative

Narrative is any written English text in which the writer wants to amuse and to entertain the reader and to deal with actual or vicarious experience in the different ways. The genre may involve sharing of stories, writing stories about personal events and creating new stories. These will include a beginning, a middle and an end. It is tell the stories, experiences, and actions which happen in the past. It uses simple past tense. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative text is a type of writing which tells an event in the past. The elements of narrative text are orientation, events, resolution and coda. But coda is optional, because no every text has written coda.

3. Procedure

Procedure is any written English text in which the writer describes or give instruction on how to make something or how to do something through a sequence of action or step. Procedure

is a text that containing four components they are: goal, material, methods, and reorientation by which a writer describe how something is accomplished through a sequence. Procedure writing text will show and explain us how something works and how something happen and how it is operates.

4. News item

News item is any written text in english that has function to informing newsworthy events of the day and other natural phenomena. News item is neither aparagraph nor an essay, instead this conforms to any written english containing one or more than one paragraph in which the writer to inform people about events of the day which is important. News item is a text that containing three components they are: news worthy evens, background events and sources.

5. Description

Describtion is any written text in english that has function to describe an object. This text describe or give explanation about an object. The object could be a concrete object or an abstract object. It can be person, place, an animal, and etc. Describtion has comunicative purpose to give an information in detail about an object. The structure text of describtion is deviden into two components, namely, identification and describtion. Identification is about the general introduction and go on in to detail explanation in detail. Describtion is about the more detail explanation about an object that is discussed in the text.

6. Hartatory exposition

Hartatory exposition is any written english text which represent the attempt of the writer to have addressee do something or in act certain way. In this text the writer persuades people that something should or should not be case. This text containing three components, namely, the thesis, argument of issue of concern, and recommedation. The thesis is the announcement of

issue concern. The argument is reason for concern, leading to recommendation. Recomendation is statement of whta ought to happen.

7. Anecdote

Anecdote is any written english text which retells funny and unusual incidents, amusing incidents in fact or imagination. Anecdote has purpose to entertain the readers. Anecdote is a text containing five components, they are, abstract, orientation, crisis, reaction and coda. In abstract the writer usually starts to introduce the unusual incidents that will be explain. In orientation, the writer explain the participant, when and where the unusual incidents happend. In crisis, the writer explain the unusual incidents. The writer explain the incidents in detail. In reaction, the writer explain the reaction of the actor. In coda, the writer explain the evaluation of the unusual incident, in this case, the writer explain the moral value that could b taken from the story.

8. Report

Report is any written english text which presents information about something, as it is. It is a result of systematic observation and analyses.the report containing two components , namely, general classification and description. General clasification stating classification of general aspect of thing. For example, animal, public place, plant, and etc whivh will be discussed in general. Description tells what the phenomenon under discussion, in terms of parts, qualities, habits or behaviours. The length of the text depend on the specific of the object being reported. Report usually presenting information about something. They generally describe an entire class of things, whether natural or made like mammals, the planets, rocks, plants, countries and etc.

9. Explanation

Explanation is any written english text whic tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation is a text that is containing two

components, namely, the general statement and sequenced explanation. General explanation stating the phenomenon issues which are to be explained. Sequenced explanation stating a series of steps hich explain the phenomena.

10. Recount text

Recount is written out to make a report about the writer experience of a series related event in the past time. The technique to qrite a recount text is similar to a narration is written. A recount is written out to inform an event or to entertain people, in this case the reader or listener.

11. Discussion

Discussion is any written english text which present a problematic discourse. This problem will be discussed from different view points. It is commonly found in philosophical, historic, and social text. In the other hand it is a kind of genre used to present at least two points of view about an issue. The writer explain some points of view about an issues. Discussion contains three components, they are, issue, argument, conclusion and recommendation. Issue stating the issue which is to discussed. Arguments presenting the point of pro and contra which is supporting the point. Conclusion stating the conclusion of the discussion. And recomendation stating the writer's recomendation of the discussion.

12. Analitical expostion

Analitical expostion is any written text in english that elaborates the writer's idea about the phenomenon surroundings. Its social fuction to persuade the reader that the idea is important matter and to analyze the topic that the thesis or opinion is correct by developing an argument to support it. Analitical expostion is written to exposure the truth of the fact of the object to the reader. The aim is just to expose the truth of a fact. In this case it is just tompersuade the readers

to believe it and show to the reader about the truth in human life reality by proved it with some facts.

2.6 Recount Text

Pardiyono (2007: 63) states that recount text can be defined as a text which is written to give information about some activities in the past. Dirgeyasa (2014 : 6) deals that recount is a text that retells events or experiences in the past time. The experiences means what we do in the past, what we feel in the past, what we hear in the past, what we read in the past, even what we dream in the past. Recount tells something real or factual un the past or imaginative.

Sanggam and Kisno (2008 : 35) state that recount is also a narrative too. Basically, it is written out to make a report about an experience of a series of related events. The differences is, recount tells the activity or events t only to give information to readers about the past activity. But narrative tells the activity or event not only to give information but to give a moral lesson by presenting a problematic experience and then will ended by a problem solving. There is no complication among participant that differentiates from narrative.

From the explanation above Recount text can be considered a the most common kind of the text that we can found in our every daily life. Recount text begins by telling the reader who is involved, what happens, where the events or activities takes place and when it happens. Furthermore, recount text does not have conflict and climax among the participants and that differentiates from narrative.

2.6.1   Types of Recount Text

According to According to Knap (2005:224-235), he states that there are three kinds of recount text, they are:

    a.   Personal recount

This kinds of recount text usually retell an event that the writer was personally involved in. This recount text usually tell about the personal experience of the writer.

b. Factual recount

This kinds of recount records an incidents, e.g. a science experiment, police report, and etc.
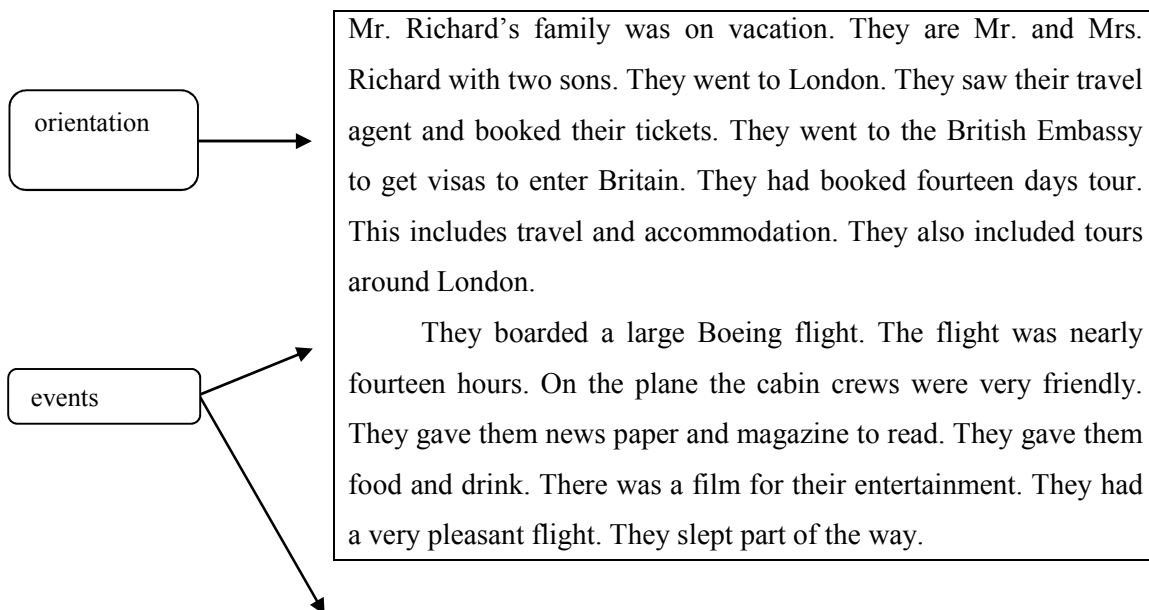
c. Imaginative recount

This kinds of recount is a writing of an imaginary role and gives details events,e.g. a day in life of a pirate.

2.6.2 Generic structure of recount text

According to Knap (2005:224-235), he states that there are three component of generic structure of recount text, namely:

a. Orientation : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

b. Events : A series of events, ordered in a chronological sequence.

c. Re-orientation :A personal comment about the event or what happened in the end

Figure 2.1 Example of Recount Text

orientation →

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

events →

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

<table>
<tr>
<td>reorientati on</td>
<td>On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.</td>
</tr>
</table>

2.6.3 Social function of recount text

Hyland (2009 : 87), recounts tell what happend , the purpose of a factual recount is to document a series of events and evaluate their significance in some ways. The purpose of the literary of recount text is to tell a sequence of events so that it entertains. The story of recount text has expression of attitude and feeling, usually made by the narrator about the events.

Based on the definition above The goal of recount text is to entertain or informing the reader, recount retell an event with a purpose to close readers. Beside that the writer share their past actvities or experience to inform the reader.

2.6.4 Grammatical features of recount text

According to Knap (2005:224-235), he states that there are some component of grammatical features of recount text, namely:

a. Using simple past tense.

b. Introducing specific participants.

c. Using action verb : cooked, taught, hit, put, run, etc.

d. Using linking verb : was, were, etc.

e. Using chronological order : first, second, then, after that, next, etc.

f. Using adverbs : last year, yesterday, at home, slowly, fastly, etc.

2.7 The Previous Research Related to Literature

there are some previous researches dealing about transitivity system to support this research. Sri Dea (2018) in her graduating paper *Transitivity Analysis in Reading Passage of English Textbook foJunior High School at SMP Negeri 18 Medan* states that the dominant type used in English textbook for junior high school is material process. Based on her research, she want to tell the writer that many reading passage in English textbook for junior high school contain action or happened physically. But here, the writer try to show that not only material process that is dominantly used ina passage but also all the process will be used the same dominant.

Transitivity has been analyzed by Matu (2008) in his journal titled *Transitivity as a Tool for Ideological Analysis.* The analysis aims to identify and explain how ideology is constructed and presented through language use in written text, such as newspapers. The emphasis is put on the construction of ideological discourse by using process of transitivity that represents the relationship between language and ideology.

Alvi and Baseer (2011) are also relevant researchers with this study. The research examines three popular speeches given by Barack Obama during 2002 to 2008. These speeches are suitable for the analysis and interpretation of a political discourse since the discourse deals with the ideational function. The results of the study show that Obama uses material process of action and event as well as mental process of approaching physically the people around him. Also he uses relational processes to create positive image in the minds of people.

This research is different with previous research, because the researcher triesto analyses the type of processes, used in recount text written by the eleventh grade of SMA Swata Mulia

Pratama Medan. The texts were analyzed based on the theory transitivitywhich is proposed by Halliday. According to the theory, there are six types ofprocesses: material, mental, verbal, behavioral, relational, and existential. Both of the two previous research review give contribution to the writer, it can be used as a reference to support this research. Here the writer is only to analyze the process in this case the writer will analyze all the metafunction especially in ideational function.

2.8 Conceptual Framework

As mentioned before, this study is conducted using an analysis based on ideational function of systemic functional grammar. It reflects the content and ideas within a text. In analysis of the text of the recount text written by the student of SMA Swasta Mulia Pratama Medan, the process types, participant types, and the circumtance elements that are characterized can reveal the field of the content through transitivity system.

In transitivity analysis, the process types are broke down into six processes .they are material, mental, verbal, relational, behavioural, existential processes. The following analysis is participant function analysis, which is also relevant to the process types because each processes represent is participant function.

In material process, the participant are actor, goal, recipient, client and scope. In mental process has two participants named senser and phenomenon. Mental process include the affection, cognition, and perception. Relational process includes both being and having process. It has four participant function, those are carrier, attribute, identification. Behavioral process has behaver, and behaviour as its participant. It is a process of physiological behaviour, like treating, dreaming, laughing, and etc. Existenional process has only one participant name existent. The word there has no experiental meaning in existential clauses. The last one is verbal process
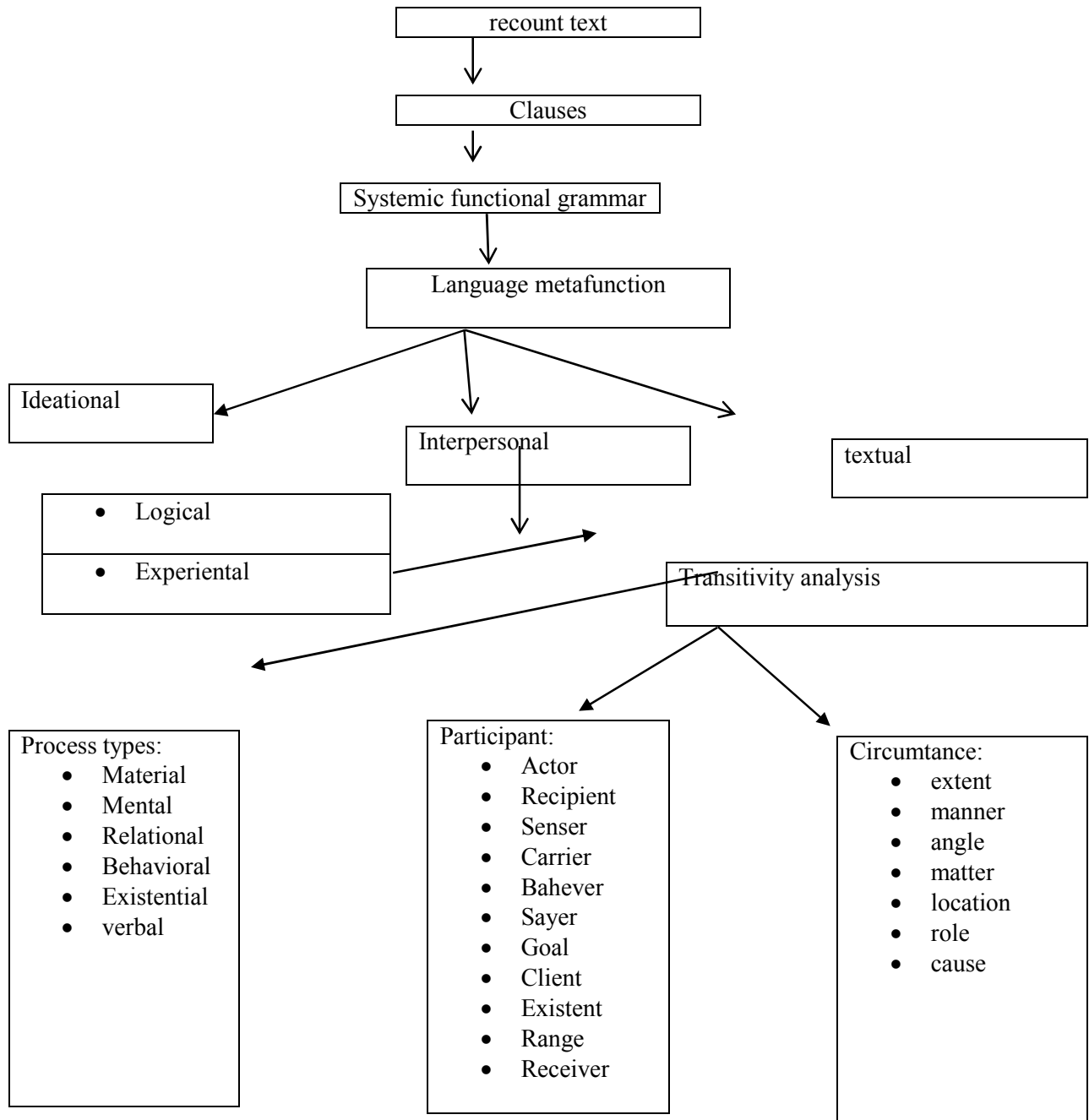
that is usually accompanied by four participant in the process named, sayer, target, recipient, and verbiage.

Some of the participant mentioned in the six process above can be recognized as range. The existential process has no range as the participant. Circumtantial elements are divided into nine types. They are extent, location, cause, contigency accompaniment, role, matter, and angle.

Moreover, the transitivity system of clauses represent the linguistic features and linguistic competences of the text in the text of recount text made by the student. These can give a view whether the text have been chosen appropriately or not. The implication the transitivity system can give explanation on the relevances of competences and the material itself. This study used the recount text that is written by the student of SMA Swasta Mulia Prtama Medan. The analysis carried out this study on the following figure below.

Figure 2.2 Conceptual Framework

recount text

↓

Clauses

↓

Systemic functional grammar

↓

Language metafunction

Ideational

Interpersonal

textual

- Logical
- Experiental

Transitivity analysis

Process types:
- Material
- Mental
- Relational
- Behavioral
- Existential
- verbal

Participant:
- Actor
- Recipient
- Senser
- Carrier
- Bahever
- Sayer
- Goal
- Client
- Existent
- Range
- Receiver

Circumtance:
- extent
- manner
- angle
- matter
- location
- role
- cause

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Every research needs research design, this study as well. There are two fundamental types of research design viewed from the kind of information or data collection in the research, they are qualitative adnd quantitative. This study employed a form of qualitative research called descriptive qualitative method. Descriptive analysis is use as a problem solving procedures of the observed things by describing the research objects when the research is done based on the facts find. In this research, the students's answer sheet upon the provide written recount text test, were analyzing in a narrative form in order to know the types of process that is used by the students in writing recount text. Based on this, the writer want to know the types of process that is used in writing recout text.

3.2 Subject of the Study

According to Chappelle (1998), the unit of systemic functional linguistic is the text because the functional meaning potential of language is realizedin unit no smaller than text. Similarly, Halliday (2004 : 33) states that text is the form of data used for linguistic analysis and all of the description of grammar is based on text. Referring to those two statements, the data of the research was took from 10 students written composition which was focus on writing recount text.

Those students was from the second grade of senior high school of SMA Swasta Mulia Pratama Medan. And as subject, the writer chooses students of XI-IPA class of senior high school of SMA Swasta Mulia Pratama.

3.3 Object of the Study

Chappelle states that the unit of systemic functional linguistic is the text because the functional meaning potential of language is realizedin unit no smaller than text. The object of this study is the transitivity system by M.A.K Halliday. Halliday states that transitivity system consists of three parts, namely process, participant, and circumstance. Here the writer wasanalyze the students text based on the process types by Halliday.

3.4 Techniqueof Collecting Data

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

1. Administrated the test to the 10 students, the students gave 45 minutes to write a recount text with a free topic in a piece of paper.

2. After students finish write their recount text, the text collected by the researcher

3. Classified and analyzed each of the student's recount text.

3.5 Technique of Analyzing the Data

As stated by Patton in Meong (2000:103), the data analysis technique is the process of data arrangement and data categorization. Types of the data that writer used is clause, which was taken from the recount text that is written by the student. As mentioned before that the generic structure of recount text is orientation, events, and reorientation. Regarding to that, The student's text must be consist of orientation, events, and the last one is reorientation, so that the text can

called as recount text and valid to be analized. The text should be consists of maximum 250 words.

After the data collected and selected, then the data analyzed. In adreesing the analysis of gaethering the data, some steps of analysis the data were needed. First of all, the data was collected. The writer was checked the students answer sheet at the class to check the wrong or uncomplete sentences. When the writer found the wrong or uncomplete sentence, the writer was ask the students what the sentences means by the students. And after that the students text are categorized and put in the data sheets. Secondly, in the processof analyzing the data, the writer put the clauses and categorized that based on the trasitivity theory by using table in the analysis sheet. After that, the witer foundthe frequency ofthe categories of the types of process. And then, the percentage of each categories was calculate and will published as the writer report. Finally, the writer was describes and explain the finding of this study.

Table 3.1Example of Analizing Data

I	Sing	A song
sayer	Verbal process	Verbiage

Like the example above, the writer was analized each clause that is written by the students. But here the writer only analized the process types that is used by the students in writing recount text.

3.6 Validity(Triangulation)

Maria Olivier states that triangulation involves the careful reviewing of data collected through difference methods in order to achieve a more accurate and valid estimate of qualitative

result for a particular construct. The significance of qualitative research comes from the role it plays in investigating the reasons and process leading to certain result.

Oslen, w (2004 : 3) states that In social science triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types known as data triangulation. Data triangulation is often thought to help in validating the claims that might arise from an initial pilot study. The mixing of methodologies, e.g. mixing the use of survey data with interviews is a more profound form of triangulation.

In this study, the writer use data triangulation from Miles and Huberman (1994) namely Methodology triangulation. By this techniques, the writer will collect the data by using observation and conducting primary research which will used and the writer collects and comparing the result of the problem in the research with the contents related to the theory used.