

TRANSITIVITY ANALYSIS OF STUDENTS IN WRITING RECOUNT TEXT AT TENTH GRADE SENIOR HIGH SCHOOL 3 JAMBI CITY

Ayu Ramandha Utami, Khidayatul Munawwaroh, Ridho Praja Dinata

English Education Study Program, Faculty of Teacher Training and Education, Batanghari University

ABSTRACT

The objective of the research is to investigate the use of transitivity of students in writing recount text and to find out the most dominant process of transitivity used. In this research, this research used descriptive qualitative method. Subject of the research in this study is students at tenth grade of Senior High School 3 Jambi City in academic year 2021/2022. This research used cluster sampling techniques and as a result the participants in this study is students in class X MIPA 3. The data is collecting by writing test. The data analyzed were 370 clauses taken from recount text written by thirty four students' X MIPA 3 of tenth grade Senior High School 3 Jambi City. In these clauses, all process types can be found with varieties of the usage. The results were: material process (63%), mental process (15%), behavioral process (8%), verbal process (3%), relational process (5%), and existential process (6%). As for the participants, almost all can be found in students' recount texts: actor, goal, range, senser, phenomenon, token, value, carrier, attribute, behavior, sayers, verbiage, and existent. Material process is the most process found in the data, it is about 63% or 232 clauses. Material process refers to process of doing and happening. According to Boardman (2008, p. 287) the significant common grammatical patterns of recount text that focused on specific participant, use of material process or action verb, use Circumstance of time and place and temporal sequence of events. The least appear is verbal process.

Keywords: transitivity, recount text, writing skill.

INTRODUCTION

Writing is one of the four skills that students master in English (Weigle, 2002). According to Alterman (2005), writing is a type of communication that uses lettering to distribute and communicate a message. Writing is more difficult than other English skills since it requires students to master a set of competencies in order to produce a single piece of writing (Brown, 2001). As a result, when producing a text, students must know proper spelling, punctuation, word choice, and grammar.

One of writing texts which must produce by students of senior high school is recount text which is a text genre that tenth-grade high school students must learn according to the curriculum. Recount text is a type of text that recounts a prior event or experience (Stubbs, 2000). Students must be able to produce recount texts independently as one of the fundamental skills they must master in this topic.

There are numerous steps in composing recount text (Boardman, 2008). The first is orientation paragraph that gives background data about who, what, where, and when. The second is a record of activities that is typically acknowledged in chronologically. The third is a personal assertion or evaluative comment interspersing at some point of the occasions report, namely evaluation. The last is a reorientation which rounds off series of events.

On occasion, the students had problems in writing recount text, specifically in applying the linguistic features of their text, as an example, presenting specific participants, time and place circumstance, point of view in first person, additive conjunction, material procedure, and the usage of past tense (Gerot and Wignell, 1995). Many students struggled to produce a paragraph that followed the paragraph pattern and the

students' most common issues were with sentence form, cohesion, and coherence. Furthermore, students are concerned with organizing material in a way that is consistent with its generic structure and grammatical properties. It is demonstrated by their writing, which still omits the conclusion, sequences of events, and other crucial elements.

Another problem is that students have a lack of understanding about transitivity. Transitivity is characterized by Halliday and Matthiessen (2004) as a clause system that includes process, participants, and situations. The essential aspect of transitivity is process, which is usually realized through the use of a verb. This knowledge, which is crucial in interpreting their experience (in terms of who, where, when, why, what, and how), is still a source of concern for them. This makes it difficult for them to determine which verb best describes the process in a recount, narrative, descriptive, discussion, or other literature. They must first understand the knowledge or content in order to know how to apply it effectively in their writing.

In this case students' recount text can be used to find out students' knowledge about English, so analyzing the students'

TRANSITIVITY

Transitivity as the analysis system in the concept of Clause as Representation can be used to analyze the meaning that lies behind a clause and the intention of the author through the participants, processes, and circumstances in the text (Gerot & Wignell, 1995). The transitivity system consists of six processes, namely material, mental, behavioral, verbal, relational, and existential processes. Transitivity, in traditional grammar, refers to whether the verb is transitive or intransitive. However, transitivity in SFL (Thompson, 1996) is concerned with the whole clause instead of describing the verb and its object (Herlina & Hakim, 2021).

Kondowe (2014) explained that the clause could be analyzed for it can represent both the inner and outer world of human beings. Transitivity can make a clause more understandable because the

recount text or writing is one manner to reveal it. Furthermore, through analyzing students' recount text, teachers are assisted in finding out why the students find writing difficult as well as their ability. Students' recount text can be analyzed in phrases linguistic features by the usage of Transitivity procedure which has three components of Transitivity, namely: the process, individuals, and circumstances (Halliday and Matthiessen, 2014). Then, transitivity process is divided into six types, there are: material process, mental process, behavioral process, verbal process, relational process, and existential process.

Overall, their short time to practice may be the source of all of these problems. Even though they have two hours of learning every week, the activities they do in class rarely take them one by one through the process of writing a whole book. Furthermore, the K13 Curriculum states that students' must be able to communicate ideas, establish meaning through text, and correctly employ tenses. In light of the foregoing, this research would want to look at students' recount texts, as using a particular text's criteria is a challenge that students in that school face when studying English.

reader will know the specific process in the clause. In Halliday's and Matthiessen (2004) words, it presents how the world is perceived in the three dimensions: the material world, the world of consciousness, and the world of relations (Herlina & Hakim, 2021).

Processes are central to Transitivity. According to Thompson (2004), 'these processes are typically expressed – or realized-by the verbal group in the clause, and is the central component of the message from the experiential perspective.' The term process and participant are used in analyzing what is represented through the use of language. They are also regarded as “going-on” and suggest many different kinds of goings-on, which necessarily involve different types of participants in verifying circumstances. While on the other hand, participants and

circumstances are incumbent upon the doings, happenings, feelings, and beings (Imperial, 2021)

Halliday and Matthiessen (2004) state that these process types project experiential implications, whereas the way they are connected between each other in the clause structure shows the meaningful logic. According to them, the connectivity of these factors creates the logicoexperiential relationship in the discourse construing the experiential world. The transitivity system consists of six processes, namely material, mental, behavioral, verbal, relational, and existential processes.

Material process is the process of doing and happening (Halliday & Matthiessen, 2004; Sujatna, 2013). The main elements in the clause are process and participant as doer (called actor or agent). Meanwhile, the circumstances and other participants (which are called goal, beneficiary, and scope) are optional.

Mental process is the process of sensing (feeling, thinking, perceiving, and also having an emotional reaction to things) (Gerot & Wignell, 1995; Halliday & Matthiessen, 2004). The main elements in the clause are senser (experiencer) and phenomenon. In reference to Halliday, Lock (1996) divided this process into four types, namely (1) perception (hearing, feeling, seeing, noticing, smelling, and tasting), (2) affection (loving, liking, hating, admiring, missing, and fearing), (3)

cognition (knowing, remembering, forgetting, believing, thinking, and doubting), and (4) volition (needing, wanting, desiring, intending, wishing, and hoping).

Verbal process is the process of saying (Gerot & Wignell, 1995). The participants in this process are sayer, recipient, verbiage, quoted, and target (Sujatna, 2013). The sayer is the one who produces the utterance; the recipient is the one to whom the verbal process is addressed (as indirect object in the clause); the verbiage is what was said (as the direct object in the clause); the quoted is the representation of the utterance realized in the direct speech (Bloor & Bloor, 2004); and the target is someone or something that the sayer says something about (Deterding & Poedjosoedarmo, 2001).

Relational process is the process that involves states of being and having (Gerot & Wignell, 1995). This is the generalization of the traditional notion of copula construction. They are used to identify something or to assign a quality to something. According to Bloor and Bloor (2004) relational processes can be divided into attributive processes and identifying processes.

Existential process is the process of exacting existence. The participant in this process is called existent, which is expressed by the 'real' subject of the clause and followed by locative circumstance (Sujatna, 2013).

WRITING

Writing is one of four English abilities that we must acquire in order to learn the language. It is significant because writing allows people, particularly students, to communicate their thoughts, ideas, opinions, and experiences in a written format. "Writing is the act of thinking to discover ideas, thinking about how to convey them into effective writing, and arranging the ideas into statements and paragraphs that will be understandable to a reader," said Sarimarsutalinda, Inderawati, and Suganda (2018).

According to Amalia and Syahrul (2018); Putri and Syahrul (2012); and

Arviyana and Syahrul (2017), fecundity in writing skills require students to skillfully take advantage of the structure of language that the resulting article an interesting read. Writing skills are said to be productive because they are formed from the process of integrating what has been heard, talked about and read, then expressed again in written form.

Writing, according to A.S. Hornby (1995), is the activity of writing, such as books, stories, or articles. The ability to write is just as crucial as other English skills. Writing is a difficult task. This is a skill that takes time to master. A

mechanism by which people comprehend what they have seen is required for writing activities. Teachers who grasp the concept of writing can attain the aims of writing teaching. As a result, teachers must

RECOUNT TEXT

According to the School-Based Curriculum 2013, students at Senior High School must master several types of text, one of which being Recount Text. Recount text, according to the author, is a text that is so close to the students' lives that it frequently recounts a personal experience. A text recount is a piece of writing that retells past events, usually in chronological sequence.

Recount is a development of a chain of events, according to Cakrawati(2018), and in recount, the writer is arranging prior experience. The objective of a recount text is to describe what happened or to retell events in order to inform and entertain(Azizah & Inggri, 2021). Boardman (2008) stating that the significant common grammatical patterns of recount text that focused on specific participant, use of material process or

understand the nature of writing. Students should practice writing and improve their vocabulary in order to be competent writers.

action verb, use Circumstance of time and place and temporal sequence of events.

A recount text is a text which recalls and reconstructs past events, experiences, and accomplishments in a logical order (Stubbs 2010). Typically, a recount entertains by describing a series of events that develops a link between the writer/reader and the speaker/listener. Recount is a social genre that retells events for the intention of enlightening or entertaining the audience. Orientation, event record, and reorientation are the three basic elements of recount text. The past tense is utilized in the recount text. Recount according to (Ken Hyland, 2004) has a social function of reconstructing prior experiences by recalling events in their original order. We can look at personal letters, police reports, insurance claims, and incident reports for examples of recount (Sianipar et al., 2020).

RESEARCH METHODOLOGY

In this study, this research used qualitative research and descriptive approach as the research design. Qualitative research, according to Creswell (2016), is a research procedure that is based on tradition research to comprehend people who are based on the research tradition with a typical approach of exploring human or societal problems. Researchers build a complex and holistic picture through analyzing words, reporting informant perspectives in detail, and conducting research in natural setting.

According to Borg and Gal (1989), qualitative research is a research method based on postpositivism that is used to examine the condition of natural objects, where this research is the primary instrument, data collection techniques are triangulated (combined), data analysis is inductive/ qualitative research, and

qualitative research results emphasize meaning rather than generalization.

The population was the students at the tenth grade of Senior High School 3 Jambi city who were divided into eleven classes. Thus, the total number of population is 354 students. This research used one-stage cluster sampling in this case. A set of clusters is randomly selected from a larger set of all clusters in the population in one-stage cluster sampling (Burke & Christensen, 2014). As a result, the participants in this study are 10th grade students at State Senior High School 3 Jambi City. The Department of Science and the Department of Social Sciences, with diverse classes, are thus the clusters derived from the population. Thus, this research took a random sample from the cluster, the students in class X MIPA 3.

In this research, the transitivity analysis data was collected through writing

test. This research used data of recount text written by tenth grade students. After this research got the data and reduce it, the next step is analyzing the data/ this research analyzed the data based on the process types. The descriptive approach used in order to represent the process types used in recount text written by tenth grade students.

According to (Rahmawati, 2019) the procedure of analysis was divided into some steps, they are:

1. This research sorted the data by considering of content and generic structure. The topic of the text is about personal experiences namely "Holiday". Because the topic of the text is personal experience about their holiday, the text that can be evaluated comes from students who have already personal experience about their holiday and can repeat their narrative successfully. Following that, only the texts with the

correct general structure will be chosen from the relevant topics.

2. This research identified the clause of its transitivity processes in students' recount text to know the construction of their paragraph based on Halliday's theory (1994)
3. This research analyzed kinds of process in the students' recount text based on Halliday's theory (1994).
4. This research calculated how many percent of process types used in students' recount text using the formula as follows:

$$P = \frac{N \times 100\%}{T}$$

Notes:

P=percentage of a particular kind of process

N=the number kind of process

T=the total number of process

5. This research concludes the result.

FINDINGS

This research was carried out to students in class X MIPA 3 Senior High School 3 Jambi City in the 2021/2022 academic year. This research conducted research for 2 (two) weeks to find the data and facts regarding the students' transitivity in writing recount text. This research was conducted on 11 male and 23 female

In analyzing the data, this research divided each sentence in students' recount text into clauses. After that, the writers identified and classified the clauses based on six types of processes in transitivity. Then, this research presented data taken from recount texts written by 34 students at tenth grade Senior High School 3 Jambi City. Each clause of the texts was analyzed into process types of transitivity system. They are material process, behavioral process, mental process, relational process, verbal process and existential process. In this case, there are 370 clauses found and analyzed.

The percentages shown in this section are a summary of students' transitivity in writing recount text through a

students in the sample class. This research was carried out for 2 (two) weeks to be precise on February 22th, and March 1th, 2022.

The result of this test has been analyzed further about students' transitivity in writing recount text, there are 1) Material Process, 2) Mental Process, 3) Behavioral Process, 4) Verbal Process, 5) Relational Process, 6) Existential Process writing test given to 34 students' belonging to class X MIPA 3 at Senior High School 3 Jambi City. Each clause of the texts was analyzed into process types of transitivity system. They are material process, mental process, behavioral process, verbal process, relational process, and existential process. The appearances of process types in transitivity of each students' text can be seen in the table below.

Table 1. Appearances of Processes

Process	Frequently of Appearances	Percentages
Material	232	63%
Mental	56	15%
Behavioral	29	8%

Table 1. shows that material process is the most process found in the data, it is about 63% or 232 clauses. Material process refers to process of doing and happening. The second is mental process. It appears 56 times (15%) which refers to process of sensing. The third is behavioral process. It is about 8% or 29 clauses which refers to process of psychological behaviors. The fourth is existential process. It appears 24 times (6%) which refers to process of existence. The fifth is relational process which refers to process of being and having. It appears 18 times (5%). The last is verbal process which refers to process of saying. It is about 3% or 11 clauses.

DISCUSSION

In this study, this research analyzed 34 students’ recount text at tenth grade Senior High School 3 Jambi City. This research analyzed the data by using Transitivity process based on the theory of Halliday & Mathieson (2014), Eggins (2004), Bloor & Bloor (2004), Gerot & Wignell (1995). Based on the data analyzed above, there are six process types of transitivity found in the data. Which are material process, mental process, behavioral process, verbal process, relational process, and existential process. The explanation below is sorted by the frequency of occurrence of process types.

The first is Material process, based on the findings previously mentioned. Halliday & Matthiessen (2004) stated that material process is process of doing and happening. It involves two participants in clause, named Actor and Goal. From 370 clauses analyzed, this research found 232 (63%) clauses regarded as material clause. It related to the theory that Material process is one kind of grammatical patterns of recount text.

The second process found is Mental process. It is about 56 times (15%) clauses found in the data. It related to the theory

Verbal	11	3%
Relational	18	5%
Existential	24	6%
Total	370	100%

Mental process is the process of sensing (feeling, thinking, perceiving, and also having an emotional reaction to things) (Gerot & Wignell, 1995; Halliday & Matthiessen, 2004). The main elements in the clause are senser (experiencer) and phenomenon.

The third is Behavioral process. It is about 29 times (8%) clauses found from the data analyzed. It related to the theory Behavioral process is the process of physiological and psychological behaviors, including breathing, watching, looking, listening, smiling, snoring, dreaming, hiccupping, and pondering (Gerot & Wignell, 1995). The main participant is Behaver, but may sometimes involve a Behaviour.

The fourth is Existential Process, based on the findings previously mentioned. It is about 24 times (6%) clauses found from the data. It related to the theory (Bloor and Boor, 2004) in Existential Process, there is only one participant, namely, Existent, which has two major forms of grammatical relation, a copular verb and an empty “there” as Subject and with a copular verb, the Existent as Subject and usually an adjunct of circumstance.

The next process based on findings previously mentioned is Relational Process. It is about 18 times (5%) clauses found from the data. It related to the theory Relational process is the process that involves states of being and having (Gerot & Wignell, 1995). This is the generalization of the traditional notion of copula construction. They are used to identify something or to assign a quality to something. According to Bloor and Bloor (2004) relational processes can be divided into attributive processes and identifying processes.

The last process found is Verbal process, based on the findings previously mentioned. It is about 11 times (3%)

clauses in the data analyzed. It related to the theory Verbal process is the process of saying (Gerot & Wignell, 1995). The participants in this process are sayer, recipient, verbiage, quoted, and target. The sayer is the one who produces the utterance; the recipient is the one to whom the verbal process is addressed (as indirect object in the clause); the verbiage is what was said (as the direct object in the clause); the quoted is the representation of the utterance realized in the direct speech (Bloor & Bloor, 2004); and the target is someone or something that the sayer says something about.

Based on the findings previously mentioned, it could be seen that all Transitivity process types contained in recount text students at tenth grade Senior High School 3 Jambi City. Also, it was found that the dominant types of Transitivity in recount text written by students was Material process that appeared 232 times from whole recount text (63%) clauses. It related to the theory that Material process is one kind of grammatical patterns of recount text. It related to the theory of Boardman (2008) stating that the significant common grammatical patterns of recount text that focused on specific participant, use of material process or action verb, use Circumstance of time and place and temporal sequence of events. It established that the students could apply the theory in their texts. Meanwhile the least appear is verbal process which is about 3% or 11 clauses. It related to the theory Verbal Process, as a process of saying, uses some verbs that expresses the verbal processes including talk, say, ask, reply, suggest, praise, insult, slander, and flatter. According to Bloor and Bloor (2004), sometimes, some extra elements of meaning are employed by Sayer which is related to the speech act. The realization usage of some verbs are urge, explain, remind, challenge, grumble, agree, report, lisped, growled, whisper, barked, bawled, etc.

CONCLUSIONS

After this research conducted research and analyzed data using the

selected instrument to the students in class X MIPA 3 Senior High School Jambi City. With research that focuses on an analysis students' transitivity in writing recount text, in general it can be conclude that:

1. Based on the discussions above transitivity works in students writing recount text. This research found six transitivity process types based on Halliday & Matthiessen (2014) occurred in the data, which are material process, mental process, behavioral process, verbal process, relational process, and existential process. The most dominant process of transitivity found was material process.
2. Material process is the most process found in the data, it is about 63% or 232 clauses. Material process refers to process of doing and happening. The second is mental process. It appears 56 times (15%) which refers to process of sensing. The third is behavioral process. It is about 8% or 29 clauses which refers to process of psychological behaviors. The fourth is existential process. It appears 24 times (6%) which refers to process of existence. The fifth is relational process which refers to process of being and having. It appears 18 times (5%). The last is verbal process which refers to process of saying. It is about 3% or 11 clauses.

REFERENCES

- Azizah, I., & Inggris, P. B. (2021). *Sistematika Penulisan Artikel Hasil Penelitian Clustering Technique to Generate Students' Ideas in Writing Sistematika Penulisan Artikel Hasil Penelitian*. Stkip Pgri Bangkalan.
- Boardman, C. (2008). *Writing to communicate*. California/America: Pearson Logman.
- Bloor, T., and Bloor, M. (2004). *The functional analysis of English*. London:Arnold.
- Bloor, T., and Bloor, M. (2004). *The functional analysis of English*. London:Arnold.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed)*. California: SAGE Publications.
- Creswell John W, 2012, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Yogyakarta:PustakaPelajar.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed)*. California: SAGE Publications.
- Dewi, O. C., Heriyanto, & Citraresmana, E. (2021). Transitivity System on Prabowo's Representation in British Online Article: A Critical Discourse Analysis Approach. *Metahumaniora*.
- Dini, Syahrul R., dan Tressyalina. (2017). Hubungan Penguasaan Kosakata Bidang Jurnalistik dengan Keterampilan Menulis Teks Berita Siswa Kelas XII SMK Negeri 2 Bukittinggi. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*.
- Eggins, Suzanne. (2004). *an Introduction to Systemic Functional Linguistics*. London: Pinter.
- Elsie, K. F., Suarnajaya, I. W., Luh, N., & Sri, P. (2020). Transitivity Analysis Of Students ' Recount Texts. *Jurnal Pendidikan Bahasa*. <https://doi.org/10.31571/bahasa.v9i1>
- Gay, L. R. (1981). *Educational research: Competencies for analysis and application*. 3rd ed. Cambridge: The University Press.
- Gerot, Linda and Peter Wignell. 1995, *Making Sense of Functional Grammar*. New South Wales: GerdStabler.
- Halliday, M. K. (1994). *An Introduction to Functional Grammar (2nd ed)*. London: Edward Arnold.
- Halliday, M.A.K. & Mattiesen. (2004). *An introduction of Functional Grammar (Third ed.)*. London:Hodder headline Group.
- Herlina, R., & Hakim, L. (2021). *An Analysis Of Efl Students' Transitivity*.
- Imperial, D. (2021). Research Papers Delivering Ideologies, Revealing Realities: A Transitivity- System Analysis Of Duterte ' S State-Of-The-Nation Address. *Journal of Humanities and Social Sciences*.
- Jasmine, A. D. (2020). *Transitivity Process in Mary Norton's Novel The Borrowers (1952)* (Vol. 5, Issue 1). <http://www.akrabjuara.com/index.php/akrabjuara/article/view/919>
- Hayland, K. 2009, *Teaching and Researching Writing 2 nd Ed* Edinburgh Gate: Pearson.
- Rahmasari, S. (2020). Transitivity Analysis Representing Hong Kong Protest 2019 In The Guardian News Article. *Journal of Language and Literature*.
- Herlina, R., & Hakim, L. (2021). *An Analysis Of Efl Students ' Transitivity*.
- Rahmawati, U. (2019). Process Types of Transitivity in Recount Text Written By Eleventh Graders of Isat-U Senior High School Philippines in Academic Year 2018/2019. *Journal of Research on Applied Linguistics, Language, and Language Teaching*, 2(1), <https://doi.org/10.31002/jrlt.v2i1.366>
- Rohmat, N., & Anggraeni, A. (2018). *Transitivity Analysis Of Tenth Grade Students ' Descriptive Text*.
- Ratih, S. (2020). *An Analysis of Students' Ability In Writing Recount Text Research* (Vol. 5, Issue 1). <http://www.akrabjuara.com/index.php/akrabjuara/article/view/919>
- Senjawati, D. (2016). Transitivity analysis of tenth grade students' recount texts. *Journal of English and Education*.

Sianipar, septyana D., Ginting, S. A., &
Siregar, T. M. S. (2020). A
transitivity analysis on students'

writing recount text. In *Thesis*.
Stubbs, S. (2000). *Targeting Text*. Sydney:
Blake Education.