CHAPTER I

INTRODUCTION

A. The Background of the study

Language is a tool for people to communicate, to share ideas or experiences with other people. People speak or write by means of communication they produce text. The term "text" is orally or written form of language that is delivered in any medium and can be understood by someone who knows the language (Halliday 2014). The meaning in text can be realized through three metafunction, they are Ideational Function, Interpersonal Function, and Textual Function. The ideational meaning can be realizing through process found in the text. Transitivity analysis is widely used to explore the ideology behind the text directed by the author, analyze the character or other elements beyond the sentences of text.

In ideational metafunction, there is transitivity system as its sub-network. Transitivity system refers to the predicate types of a language and the participant roles with which they combine (Teich, 1999 cited in Senjawati, 2016). Halliday & Matthiessen (2004: 181) defined transitivity as clause system which involves process, participants and circumstances. Process is the central of transitivity which typically realized by verb. Process refers to a semantic verb (doing, happening, feeling, sensing, saying, behaving, and existing) and anything that it expresses like event, relation, physical, mental or emotional state (Halliday, 1976 cited in Haratyan, 2011). Participant is element which involved in process directly.

It refers to an entity or thing. Participant is typically realized by noun. Circumstances are additional to the process. They realize meaning about time, place, manner, cause, accompaniment, and matter. Circumstances are typically realized by adverbial group or prepositional group.

Transitivity is one of theory in linguistics study which belongs to *experiential metafunction*of *Systemic Functional Linguistic*. Briefly, Systemic Functional Linguistic concerns with the meaning of language, where each meaning forms part of different functional configuration. There are three functions of language based on SFL theory, those are Interpersonal function which is intended to describe the social relationship between language and its speaker either in written or spoken language, Textual function which is intended to describe the way meaning constructed cohesively, and Experiential functionwhich describes how language is used to construe experiences.

Writing is one language skill which is important to be mastered, include listening, speaking and reading. Nunan (2003) argues that writing is a process which involves physical and mental act to make ideas, expresses them, and organizes them into sentences and paragraphs which will be clear for reader. The purpose of writing is to express the ideas, whether it is for themselves or their audiences. By having good writing skill, the writers will be able to share ideas to wide range of audience without face to face or telephone conversation. Most of people use writing

to communicate each other. Writing can help us to express our idea in written form and writing is used for communication.

In Indonesia, based on 2013 curriculum, recount text is one of writing genres that should be learned by students of tenth grade of senior high school.Recount text is a text which recalls and reconstructs events, experiences, and achievements from the past in a logical sequence (Stubbs, 2010, p, 8).To be able to write a recount text is one of the basic competences that should be achieved by the students.The learners' of recount texts should fulfill the schematic structure and linguistic features of the recount text to make sure that the reader will understand about the message of the authors' mean. Another important part of recount text is linguistics features. Gerrot and Wignell (1994:194) state that there are five linguistic features in recount text, they are: focuses of specific participants, it uses of material process 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 researcher's experience in her Teaching Practice Internship (PPL) in one of Senior High School in Medan, most of the students' fluency were relatively good. The researcher found that in learning recount text some students still had difficulties to start their writing. They faced some difficulties, they're still confused on how to express or deliver their idea in written form. They did not know which idea should they tell and how to start telling or sharing it. The problem of

students was lacking of knowledge about how to compose writing cohesively and coherently. In coherent case, students had difficulties in exploring ideas to support the main idea. While in cohesive, students had problems in keeping the idea of each paragraph related on the other. Besides, students also have concern in arranging text with correct generic structure and linguistic features. It is because linguistics features recount text was construes the meaning of the text. But in the fact, the students are still lack knowledge about the write a recount text with appropriate language features. Then for the result, the meaning of the massage of the text can't deliver in the reader. Moreover, it needs metafunction of language to analyzing the meaning and language features of recount text.

Considering to the problem above, metafucntion of language has connection with writing activities. Halliday (2004) states that Fucntional Linguistics (SFL) is increasingly recognized as very useful descriptive and interpretive framework for viewing language as strategic and a resourcse for making meaning. Halliday (2004) states that transivity system is one of metafucntion of language that expressing or retelling or representing the experience, or phenomena in the on 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.

Gerrot and Wignel (1994:52) state that three functional component of transitivity system help the students to construct the sense of recount text to produce good writing and also convey the social function of

4

recount text. It is clearly that the types of transitivity system are constructs the meaning of the text through linguistic features of recount text.

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

B. The Problems of Study

1. What types of Transitivity system were used on students' writing recount text?

2. How was Transitivity system on students' writing recount text realized?

C. The Objectives of Study

1. To find out types of Transitivity System onstudents' writing recount text.

2. To elaborate how the realized Transitivity System on students' writing recount text.

D. The Scope of Study

In order to reach the expected goal, the writer limited the problem on the following terms:

The study was limited on the transitivity analysis 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 Ideational Function can be discussed that related to the background. Besides, actually there are two sub-system of Ideational metafunction, they are logical function and experiential function which was realized by transitivity in analyzed students writing recount text. This study focuses on recount texts written by tenth grade students of SMA N 21 Medan.

E. The Significance of the Study

This study was significant for at least two perspectives:

1. **Theoretical Perspective**

This study was expected to explore the literature of students' writings, especially recount text analysis by using Transitivity system of Systemic Functional Linguistics. The researcher also intended to guide the teachers to develop and explore the students' skills in writing various text types theoretically.

2. Practical Perspective

The result of this study was expected to provide a reference for teachers about how to analyze the students' writings, especially recount text in terms of linguistic features by using Transitivity system

of Systemic Functional Linguistics. It was also expected for students to practice their English skill at writing in English both inside and outside the classroom. Moreover, this study also addressed itself for the future research as a reference in analyzing the students' texts by using Transitivity system.