

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Halliday (2004) states that Systemic Functional Linguistic (SFL) is an increasing number of identified as a completely beneficial descriptive and interpretive framework for viewing language as strategic and a source for making meaning. SFL insists on the concept that human beings use language to realize three functions in their lives, which are known as the metafunctions, namely (1) to represent, (2) to exchange, and (3) to arrange experience. Technically those metafunctions are termed as ideational, interpersonal, and textual metafunction. First, ideational function is coded when people represent their experience of the world. Ideational function is split into experiential function and logical function. Second, interpersonal function is meaning which express a speaker's manner and judgement. Third, textual function expresses the connection of language to its environment, what has been stated or written before (co – text) and the non – verbal, situational environment (context). In this study, the focus is experiential function.

Experiential function used the term of transitivity system. According to Halliday (2004) transitivity is a grammatical system that communicates the realm of experience into number of types of processes that may be organized, with the experience conveyed reflecting actual reality as outlined within the text or

writing. According to Halliday (2004), the transitivity system consists of three elements namely, process as the central of transitivity (realized by verbal group), participants which directly involved in the process (realized by nominal group), and circumstances connected with the process (realized by adverbial group or prepositional phrase).

In education context, teachers can use experiential metafunction in analyzing students' writing to measure the students' ability in writing. Writing is one of productive skills that students should master when learning to use language. According to Nunan (2003), writing is a process that entails physical and mental act to generate ideas, categorize them, and organize them into sentences and paragraphs that are understandable for readers. The aim of writing is to convey writers' thoughts, whether it is for themselves or their audience.

Meanwhile, teachers commonly used some text in teaching and learning phase of writing. A text is coherencies units. According to Klarer (1991) the word text is said to "textile" and may be interpreted as "fabric" even as single threads form a fabric, therefore words and sentences construct a meaningful and coherent text. From the Klarer's statement it implies that the text is coherent for the readers and that the language is viewed to be meaningful, it is a discourse. Language, the individuals who produce it and the context in which it is used are all brought together in discourse.

Based on the syllabus Curriculum 2013 revision 2017 attached in Permendikbud No 24 tahun 2016, for tenth grade students, there are some texts that students should master, namely Descriptive Text, Recount Text, and

Narrative Text. In this study, the text that the researcher will analyze is Descriptive text. Saragih (2014) explains that descriptive text is used to describe or make pictures of natural or social phenomena. Specifically, the phenomenon may refer to concrete or abstract people, things, and places. Descriptive writing appeals to the senses, so it describes how something looks, feels, smells, tastes, and/ or sounds. Furthermore, the reader conjure up the images the object, place, or person in his or her mind. Based on this explanation, descriptive text is interesting text because the readers could imagine the object, place, or person by taken away the writer's experience.

For tenth grade students in Basic Competence 3.4, students should be able to write descriptive text. The students' descriptive text should have the schematic or generic structure and appropriate language or lexicogrammatical features of descriptive text itself to ensure that the reader can understand the information and author's intentions. Text realizations are focused on lexicogrammatical aspects for practical reason (Saragih, 2013). The cause for this is that in learning language mainly a foreign language in Indonesia, the realizations are a great deal higher visible at the extent of grammar. Saragih (2013) additionally provides that the lexicogrammar has similarities to the system that processes meaning into form, so it is thru the lexicogrammatical choices that meaning is constructed in a text. It is very important since the fulfillment of describing something in the choice of word utilized by the author due to the fact that descriptive text go with their lexicogrammatical aspects or linguistics features. As stated before that descriptive text is used to describe or make pictures of natural or social

phenomena, so the lexicogrammar aspects or linguistics features of descriptive text tend to use Relational Process and Specific Participant (Gerot and Wignel, 1994).

Furthermore, based on the observation at SMA Negeri 12 Medan in preliminary data, it was discovered that when learning descriptive text, some students still have struggle to begin their writing. Students are concerned with organizing text with correct generic structure and linguistics features. It is because linguistics features of descriptive text is used to interpret the meaning of the text. However, the students are still lacks knowledge of how to write a descriptive text with appropriate language features. As the result, the reader cannot receive the meaning or the message of the text effectively. This is an example of student's writing a descriptive text about Eifeel Tower, some of

#### **Eiffel Tower**

..... You need to know the unique fact that the tower is considered as an eyesore for the people of France when it freshly made. Today, it has been regarded as one of the most beautiful. Even though it looks like ancient building, its height make the city more colorful because of the many lights that are lit around the tower. Coupled with the atmosphere at night, make more people feel existing to visit the Eiffel Tower at night.

which lack appropriate linguistics features.

As previously stated, the writer would like to analyze the types of process in students' descriptive text using transitivity system in order to generalize meaning in descriptive text. By analyzing its constituents, such as transitivity, the text can be understood, not only the information, but also the meaning beyond the clauses. Gerrot and Wignell (1994) state that components of transitivity system aid the students in making sense of descriptive text, producing good writing and also conveying the social function of descriptive text. Therefore, this study will be carried out by employing transitivity to analyze types of processes of students' writing descriptive text.

### **B. The Problems of Study**

Based on the background of study are mentioned above, the problems of study are formulated as beneath :

1. What types of processes and participants are found in students' Descriptive texts?
2. How are the conformity of processes and participants in students' writing to the theory of linguistics features of Descriptive text?

### **C. The Objectives of Study**

In line with the problems of study, this study aimed :

1. To describe types of processes and participants in students' descriptive text.
2. To investigate how the conformity of processes and participants in students' writing to the theory of linguistics features of Descriptive text.

#### **D. The Scope of Study**

There are three kinds of metafunction of language, namely experiential metafunction, interpersonal metafunction, and textual metafunction. In this study, the researcher will focus on experiential metafunction of students' writing. Experiential metafunction deals with Transitivity, the process of actions/ states involving the role of participant. Based on syllabus Curriculum 2013, Senior High School students have to master some genre texts, but in this study the researcher only analyze students' writing in descriptive text. Therefore, in this study, the researcher is going to analyze the transitivity system of students' writing descriptive texts.

#### **E. The Significances of Study**

The findings of this study are expected to give some contributions both in theoretically and practically, as below:

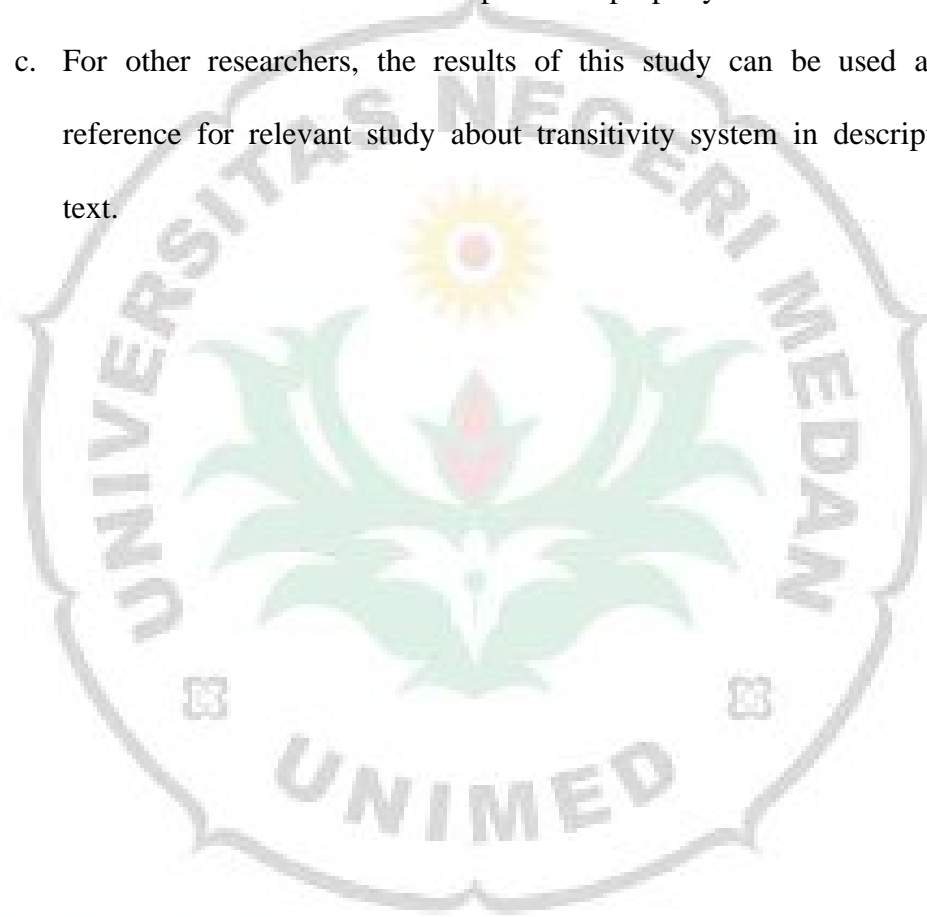
1. Theoretically

The findings of this study are expected to broaden the field of transitivity system studies.

2. Practically

- a. For teacher, this study is intended to provide a reference in teaching writing process through descriptive text in SFL context and give some information about how to analyze students' writing based on transitivity system.

- b. For students, this study is expected to serve as a reference in learning transitivity system as part of language features of descriptive text so that the students can write descriptive text properly.
- c. For other researchers, the results of this study can be used as a reference for relevant study about transitivity system in descriptive text.



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