CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is an arrangement of routinely spoken, transcribed (marked) or composed images by which people, as individuals from a gathering of people and members in its way of life, put themselves out there. Language capacities incorporate correspondence, articulation of character, play, imaginative articulation, and passionate freedom. A language is an organized arrangement of correspondence utilized by people contained discourse (communicated in language) and motions (gesture based communication). Most dialects have a visual or realistic portrayal encoded in images, or a composing framework comprising of glyphs to enroll the first strong or signal and its importance. A language is an arrangement of self-assertive, vocal images that grant all individuals in a given culture, or others who have taken in the arrangement of that culture, to convey or to connect.

A language is an arrangement of self-assertive vocal images utilized for human correspondence. A language is a discretionary arrangement of explained sounds utilized by a gathering of people as a methods for carrying on the undertakings of their general public. A language is a bunch of rules empowering speakers to interpret data from the rest of the world into sound. The analysis of the discourse is sometimes defined as the analysis of the language «beyond the sentence». This contrasts with types of analysis more typical of modern linguistics, which is chiefly concerned with the study of grammar: the study of

smaller bits of language, such as sounds (phonetics and phonology), parts of words (morphology), meaning (semantics), and the order of words in sentences (syntax). Discourse analysis study larger chunks of language as they flow together.

Some discourse analysts consider the larger discourse context in order to understand how it affects the meaning of the sentence. For example, Charles Fillmore points out that two sentences taken together as a single discourse can have meanings different from each one taken separately. To illustrate, he asks you to imagine two independent signs at a swimming pool: "Please use the toilet, not the pool," says one. The other announces, "Pool for members only." If you regard each sign independently, they seem quite reasonable. But taking them together in one speech makes you go back and review your interpretation of the first sentence after reading the second. Discourse analysis, also called discourse studies, was developed during the 1970s as an academic field. Discourse analysis is a broad term for the study of the ways in which language is used between people, both in written texts and spoken contexts.

Discourse analysis is a research method for studying written or spoken language about its social context. Discourse analysis, or discourse studies, is an approach to the analysis of written, vocal, or sign language use, or any significant semiotic event.Talk is one of the moderately new fields of semantics and still doesn't stand out enough to be noticed of etymologists as a rule, as Harris contends, that ... "talk examination is far disillusioning". Thusly, it is reasonable that as of recently the conversation and reference to talk are as yet uncommon, particularly in Indonesian. What's more, talk is supposed to be a finished

etymological record of correspondence occasions. correspondence can utilize communicated in and composed language. Whatever the structure, talk accepts the presence of a greeter (addressor) and a greeter (recipient). In oral talk, the greeter is the speaker, while the greeter is the peruser. Talk learns language in its utilization, as of logical. Tarigan says that talk is the most complete and most noteworthy or biggest language unit over a sentence or provision with ceaseless high lucidness and attachment, which is fit for having a genuine start and finishing, conveyed orally or recorded as a hard copy. this agreement prods us to a lucid and sound talk. union is the amicability of the relations of components in talk, while cognizance is the attachment of talk with the goal that it is informative and contains one thought. Truth be told, there are talks that are not durable, yet intelligible..

There are three kinds of discourse analysis, such as modality, critical analysis discourse, and systemic functional linguistic/grammar. In here the research talk about transitivity analysis that kinds of systemic functional linguistic. Systemic-Functional Linguistics (SFL) is a theory of language-centered around the notion of language function. While SFL accounts for the syntactic structure of language, it places the function of language as central (what language does, and how it does it), in preference to more structural approaches, which place the elements of language and their combinations as central. SFL starts at social context and looks at how language both acts upon, and is constrained by, this social context.

In linguistics, transitivity is a property of verbs that relates to whether a verb can take direct objects and how many such objects a verb can take. It is

closely related to valency, which considers other verb arguments in addition to direct objects. The obligatory noun phrases and prepositional phrases determine how many arguments a predicate has. Obligatory elements are considered arguments while optional ones are never counted in the list of arguments.

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in her or his mind to her or his readers effectively. The ability s/he has include all the correct grammatical aspects of the language s/he is writing, the types of the information s/he is transfering, and the rhetoric's s/he is conducting in a communicative event-too.

The narrative text is a story with intricacies or hazardous occasions and it attempts to discover the goals to tackle the issues, An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Transitivity is a property of verbs that relates to whether a verb can take direct object and how many such objects a verb can take. It refers to system for dscribing and how meaning is represented in the clause. Transitivity deals with the experimental metafunction. There are three basic elements to all process structure of transitivity, they are; the process itself, the participant and the circumstance of process.

Based on the writer's experience (PPL), many students cannot write a good text. It can be the students have a bad vocabulary or not understand how to write a text, especially in Narrative text. Regarding that, there are many studies

concerning about the analysis of students writing text have been conducted. So, in this case, the writer would like to analyze participants, process, and circumstance in writing Narrative text, which is made by tenth-grade students in high school. Therefore, the researcher would like to investigate the students Narrative texts since applying a particular text's criteria is the problem faced by the students in learning English in that school.

Based on the explanation above, In here the reasearch want to analyze ''A transitivity analysis of students writing narrative text of the tenth gradesenior high school at SMA 11 Maret Dolok Masihul''

1.2 The Problems of The Study

Based on the background, the problem of the study is presented as the following :

1. How Participant, Circumstance, and Process are realized on students writing narrative text made by the eighth grade students of SMA 11 Maret Dolok Masihul?

2. What types of Participant, Circumstance, and Process are the dominantused by the students in writing narrative text made by the eighth grade students of SMA 11 Maret Dolok Masihul?

1.3 The Objectives of The Study

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

1. To identify the participant, process and circumstance are realized in writing narrative text made by the eighth grade students of SMA 11 Maret Dolok Masihul?

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

writingNarrative text made by the eighth grade students of SMA 11

Maret Dolok Masihul?

1.4 The Scope of The Study

In order to make this research feasible, according to halliday 2004 there are three functions in Systematic Functional Linguistics, namely : interpersonal, ideational, and textual. In ideational there are two types, namely : logical and experiental, This study focus on ideational especially in experiential meaning that discuss about participant, process, and circumstance in writing narrative text made by the tenth grade senior high school.

1.5 The Significances of The Study

This research is expected to having some significance that are :

1. Theoretically

The findings are expected to enrich the theories of participant, process, and circumstance in students' writing text.

2. Practically, the findings of this study are expected to be useful for

a. The learners

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

b. 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 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 terms apply in the research concern. The terms are taken to make clear explanation concerned in doing this research. On 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 metafunctional grammar and more specific to the transitivity system of narrative text written by the senior high school studentical Framework.

2.1.1 Systemic Functional Linguistics

System ic Functional Linguistics (SFL), or also known as Systemic Functional Grammar (SFG), is a theory which is advocated by M.A.K. Halliday. Many different perspectives are provided in this theory comparing to traditional grammar. The most prominent difference between both theories is that in SFL, categories are made based on the functions of each constituent, not only based on merely the parts of speech of each word. Moreover, SFL also has its own idea about text and context.

Systemic Functional Linguistics is a theory about language as a resource for making meaning base on the context of the situation and a context of culture. Systemic Functional Linguistics was developed by Halliday (2004 : 115) a

professor of linguistics from University of Sydney. It is usually used to find the interpretation of language in different ways such as text or analyzing text as a form of discourse. When analyzing text, the grammar becomes a thing to describe how language works. In other words, how language is performed is the expression of meaning involving the idea.

SFL is a social theory of language which has been developed and influenced by many previous linguists. SFL starts with the most general features and proceeding step by step so as to become even more specific: a message is about doing, or about thinking, or about being: if is about doing, this is either plan action or action on something; if acting on something, it is 7 either creating or dealing with something already created and so on (Emilia, 2014 : 62-63).

Finally, SFL concerns language as a system for constructing meaning, rather than as a conduit through which thoughts and feelings are poured (Emilia, 2014:69). In this research SFL as functional labels. According to (Emilia 2014 : 70). SFL identifies and labels elements of text according to the function they perform in making meaning. Terms such as participant, process, and circumstances are functional labels.

Systemic Functional Linguistics (SFL) is a theory of language centered around the notion of language function. While SFL accounts for the syntactic structure of language, it places the function of language as central (what language does, and how it does it), in preference to more structural approaches, which place the elements of language and their combinations as central. SFL starts at social context and looks at how language both acts upon, and is constrained by, this social   context.   (Matthiessen,   2010:16)

2.1.2 Metafunctions of Language

The term metafunction is particular and originates in Functional Grammar and it is considered 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 meanings 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 ideational, interpersonal, and textual meaning. The ideational meaning is further divided into experiential and logical meanings. Metafunctions of language consist of three major functional components, they are the ideational function, the interpersonal function, and the textual function. (Halliday 2004: 88).

The term metafunction originates in systemic functional linguistics and is considered to be a property of all languages systemic functional linguistics is functional and semantic rather than formal and syntactic in its orientation. As a functional linguistic theory, it claims that both the emergence of grammar and the particular forms that grammars take should be explained "in terms of the functions that language evolved to serve". While languages vary in how and what they do, and what humans do with them in the contexts of human culture practice, all languages are considered to be shaped and organized in relation to three functions, or metafunctions. The founder of systemic functional linguistics, calls these three functions ideational, interpersonal, and textual. The ideational functional is further divided into the experiential and logical. (Matthiessen 2004: 25).

a) Ideational Function

The ideational function is expressing the way language involves in experience, thought and feeling. 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 experiental meaning in the clause, and that of logical meaning between clause in clause complexes. The ideational functuons consist of two subfunctions, the experietal meaning and logical meaning.

Ideational meaing is the using of language to talk about the experience in the world including the worlds i the minds, to describe events and states and entities involved in them. Accoding 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 experiental function and the logical function. The experiental meaning is concerned with the relationship between ideas.

b) 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 linguistic 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 estblishing 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 langauge 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 expalanation above, the writer concludes that interpersonal function is one of te 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 experience, but simultaneously acts out the interpersonal that are essential to our survival.

c) 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, resource and genres. Through the combination of resources at differnt tetual 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 to flow of information a text, and is concerned with clauses as message. Textual function is relevance to the context, both the preceding text and context situation.

The writer concludes that ttextual function is one of the three functional or metafunctions which is enables the speaker or writer to construct text. It deals with estblishing 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 se of languageto organize the text itself.

2.1.3 Transitivity System

Transitivity is the meaning of clause, 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 langauge 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 rocess types and participant roles seen as realizing interact encoding of their experiential reality: the world of actions, relations, participants and circumstance 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, beig, 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 circumstance. 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 occurence. Then, circumstance is the background of process that done by the participants. On the other words, circumstance can be location, time, manner, etc. In which the participant does some actions.

Type of Element	Typically realized by
Process	Verbal Group
Participant	Nominal Group
Circumstance	Adverbial Group and Prepositional Phrase

Table 2.1.1 Transitivity System

Process Types	Category Meaning	Participant
Material: action event	'doing' 'doing' 'happening'	Actor, Goal
Behavioral	'behaving'	Behaver
mental: Perception Cognition Desideration Emotion	'sensing' 'seeing' 'thinking' 'desiring' 'liking'	Senser, Phenomenon
Verbal	'saying'	Sayer, Target

relational: attribution identification	'being' 'attributing' 'identifying'	Carrier, Attribute, Identified, Identifier
Existential	'existing'	Existent

2.2 Process

A process refers to activity done which is equivalent to verb. Processes are central to transitivity, the process centers on that part of the clause that is realized by the verbal group. 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.

2.2.1 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.

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 2.2 Material Process

The lion	Caught	The tourist
Actor	Process	Goal

2.2.2 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

2.2.3 Relational Process

Relational process are often described as processes of being. Relational Processes involve starts of being (including having). They can be classified according to whether they are being used to identify something. Processes which establish an identify are called identifying processes and processes which assign a quality are called Atributive Processes.

Each has own characteristic participant roles. In attributives these are Carrier and Attributive.

Example :

a. <u>Thom</u>   <u>is</u>   <u>a good teacher,</u>
   Carrier   attributive   Attribute

In identifying Processes the Participant role are token and value,

Example :

b. <u>Thom</u>   <u>may bethe best football player,</u>
   Token   Identifying   value

c. <u>I</u>   <u>have</u>   <u>a soon</u>
  prossessor   possession   possessed

2.2.4 Behavioral Process

Behavioral processes are processes of physiological and psychological behavior. The majority of behavior processes of clauses have one participant only.

The participant is behaving called behaver, is typically a conscious being like senser, but the process functions more like one of doing.

There is one obligatory Participant: Behaver, like a senser, the behaver is a consclous being. But the process is one of doing, not sensing. So we can have:

a. <u>Gilang</u>   <u>snores</u>   <u>loudly</u>
   Participant: Process: Circumstance
   Behaver   Behavioral   manner

We can have the enacted behavior mentioned:

b. <u>He</u>   <u>Heaved</u>   <u>a great sigh</u>
   Participant: Process: Participant:
   Behaver   Behavioral   range

2.2.5 Verbal Process

Verbal processsses are processes of saying, or more accurately, of symbolically signalling. Very often these are realizes by two distinct clauses: the projecting clause encodes a signal source (sayer) and a signalling (verbal process) and the other (projecting clauses) realizes.

Example:

a. Dorin   said   Eko   doesn't like   Juice
   Participant process   participant   process   Participant
   6Sayer   verbal   Senser   mental   Phenomenon

The sayer (signal source) need not to be a consciuos being.

Example :

b. The sign	says	'no smoking'
Sayer	verbal	Material

2.2.6 Existential Process

These processes are represented by something exist or happens (Halliday, 2004: 256). They typically have the verb 'be' or some other expressing existence, such as exist, arise, come that followed by nominal group functioning as existence. The existential process is recognizable because it is signaled by '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.

Example :

a. There	appears	a problem
	Existential	existent

b. On the teacher's table   was   an English book
   Circumstance:place   existential   existent

2.3 Participant

According to Butt (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.

Participants represent thing or people involved in carrying out the process, or thing or people affected by the process. Each process in transivity system has its key participants, but sometimes there are additional participants. The following table shows the key of participants and additional participants in each process. The participants will be realized in the nominal group, for example : Last year Diana gave blood according to Egins (2004:214).

According to Gerot and Wignell (1994:54) Participants represent thing or people involved in carrying out the process, or thing or people affected by the process. Each process in transivity system has its key participants, but sometimes there are additional participants. According to Matthiessen, Teruya, and Lam (2010:155) argued that participants were element directly involvedin theprocesses. Furthermore, a participant can be expressed by the notion of thingness; a place, an object, a thing, an idea or a quality, so that in the grammar of clause, participant is realized by nominal group.

According to the pre modification can be functionally divided into several parts:

1) Deictic which point to, or in some way select, the noun functioning as Thing. Deictic includes demonstratives, possessives, and a few non specific pointers.

2) Numeratives which tell how many of the thing there are or in what order they occur. Numeratives include cardinal number and ordinal number.

3) Epithets which describe a quality of the thing. Epithets can usually be intensified by the word very. Epithets include adjectives

4) Classifiers which establish the Thing as a member of a class.

Table 2.1 Summary of Processes and incumbent Participants

Process	Participant I	Participant II
Material	Actor	Goal
Behavioral	Behaver	Range
Mental	Senser	Phenomenon
Verbal	Sayer	Verblage
Relational	1. Identifying : Token 2. Attribution : Carrier 3. Possesion : Possesor	1. Value 2. Attribute 3. Possesed
Existential	Existent	-

2.4 Circumstance

Some linguists identify Circumstance Elements by considering what probes use for eliciting or looking at the different question to which the circumstance provide answers. They classify them into seven types. They are Extent, Location, Manner, Cause, Accompaniment, Matter and Role (Eggins 2004:222). Moreover, Halliday (2004:261-276) differentiates Circumstance into

four types based on their purpose in a clause. Those are enhancing (Extent, Location, Manner, Cause, and Contingency), extending (Accompaniment), elaborating (Role), and projection (Matter, Angle). Some of linguists also agree in completing the Circumstantial Elements with Contingency and Angle (Bloor and Bloor 2004:131-132, Butt : 2000:65).

Circumstantial meanings are expressed through adverbial groups or prepositional phrases, for example: Last year Diana gave blood according to Eggins (2004:215), Eggins (2004:222) adds that circumstances can occur in all process types. Circumstances are the conditions in which processes are occurring. Circumstances also answer such as when, where, why, how, how many and as what. Circumstantial elements are represented prepositional phrases or adverbial groups according to Halliday and Matthiessen, Eggins, Gerrot and Wignell.

According to Butt et al (2013:67-70), Any piece if circumstantial information about the process within its own clause is called circumstance. More they say, Circumstance usually answer the question such as; where, when, why, how, how many, etc. That circumstances are divided into seven kinds. There are; time (temporal); place (spatial); manner which consist of means, quality and comparison; cause which consist of reason, and purpose; accompaniment; matter, and role. 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 2.4 Types of Circumstance

Type of circumstantial clement	Express	Expressed by	Interrogative Form
Extent	Distance, duration	A unit of measurement	How far? How long? How many?
Location	Place, time	Typiccally an adverbial group or prepositional phrase, e.g. down, by the door, Jakarta, among friends	Where? When?
Manner	Means, quality, comparison	Prepositionalby 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	
Accompaniment		Prepositional phrases with such prepositions aswith, without, besides, instead of	Who/what else? Who/ what with?
Role	Construes meaning of 'be' and 'become'	Typically preposition : as, into	What as? What into?
Matter	That which is described referred to etc	Prepositions such as about, concerning, with reference	What about?
Angel	Meaning 'as, says'	Preposition to, or phrases according to, in the view/opinion of	

2.5 Narrative Text

Narrative text tells about a story that happened in the past and also tell about the experience. Using nouns or nouns to replace the words animals, people, things in the story. For example dwarfs, carriage and so on. Usually, they are stories that are already known by many people and developed in the community.

2.6 Previous Study

In this study, the writer took two previous study as a comparison about transitivity system that is about participant, process and circumstance. The first similar study has also been conducted by Eva Yunita Hutapea (2019) she *Transitivity System and Generic Structure In Descriptive Paragraph Written by Tenth Grade Students at SMA Lestari Medan* in that paper, the writer analysis the transitivity system in the students writing descriptive paragraph. In the transitivity system there are three parts, namely process types, participant and circumstance element. The generic structure of descriptive paragraph is identification and description.

The contribution from the above thesis helped me to complete the discussion in each chapter regarding transitivity analysis and writing in the senior high school.

The second study by M. Khairun Nazhirim (2013) his study explore *A Transitivity Analysis Of Genres In The Tenth Grade Senior High School Textbook Developing English Competencies* resulting that there were six kinds of process used in Textbook developing English Competencies, material process was the most frequently used.

The contribution from the above thesis helped me to complete the discussion in each chapter regarding transitivity analysis and functional Grammar.

The thirdth study by Sri Dea (2018) in her graduating paper *Transitivity Analysis in Reading Passage of English Textbook for Junior 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.

The contribution from the above thesis both use Halliday's theory in functional grammar.

The present study deals with *A Transitivity Analysis Of Students Writing Narrative Text Of The Tenth Grade Senior High School.* The previous studies related to the researcher's study are useful as supporting data. These from study can give more information and knowledge about participant, process, and circumstance in students' writing through their findings. This study is different from those related studies which can be seen from the source of data itself.

This research is different with previous of the study, because the researcher analyses the Participant, Process, Circumstance used in Narrative text written by the tenth grade senior high school. The texts were analyzed based on the theory transitivity which is proposed by Halliday. Here the writer is only to analyze the participant, process, circumstance in this case the writer will analyze all the metafunctionin Ideational function, especially Experiental

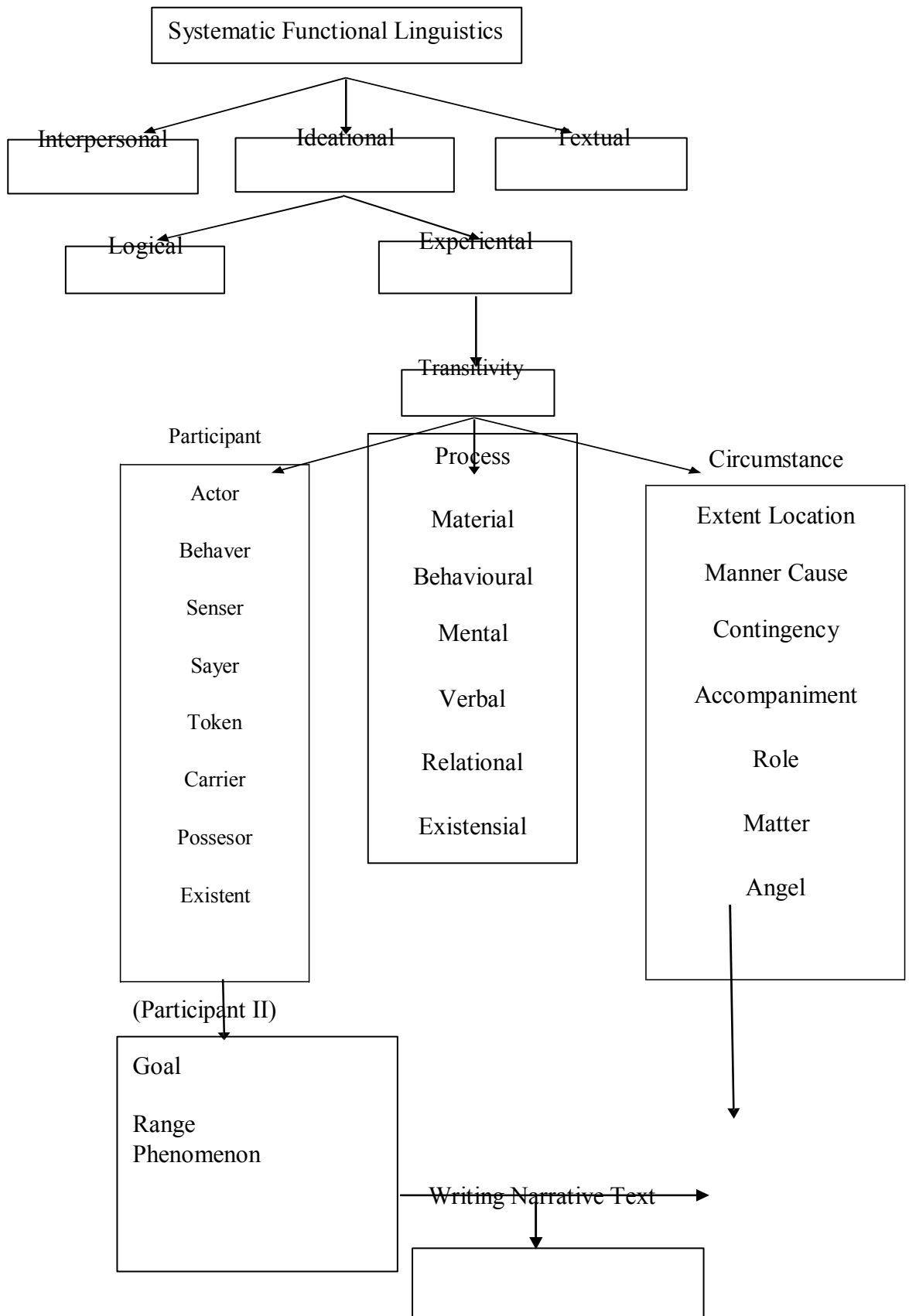The previous st udy above discussed about analysis transitivity in writing. The result of those previous study will be used as references to analyze participant, process and circumstances in writing narrative text made by tenth grade high school.

2.7 Conceptual Framework

Based on the title of this study that was "A Transitivity Analysis of students writing narrative text of the tenth grade senior high school". This

research using an analysis transivity writing narrative text. The process types are into six processes they are material, beha vioural, mental, verbal, relational and existential.

The following analysis is circumstance are divided into nine types. They are extent, location, manner, cause, contingency, accompaniment, role,matter and angle. This study use narrative text that is made by the tenth grade students.

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                    ┌─────────────────────────────────────┐
                    │  Systematic Functional Linguistics  │
                    └─────────────────────────────────────┘

    Interpersonal              Ideational              Textual


                        Logical        Experiental


                                    Transitivity


        Participant               Process              Circumstance

          Actor                   Material           Extent Location

          Behaver                 Behavioural        Manner Cause

          Senser                  Mental             Contingency

          Sayer                   Verbal             Accompaniment

          Token                   Relational         Role

          Carrier                 Existensial        Matter

          Possesor                                   Angel

          Existent


    (Participant II)

          Goal

          Range
          Phenomenon

                              Writing Narrative Text
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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is important in research activity, because the design that is used in research influence whether or not the research applied. The choice of method has to be adapted to the aim of the research. Research was investigation held scientifically, systematically, and logically to obtain new empirical findings objectively.

The Research design used in this research was descriptive qualitative research. Cresswell (2009:176) defines that a qualitative research is a form of interpretive inquiry in which the researchers make interpretations of what they see, hear, and understand. The interpretations are based on the researchers" backgrounds, history, context, and their prior knowledge. The purpose of the research wasto analyze the writing narrative text of students.

3.2 Source of Data and Data

The data were the clauses that contains of transitivity in narrative text written by students. All study needs source of data. The source of data in this study was the narrative text written by students.

3.3 Technique of Data Collection

To collect the data, there was some steps took by the writer, they are as follows:

1) Take a piece of paper

The writer asked students to take a piece of paper.

2)   Asked them to write narrative text.

The writer asked the students to write narrative text based on their experienceat

least 100 words and the writer gave 45 minutes.

3)   Collected the student's works

The writer collected the students work, after they finished their writing test.

4)   Classified and Analyze

The writer classified and analyze the process, participant and circumstance

elements that is used by the students in writing narrative text.

3.4 Instrument of Research

In applied the research methodology, researcher used instrument in

collected data. Suharsimi, Arikunto (2006:151) says that instrument of the

research is a tool or facility that is used by researcher to collect the data in order to

get better results. It was accurate, complete and systematic, so it found easy to

understand.

The instrument of the research was writing test. The students assigned to

write a narrative text. The write asked the students to write the narrative text based

on their experience measure their ability in expressing ideas and writing well. The

students did the test in the classroom.

3.5 Technique of Data Analysis

Types of data that writer used was clauses, which took from the narrative

text that was written by the students. The students' text must consist of

orientation, complication, resolution, re-orientation. So that the text can call as narrative text and valid to analyze. The text was consist of maximum 200 words.

After the data collected and selected, them the data analyzed, in adreesing the analysis of gaethering the data, some steps of analysis the data were needed.

1) The writer collected the students work, after they finished their writing test.

2) The writer was checked the students answer sheet at the class to check the wrong or uncomplete sentences. The writer was ask the students what the sentences means by the students.

3) And after that the students text are categorized and put in the data sheets. In the writer put the clauses and categorized that based on the transitivity theory by using table in the analysis sheet.

4) After that, the writer found the frequency of the categories of the participant, process, circumstance. And then, the percentage of each categories was calculate and will published as the writer report.