

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Learning English is not odd for everyone in our country. People realize to survive their life, they need knowledge. The knowladgement that is needed is only from their own country but also other countries. To make relationship with them, people need English communication because English is as one of the international language has an important role in international communication. People use language as a means of communication. Through language, people can express our thought and feeling.

Language first gives to every purposeful deliberation its ways. Without language, there would be lacking to every doing every dimension in which it could never primarily the expression of thinking, feeling, and willing. Language is the primal dimension within which man's essence is first able to correspond at all to being and its claim and, in corresponding, to being. The primal corresponding, expressly carried out, is thinking.

Language also has several functions. Halliday (1975) states that language has seven functions they are instrumental, regulatory, interactional, personal, Heuristic, imaginative and representational. The function of language which is related to this study is personal; that to express one's emotions, need, thoughts, desires, attitudes, etc.

Based on the explanation above people cannot imagine what will happen if there were no language in the world. How can someone interact with others without language? As Ramelan (1992:8) says "with language man can express his ideas and wishes to other people such as when

he needed their help so that close operation among members of the group can carry out.” so it is important to learn language in order to communicate successfully and effectively.

Learning English is a window for our country progress because English as one of international language has an important role in international communication. English has become a global language and plays an important role in some fields such as technology, art, international relationship, education, etc. Being able to communicate using English can be a determiner of a success of a country to face this globalization era. It is used in many countries throughout the world.

According to English Content Standard of the eighth of Junior High School, English is a means of communication either in spoken and written. The ability of communicating is the ability of understanding and producing texts in spoken and written which involving four skills consisting of listening, speaking, reading and writing. The four skills are used to perceive or discourse in society.

According to Pardiyo (2007:1) writing is one of form of manifestation of linguistic competence expressed in the form of use of written language, other than in the form of spoken language. Writing is an activity to create or pour information, message and idea into sentence that must be grammatically correct. In writing skills are seen as things that underlie success. But, usually many students assume that the writing is very difficult, like in written text.

Writing is a process of constructing a message by using strategies and step by step until it becomes a text. In writing, the writers have to manage to fulfill the process well in order to produce a good writing. However, as a skill, writing is regarded as a difficult skill to be mastered by the students. Most of students considered writing as a difficult subject. Most of students' skills are far from their learning target and teaching writing so far has not been satisfying. It is

supported by Alwasilah (2008:2) who states that communication in written language communication makes them tend to be not productive in writing. Based on the explanation above, writing is developing ideas in one paragraph. So, it can be concluded that in developing idea, there are participant, process in circumstance. They are information contained in paragraphs which developed by using recount text.

According to Stubbs (2010:8) recount text is a text which recalls and reconstructs events, experiences and achievements from the past in a logical sequence. In writing recount text, students not enough only understand about how to write, but also necessary to understand about grammatical rules, coherence and cohesion in writing. Realization of producing cohesive and coherent writing cannot be separated from the nation of experimental meaning. Analyzing students' recount text writing is one way to find out their ability in writing. The students product in this case recount text can give information about their abilities in writing recount text.

There are three elements of schematic structure of recount text, they are orientation, sequence of events and re-orientation Anderson & Anderson (1997). In the orientation part, the element consists of the background information which introduces persons, time and place. Such an element often has a time reference (for example, Last Thursday, one day). The next part is sequence of events which tells the series of events that are recounted. In this part, temporal and often additive connections are important in creating the sequence. Some expression of attitude or emotional response to events is often introduced in the record of events, for this adds interest. Last part is re-orientation, this element closes the story. This part is not always necessary (optional), often by returning the participants to the point when they started.

Gerot & Wignel (1995:194) state that the language features found in recount text are: specific participants, temporal sequence, circumstance of time and place, material process and

past tense. Participant, process and circumstance in explanation above are transitivity. Transitivity system refers to the predicate types of a language and the participant roles with which they combine.

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 refers to system for describing and how meaning is represented in the clause. Transitivity deals with the experiential metafunction. There are three basic elements to all process structure of transitivity, they are: the process itself, the participant and the circumstance of the process.

Based on the writer 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 recount 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 participant, process and circumstance in writing recount text, which is made by eighth grade students in SMP HKBP Pardamean Medan. Therefore, the researcher would like to investigate the students' recount 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, the writer would like to conduct a research titled "An Analysis of Participant, Process and Circumstance in Writing Recount Text Made by The Eighth Grade Students in SMP HKBP Pardamean Medan".

1.2 The Problems of the Study

The problem of the study is presented as the following: “What is the text especially participant, process and circumstance realized in writing recount text made by the eighth grade students of SMP HKBP Pardamean Medan?”

1.3 Objective of The Study

After having the formulation of the problems as stated above, the main purpose of the study is: “To find the participant, process and circumstance in recount text realized in the recount text made by the eighth grade students of SMP HKBP Pardamean Medan.”

1.4 The Scope of Study

There are three types of transitivity in Systematic Functional Linguistic, namely: interpersonal, ideational and textual. This study focus on ideational especially in experiential meaning that discuss about participant, process and circumstances in writing recount text made by the eighth grade students in SMP HKBP Pardamean Medan.

1.5 Significance of The Study

This research is expected to having some significances 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. For the students

The students can improve their ability in writing text especially in recount text and they can transfer what they know cognitively about language features of recount text especially in participant, process and circumstance.

b. For the teacher

This result of the study will help the teacher to find out their student's weaknesses in writing and understanding recount text so they can take same steps to improve they student's ability in writing recount text.

c. For the writer

The writer can increase her knowledge about participant, process and circumstance in text.

d. For the readers

Enlarge the readers' knowledge about text or genre, especially recount text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

A human being cannot leave in the world without others human being help him. Man is a social being who always needs company in his life. It can hardly imagine that he should alive by

himself without anyone accompanies him. He needs help from others. That is why human being always live together in groups, cooperate interact with one another interaction is a realization of human beings instinct to fulfill their needs. One ways to provide the necessities of life are cooperate, associate, and exchange information and experiences. To express their ideas, the absolutely need of communication, which is called language, because trough communication, we will understand each other according to Ramelan (1992:8) stated that “with language man can express his ideas and wishes to other people such as when he needed their help so that close operation among members of the group can carried out.”

In conducting a research, the theories are needed to explain some concepts and terms applies concerning to the research. This theoretical framework which is presented in order to give some clearer concepts applied in this study. It aimed to avoid ambiguity, misunderstanding, and misinterpretation of the concept employed. In this part, the writer discusses about language skill, definition of text, genre of the text, analysis of the text, recount text, the social function of recount text, the generic structures of recount text, the language features of recount text, type of recount text, definition of participant, definition of process and definition of circumstance.

2.2 Systematic Functional Linguistic

Systemic 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 the 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 based on a context of situation and a context of culture. Systemic Functional Linguistics was developed by Halliday (1985) a professor of linguistics from university of Sydney. It is usually used to find 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 as 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 it is about doing, this is either plan action or action on something; if acting on something, it is either creating or dealing with something already created, and so on (Emilia, 2014: 62 - 63).

Finally, SFL concerns language as a system for contruing 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.

2.3 Participant

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

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

According to David Butt (1995: 53), 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: According to Halliday (1985)

PROCESS	PARTICIPANT I	PARTICIPANT II
Material	Actor	Goal
Behavioral	Behaver	Range
Mental	Senser	Phenomenon
Verbal	Sayer	Verbiage
Relational	1. Identifying:Token 2. Attribution: Carrier 3. Possession: Possesor	1. Value 2. Attribute 3. Possesed
Existential	Existent	-

2.4 Process

Processes are central to transitivity. Participant and circumstance are incumbent upon doings, happening, feeling, and being. This suggests that there are different kinds of goings on, which necessarily involve different kinds of participant in varying circumstances. According to Unsworth (2000:35) the process is the action around which the clause is structured.

So, process is realised by verb. There are indeed different process types identified by Halliday read in Linda Gerot and Peter Wignell (1995: 54)

Table 2.2 Types of Process

Material	Doing	Bodily, physically, materially
Behavioral	Behaving	Physiologically and psychological
Mental	Sensing	Emotionally, intellectually, sensorial
Verbal	Saying	Lingual, signally
Relational	Being	Equal to or some attribute of
Existential	Existing	There exists

1) Material Processes

Material Processes are processes of material doing. They express the notion that some entity physically does something-which may be done to some other entity. So clauses with a Material process obligatory have a doing (process) and a doer (participant).

Examples:

- a. The water flows
Participant process
- b. Andoy kicked the dog
Participant process goal
- c. Mr. Thomas cuts his hair.
Participant: Process: Participant:
Actor *Material* *Goal*

2. Behavioral Processes

Behavioral Processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering.

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

- a. Gilang snores loudly
Participant: Process: Circumstance:
Behaver behavioral manner

We can have the enacted behavior mentioned:

- b. He heaved a great sigh
Participant: Process: Participant:
Behaver behavioral range

3. Mental Processes

Mental Processes are ones of sensing: feeling, thinking, perceiving. There are three types: affective or reactive (feeling); cognitive (thinking); perceptive (perceiving through the five senses).

According to Lock (1996:105) there are four 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), and volition (wanting, needing, desiring, hoping, and wishing).

Thus, According to Halliday (1985:112) the participant roles in mental processes are **senser** and **phenomenon**.

The phenomenon is that which is sensed: felt, thought or seen.

Example:

a. <u>Mr. Saifudin</u>	<u>loves</u>	<u>Maemunah</u>
Participant:	Process:	Participant:
Senser	mental (Affect)	Phenomenon

b. Senser only: <u>Wilson</u>	<u>understood</u>
Participant: Senser	Process: Mental (cognitive)

c. Phenomenon only: <u>loneliness</u>	<u>hurts</u>
Phenomenon	Mental (Affect)

4. Verbal Processes (Projecting Processes)

Verbal processes are processes of saying, or more accurately, of symbolically signalling. Very often these are realized 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. <u>Dorin</u>	<u>said</u>	<u>Eko</u>	<u>doesn't like</u>	<u>juice</u>
Participant:	Process:	Participant:	process:	participant
Sayer	verbal	senser	mental	phenomenon

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

Example:

b. <u>The sign</u>	<u>says</u>	<u>'no smoking'</u>
Sayer	verbal	material

5. Relational Processes

Relational Processes 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 Attributive 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 roles are token and value.

Example:

b. <u>Thom</u>	<u>may be</u>	<u>the best football player.</u>
Token	Identifying	value

c. <u>I</u>	<u>have</u>	<u>a son</u>
possessor	possession	possessed

6. Existential Processes

Existential Processes are processes of existence.

Example:

a. There	<u>appears</u>	<u>a problem</u>
	Existential	existent

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

2.5 Circumstance

Some linguists identify Circumstantial Elements by considering what probes use for eliciting or looking at the different question to which the circumstances provide answers. They classify them into seven types. They are Extent, Location, Manner, Cause, Accompaniment, Matter and Role (Egins 2004: 222, Gerot and Wignell 1994: 52-53). Moreover, Halliday (2004: 261-276) differentiates Circumstances 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 et al.: 2000:65, Thompson 1996:105).

Circumstantial meanings are expressed through adverbial groups or prepositional phrases, for example: Last year Diana gave blood according to Egins (2004:215. Egins (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, Egins, Gerrot and Wignell in Candradewi Wahyu Angraeni (2015:3).

According to Butt et al.(2001:67-70), —Any piece of 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. Gerot and Wignell (1994:52-53) explain 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 2.3 Types of Circumstance

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 the door, Jakarta, among friends	Where? When?
Manner	Means, quality, comparison	Prepositional by or with, adverbial group with-ly adverb, prepositional phrases with like or unlike	How? What with? What...like?
Cause	Reason, purpose, behalf	Prepositional 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 as with, 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?
Angle	Meaning 'as.says'	Preposition to, or phrases according to, in the view/opinion of	

2.6 Definition of Text

When we study about genre, we must know about a text completely because genre very close relation with a text. Generally, a text is something that we usually read. There is definition of a text that the writer takes from Exploring How Text Works book, in order to support his study in her book, Derewianka in Himawati (2009:20) stated that a text is any meaningful stretch of language – oral or written. Mean while, Halliday (2004:10) explained that text is not group of words hut as a semantic unit. So, from the quotation above, it is clear that in defining about text we must also regard to the group of word meanings in one text.

2.6.1 Genre of the Text

Theory known as genre theory about forward, methods and suggestion about the teaching of writing. One of its main concerns is to discover and describe the major characteristic of kinds of writing. Genre are kind of text that each of them has communicative purpose, text structure and characteristics of linguistic. Language is social phenomena and that to use language – to speak or write is to be engaged in an entirely social activities Smith in Himawati (2009:21). It means that anything about language is the kin of words. We use sentences, we construct ways, we interact with language has social reason and social effect.

According to Anderson and Kathy's (1997:1) in the genre based approach to teaching writing, genre are divided into 2 ranges. They are:

1. Story Genre (Non Factual)
 - a. News Item

A non factual text which informs readers of daily newspapers about events of the day which are regarded as newsworthy or important. Newspapers need to make the news as readable as possible in order to attract as many readers as possible.

b. Narrative

A non factual text used in a variety of modes to amuse, entertain and to deal with actual or vicarious experience in different ways. Stories deal with events that are problematic and which lead to crisis or turning point of some kind.

It has schematic structure orientation, evaluation, complication, resolution, and reorientation.

c. Recount

Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture. Personal letters to friends are often recounts of experience.

d. Spoof (Anecdote)

The anecdote is almost exclusively an oral genre and is a common feature of casual conversation. An interesting anecdote is one in which the teller makes the listener want to listen for more. Therefore, handling interpersonal meanings well is an important part of the narrator's anecdotal skill.

2. Factual Genre

a) Report

Factual text which describes the way things are, with reference to a whole range of phenomena, natural, synthetic and social on our environment.

It has schematic structure general classification, description (types, part and their function, qualities, behaviours/habits)

b) Procedure

A factual text designed to describe how something is accomplished through a sequence of actions or steps. Procedures are also more about process than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written text to do with science, art and craft, cookery, media studies and health as well as other subjects.

c) Explanation

According to Sahlan Tampubolon (2018:230) explanation text is the text that try to explain a process of how to do or how it happens of a certain phenomenon occurs in society. The type of explanatory text or comment text type is a type of text containing an evaluation or review of an issue or phenomenon. In other words the text of explanation is a text that contains about the explanation of processes or stage of an event whether natural or sociocultural nature.

d) Discussion

Discussion text used to present information about and arguments for both sides of an issue, concluding with a conclusion or recommendation based on the weight of evidence. It has schematic structure issue, arguments for and against (pros and cons), statements of differing points of view, and conclusion or recommendation.

e) Exposition

Exposition is a factual text used to put forward a point of view or arguments. Purpose an exposition attempts to persuade the reader to believe something by presenting one side of the argument.

2.7 Recount Text

There are some definitions about writing based on the some experts. According to Hyland (2004:29) stated that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. According to Pardiyono (2007:63) stated that recount text is a text which retell events or experience in the past. Its social function is to inform the reader or listener about past experience. According to Warner (2009:25) recount is a text which tells the reader about something that has happened. Similar opinion is stated by Evans (2002:33) that recount text “is a chronological retelling events”. Minar and Zitnay (2012:2) argue that recount text also tells about a specific person or event and it is organized as a series through time. So, From the definition above, the writer concludes that recount text is a text that tell us about past experience or past event in the story, activities or action.

2.7.1 Language Feature

According to Pardiyono (2007:69) they are some languages features that must be used in recount text.

1. Using past tense, past perfect and past continuous. Simple past tense to locate events in relation to the speaker or writer. It is noun and pronoun to identify people, animal, or things involved.
2. Introducing specific participants: my friend, he, my family, etc.
3. Action verb: spent, visited, decided, went, took, etc.
4. Linking verb: were, was, etc.
5. Using chronological order: first, second, third, next, that, finally, then, after, etc.

According to Anderson Mark and Anderson Kathy (1998:49) the language features usually found in a recount text are:

1. Proper noun and pronouns to identify those involved in the text
2. Action verb
3. Descriptive word to give details about who, what, what, when, where, and how.
4. The use of the past tense to retell the events.
5. Conjunction and time connectives.
6. Adverb and adverbial phrase.
7. Words that show the order the events

2.7.2 The Social Function of Recount Text

According to Pardiyono (2007:164) recount text has some social functions, which are:

1. To retell something happened.

Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

2. To inform something to the readers.

It informs to the reader about what happened, where this even took place and when it happened.

3. To entertain.

Sometimes, recount retells a funny experience. It has a function to entertain the reader.

2.7.3 The Generic Structure of Recount Text

According to Derewianka in Miranti (2008:16) generic structures of recount text are:

a. Orientation.

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

b. Series of events.

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer.

c. Re-orientation.

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all recounts closed by reorientation. It is optional.

2.7.4 Types of Recount Text

According to Derewianka (1990:15-17), there are three types of recount. They are:

1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in.

a) Use of first person pronouns (I, we)

b) Personal Responses to the event can be included, particularly at the end.

c) Details are often chosen to add interest or humor.

2) Factual Recount

a) Use of third person pronouns (he, she, it, they)

b) Details are usually selected to help the reader reconstruct the activity or incident accurately.

c) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment)

d) Mention of feelings is probably not appropriate.

e) Details of time, place and manner may need to be precisely stated (e.g. at 1.45 pm, between Johnson St and Park Rd, the man drove at the speed of 85 kph)

f) Descriptive details may also be required to provide precise information (e.g. a man with a blue shirt, black shoes, and short hair, weighing 76 kilos and approximately 189 cm tall).

g) The passive voice may be used (e.g. the beaker was filled with water)

h) It may be appropriate to include explanation and justifications.

3) Imaginative Recount

This type of recount that the text presented an imaginary role and giving details of event.

a) Usually written in the first person

b) It may be appropriate to include personal reactions.

2.8 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 Mardi 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 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 present study deals with *An Analysis of participant, process and circumstance in writing recount text made by eighth grade students in SMP HKBP Pardamean Medan* . The previous studies related to the researcher's study are useful as supporting data. These form 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.

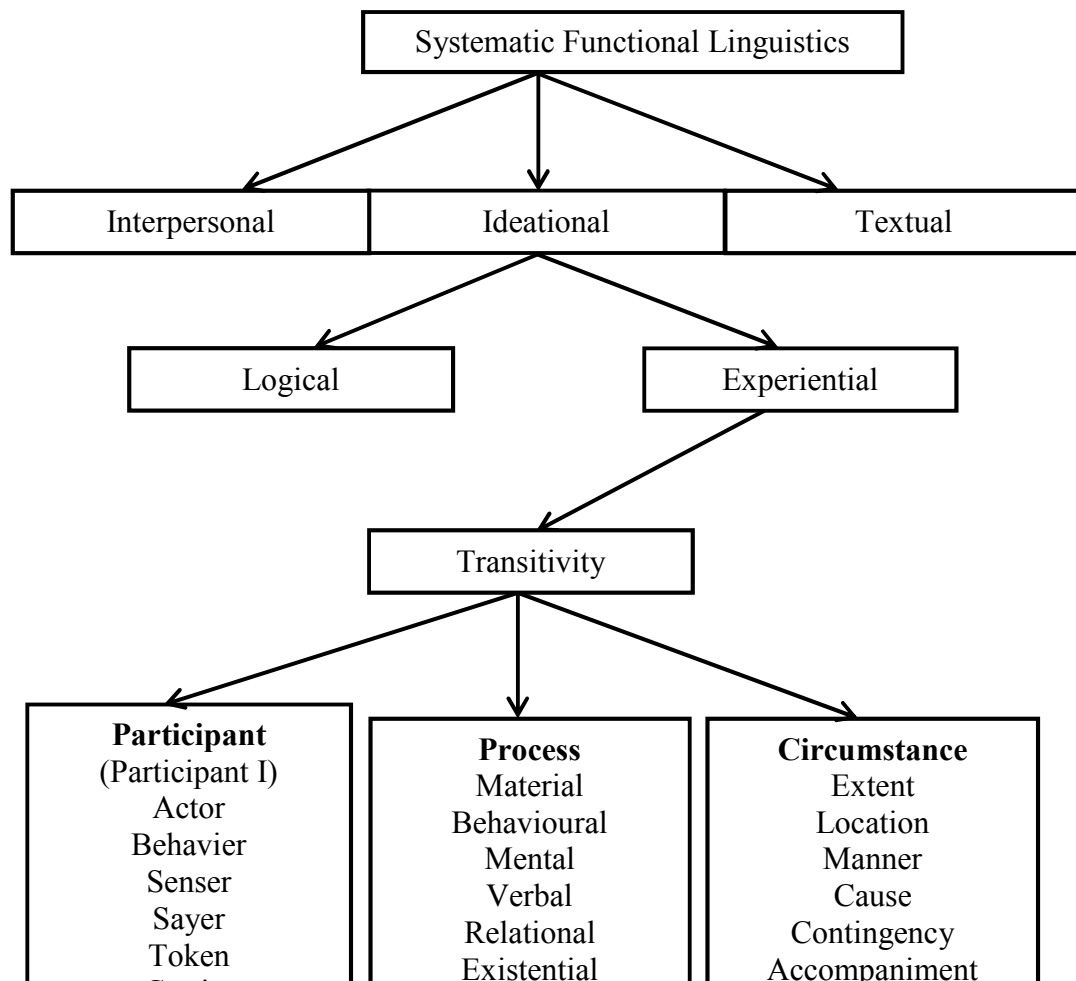
The two previous study above discussed about analysis transitivity in writing. The result of those previous study will be used as references to analyze participant, process and circumstances in writing recount text made by eighth grade students in SMP HKBP Pardamean Medan.

2.9 Conceptual Framework

Based on the title of this study that was *An Analysis of language feature Participant, Process And Circumstances In Writing Recount Text Made By The Eighth Grade Students In SMP HKBP Pardamean Medan*, this research using an analysis recount text based on participants, process and circumstance. Participant has two part that is participant I: actor,

behavior, senser, sayer, token, carrier, possessor, existent and participant II: Goal, Range, Phenomenon, Verbiage, Value, Attribute and Possesed. The process types are into six processes they are material, behavioural, mental, verbal, relational and existential.

The following analysis is circumstances are divided into nine types. They are extent, location, manner, cause, contingency, accompaniment, role, matter and angle. This study use recount text that is made by the eighth grade students in SMP HKBP Pardamean Medan.



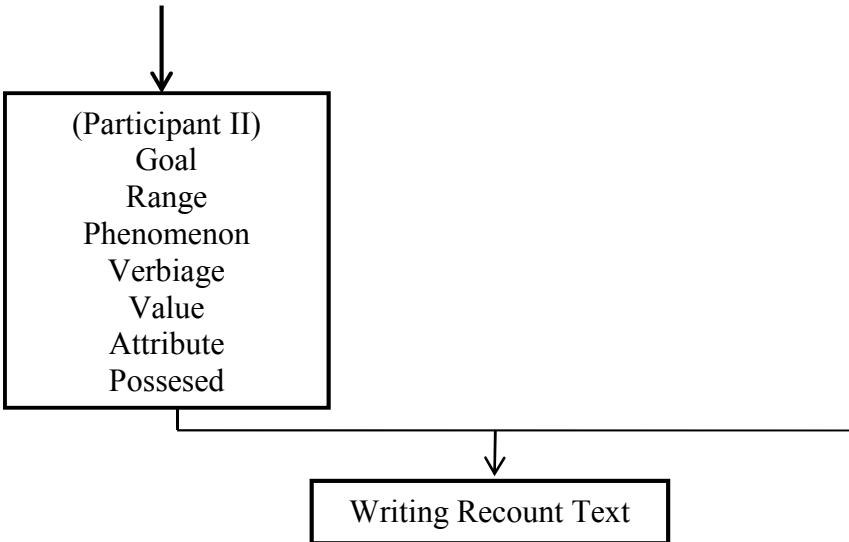


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design was 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 is 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 were based on the researchers' backgrounds, history, context, and their prior knowledge. The purpose of the research is to analyze the participant, process and circumstance of students' recount text writing.

3.2 Subject of the Research

The subject of the research were the students of the eight grade of in SMP HKBP Pardamean Medan. The data were took 10 randomly written compositions of students which focus on recount text.

3.3 Technique of Data Collection

To collected the data, there were some steps took by the writer, they were as follows:

- 1) Take a piece of paper

The writer asked students to take a piece of paper.

- 2) Asked them to write recount text.

The researcher asked the students to write recount text based on their experience at least 100 words and the writer gave 45 minutes.

- 3) Collected the students' works.

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

- 4) Analyzed of participant, process and circumstance of the students' work.

3.4 Instrument of Research

In applied the research methodology, researcher used instrument in collected data. 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 recount text. The writer asked the students to write the recount 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 recount text that was written by the students. The students' text must consist of orientation, events and reorientation, so that the text can call as recount text and valid to analyze. The writer checked the students' sheet and put clauses then classified and analyzed the participant, process and circumstance elements that was write by the students in writing recount text.

3.6 Validity (Triangulation)

According to Olsen, W (2004:3) states 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, 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 research data triangulation the writer used is from Miles and Huberman (1944) namely Methodology Triangulation. Through this techniques, the writer was collected the data by using observation and conducting primary research. Which was used and the writer collects and comparing the result of the problem in the research with the contents related to theory used.

