

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesian education context, English language becomes one important thing in part of academic as the first foreign language. Considering the importance of English, English has been taught from primary schools to senior high schools. English includes four language skills, they are listening, speaking, reading, and writing that need to be mastered by students. Writing is one of the productive skills that should be mastered in using language. Jozsef, (2001:5) states that writing is the most complex human activities. It involves the development of a designing idea, the capture of mental representations of knowledge, and of experience with subjects.

Meanwhile, In the teaching and learning process of writing, teachers usually used any texts in learning activities. In the process, it is almost impossible if we do not deal with the term "text". It was a part of writing activities. A texts is coherensive units. A text is any completed act of communication such as greeting between friends, a novel, an essay, or a film and so on. A text stands alone as an act of communication. It means that speech and writing were concerned. In the learning area of English, students were expected to gain a competence understanding of how English works in all categories of texts. In written form, it is produced by writing a number of writing forms. In constructs products in writing form, the genre is something that needed to use.

Texts can be classified and organised into two types; (1) literary texts, it used language to create image in reader's mind; the language enables readers to engage with the text and incorporate their own meanings and understandings with those of the writer. Literary texts include novels, epics, poems and dramas. (2) factual texts, this type used language in context of education as the communicating knowledge. Many factual texts such as technical description, explanations, procedures tend to be driven by purpose and seek to be efficient and effective in their transmission. Other factual texts, such as essays, reviews and arguments, were more rhetorical and take time to position and persuade readers.

Text types or genres of text has related connection with teaching writing activities. Dirgeyasa, (2016:20) states that genre covers two distinctive dimensions in teaching and learning writing. First, genre was kind of text or writing work itself. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. It means that genre in writing was type of text or writing text that can be used by the students as the way in produce writing based on the type of writing the piece exemplifies through its content, form, or style.

Hyland (2004:6) states that there are many kinds of text types, such as; narrative, recount, procedure, report, explanation, analytical exposition, descriptive, spoof, discussion and review. Those genres or text types are can be used by the teacher to teach their students in produce writing. One of all genres that interesting to learn was recount text which is the focus of this study.

Recount text is a text which tells about the experience of the author. A recount is the retelling or recounting of an event or an experience. From this

definition, recount text becomes an interesting text because the readers would be taken away to the authors' experience. Dirgeyasa (2016:4) states that recount text physically is designed as follows; a) orientation, b) sequence of events, and c) re-orientation. To be able to write a recount text was one of the basic competences that should be achieved by the students. The students' recount texts should fulfill the schematic structure and linguistics features of the recount text to make sure that the reader will be understands about the message or the authors' mean. Another important part of recount text is linguistics features. It is very significant since the success of retelling event lie in the choice of word used by the writer because types of recount go along with their linguistics features. Gerrot and Wignell (1994:194) state that there are five linguistics features in recount text, they are: focuses of specific participants, it uses of material processes or verb or action word, it uses circumstances of time and place, it uses past tense form, and it focuses on temporal sequence.

Furthermore, based on the observation in the preliminary data, the writer found that in learning recount text some students still have difficulties to start their writing. They face some difficulties such as students are still confused on how to express or deliver their idea in written form. They do not know which idea should they tell and how to start telling or sharing it. This is one reason why they spend more time in writing a text or project. The other problem is students are lack of knowledge how to compose writing cohesively and coherently. In coherent case, students have difficulties in exploring ideas to support the main idea. While in cohesive, students have problem in keeping the idea of each paragraph related one to the other. Besides, students also have concern in arranging text with correct

generic structure and linguistics features. It is because linguistics features of recount text construes the meaning of the text. But in the fact, the students are still lacks knowledge about write a recount text with appropriate language features. Then for the result, the meaning or the message of the text can not deliver well in the reader. Moreover it needs metafunction of language to analyzing the meaning and language features of recount text.

Considering to the problem above, metafunction of language has connection with writing activities. Halliday (2004) states that Systemic Functional Linguistics (often abbreviated as SFL) is increasingly recognized as a very useful descriptive and interpretive framework for viewing language as strategic and a resource for making meaning. Halliday (2004) states that the transitivity system is one of metafunctions of language that expressing or telling or representing the experience, or phenomena in the past. On the other hand, this is related with the function of recount text itself which deliver the meaning in the text about something happened in the past.

There are some elements of transitivity system namely process, participants and circumstance. Those elements are construct the meaning of the text through the linguistics features of recount text. The process refers to verb in linguistics features of uses material process. While the participants refers to personal pronoun or specific participants in linguistics features of recount text. And the last is the elements of circumstance refers to information of time and place and also temporal sequences. Gerrot and Wignell (1994:52) state that three functional components of transitivity system help the students in constructing the sense of recount text to produce good writing and also to convey the social

functions of recount text. It is clearly that three elements of transitivity system are constructs the meaning of the text through linguistics features of recount text.

As explained above, in order to generalize meaning in recount text, the writer would like to analyzed the transitivity system in constructs the meaning of students' recount text through the realization of three elements of transitivity system in linguistics features of students' recount text. Through analysing the transitivity, the text can be understand not only the information, but also the meaning beyond the clauses by analysing its constituent such as transitivity aspect which covers processes as the verb in past tense, participants as personal pronoun or specific participants, and circumstances as information about certain time and place in constructed the students' recount text in derive the message or meaning of recount text.

B. The Problems of the Study

Based on the background of the study, the problems of this study are formulated as follows;

1. What are the elements of transitivity system in students' recount text?
2. How are the realizations of transitivity system in students' recount text?

C. The Objectives of the Study

The objectives of this study are formulated as follows;

1. To find out the elements of transitivity system in students' recount text.
2. To identify the realization of transitivity system in students' recount text.

D. The Scope of the Study

The scope of this study are limited to the transitivity system of metafunction of language in Systemic Functional Linguistics. However there are three main metafunction of language namely ideational function, interpersonal function and textual function. In this case the ideational function can be discussed that related to the background. Besides, actually there are two subsystem of ideational metafunction, they are logical function and experiential function but in this study only analyzed experiential function which was realized by transitivity in analyze students writing. The genre that would be used by the writer in this study was recount text that consist of language features and generic structure.

E. The Significances of the Study

This research is expected useful to give some valuable contribution theoretically and practically, as follow:

1. Theoretically

The finding of this research are expected to wide the horizon of transitivity system studies.

2. Practically:

- a. For teacher, this study is expected to be useful as a reference in teaching writing process by using recount text in SFL perspective.
- b. For the students as their references in learning transitivity system as part of language features of recount text so that they would be understand to create recount text perfectly.

- c. For the other researchers who want to use the result of this research as a reference for relevant research about the transitivity system in recount text.



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