

AN ANALYSIS OF TRANSITIVITY IN THE RECOUNT TEXT WRITTEN BY THE TENTH GRADERS OF SMA MUHAMMADIYAH 1 KOTA MAGELANG IN THE SCHOOL YEAR OF 2018/2019

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Abstract

In writing, the students need to understand the role of grammar include the ideational meaning. However, the tenth graders of SMA Muhammadiyah 1 Kota Magelang in the school year 2018/2019 still got difficulties in writing recount text. Besides, the students should acquire the part of ideational meaning in writing their recount text especially transitivity. The objectives of this research are to describe the types of process, participant, circumstance that are used by the tenth graders of SMA Muhammadiyah 1 Kota Magelang in the school year of 2018/2019 in writing recount texts. The writer conducted discourse analysis. The subject of this research is X IPA 1 involving 10 males and 14 females. The unit of analysis of this study was clauses of the students' writing recount text. The writer selected the students' texts which were appropriate with the component of recount text, identified the types of component of transitivity, and calculated the percentage. The results of this research show that there are 328 clauses with 6 types of process, 15 types of participant, and 6 types of circumstance. The writer infers the most dominant aspects of transitivity components are material process, participant of actor, and circumstance of place.

Keywords – *writing, recount, transitivity, discourse analysis*

Introduction

Among of English language skills, writing is the consideration skill to be reached. The purpose of writing is to make the students write the texts well. The texts have been divided into many of genres, one of them is recount text. In writing recount text, the students have to consider the elements of recount text such as the social function, generic structure, lexico-grammatical features. Besides, there are ideational meaning, interpersonal meaning, and textual meaning. In line with previous theory, the students of SMA Muhammadiyah 1 Kota Magelang have to acquire the part of ideational meaning in writing their recount text especially transitivity.

The students do not know what transitivity is, so they write the recount text without involving the understanding of those terms. They get difficulties to construct sentences within transitivity system. The students' writing is still lack transitivity system. They compose less completed clauses. In this case, it makes their writing is less meaning and it has different meaning in the context. However, the students' recount text must have transitivity. Considering the importance of transitivity in recount text, the writer tries to reveal kind of transitivity that is used by the students. Based on the explanation above, the writer carries out a research entitled "An Analysis of Transitivity in the Recount Text Written by the Tenth Graders of SMA Muhammadiyah 1 Kota Magelang in the School Year of 2018/2019".

Kern (2000:172) defines writing is functional communication, making learners possible to create imagined worlds of their own design. In line with Kern, Brown (2004:218) states writing is a convention for recording speech and for reinforcing grammatical and lexical



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features of language. In addition, Oshima and Hogue (2006:265) define writing is a process of creating ideas, organizing, writing a rough draft, and finally polishing the rough draft through editing and revisions.

Halliday and Martin (1993) state text is semantic unit which has to be considered as a product and a process. Hartono (2005) states text is a unit of meaning which is coherent and appropriate for its context. Besides, Karatay (2007:1) describes text is a meaningful, logical, and related structure composes based on language. In line with Karatay, Siahian (2008) states that a text is meaningful linguistic unit in a context.

According to Gerot and Wignell's idea (1994), recount text is a text that retells events for the purpose of informing or entertaining. Hornby (2000:978) states that a recount is kind of story genres, a recount tells someone about something. Furthermore, Hylland (2003:5) states recount text is a text that tells about past experiences or events.

Halliday (2004) states a language is a resource for making meaning- a semogenic system, together with the processes which instantiate the system in form of text. There are ideational meaning, interpersonal meaning, and textual meaning.

Gerot and Wignell (1994) state that transitivity is explain in general ways how phenomena of the real world are represented as linguistic structures. There are processes, participant, and circumstance. Processes are the resource to sort out the experience of all kinds events into a small number of types. There are 7 processes such as materials, behavioral, mental, verbal, relational, existential, and meteorological. The participants function is the specific roles taken by person and object involved in the processes. The roles of main participant are classified according to the processes types such as actor, behavior, senser, sayers, token, carrier, existent goal, range, phenomenon, verbiage, value, attribute, initiator, inducer, assigner, attributor, beneficiary, range, and target. Circumstances consist the answer such questions as when, where, why, how, how many and as what. Circumstances realize meaning about time, place, manner, cause, accompaniment, matter, and role.

Methodology

The type of this research was classified into discourse analysis. The data were represented and explained without searching and explaining the correlation and comparison between variables. The writer collected the data, analyzed it, and described the meaning. The writer chose tenth graders of SMA Muhammadiyah 1 Kota Magelang in the school year of 2018/2019 especially class X MIA 1. There were 24 students in this class. It consisted 10 of males and 14 females. The writer just analyzed 15 recount texts. The unit of analysis of this study was every clause of the students' writing recount text. This study belonged to qualitative research. The writer chose documentary method for collecting the data. The writer took the data from the teacher who gave the material especially the students' writing recount text. Then writer selected the text to be analyzed.



Findings and Discussion

The writer had collected the fifteen recount texts from 15 students' task in class X MIA 1. The writer identified the clause boundaries in each paragraphs. The writer found 328 clauses from 15 students' recount texts. Those were the results of types of process, participant, and circumstance as follows.

The Types of Process

In transitivity analysis, the writer found six types of process written by the students in their recount text. Those were materials, mental, verbal, behavioral, relational, and existential. From 328 clauses, the writer found 332 processes item. The types of process in the students' recount text as follows.

Table 1. The Frequency of Process Types Analysis

Text	Processes							Total of Items
	Material	Mental	Verbal	Behavioral	Relational	Existential	Meteorological	
1	9	6	1	2	2	0	0	20
2	10	5	0	0	5	0	0	20
3	13	3	1	0	7	0	0	24
4	18	1	1	1	8	0	0	29
5	16	1	1	0	3	0	0	21
6	16	1	1	2	6	0	0	26
7	18	0	0	0	4	0	0	22
8	20	2	0	1	4	0	0	27
9	13	0	0	0	4	0	0	17
10	18	5	0	0	6	0	0	29
11	16	0	0	0	3	0	0	19
12	11	4	0	0	4	0	0	19
13	9	1	0	0	11	0	0	21
14	11	1	0	0	5	1	0	18
15	15	1	0	0	4	0	0	20
Total	213	31	5	6	76	1	0	332
Percentage	64.16%	9.34%	1.51%	1.81%	22.89%	0.30%	0%	100%

The Types of Participant

The writer found 15 types of participant in recount texts. Those were actor, goal, senser, phenomenon, sayers, receiver, verbiage, behavior, range, token, value, carrier, attribute and existent. All of students did not use the participant types of inducer, assigner, and attributor. The types of participant in the students' recount text as follows.



Table 2. The Frequency of Participant Types Analysis

Text	Participants																			Total of Items
	Actor	Goal	Initiator	Senser	Phenomenon	Inducer	Sayer	Verbage	Receiver	Target	Behaver	Range	Token	V.alue	Assigner	Carrier	Attribute	Attributor	Existent	
1	9	3	0	6	5	0	0	1	0	0	2	2	1	1	0	1	1	0	0	32
2	9	5	0	4	5	0	0	0	0	0	0	0	4	4	0	1	1	0	0	33
3	11	6	1	3	3	0	1	0	1	0	0	0	1	0	5	5	0	0	0	38
4	13	11	0	1	0	0	1	0	1	0	1	1	3	3	0	5	5	0	0	45
5	14	5	0	1	1	0	1	1	1	0	0	0	2	2	0	1	1	0	0	30
6	12	6	0	0	0	0	0	0	1	0	1	2	0	0	0	4	5	0	0	31
7	18	10	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	36
8	13	8	0	2	1	0	0	0	0	0	0	1	3	3	0	0	0	0	0	31
9	13	5	0	0	0	0	0	0	0	0	0	0	2	2	0	2	2	0	0	26
10	16	12	0	4	5	0	0	0	0	0	0	0	1	1	0	6	6	0	0	51
11	14	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	23
12	10	6	0	4	4	0	0	0	0	0	0	0	2	2	0	2	2	0	0	32
13	8	5	0	1	1	0	0	0	0	0	0	0	1	0	0	10	10	0	0	36
14	10	6	0	1	1	0	0	0	0	0	0	0	2	2	0	3	3	0	1	29
15	13	10	0	1	1	0	0	0	0	0	0	0	2	2	0	2	2	0	0	33
Total	183	101	1	28	27	0	3	2	4	0	4	6	24	23	0	49	50	0	1	506
(%)	36.17 %	19.96 %	0.20 %	5.53 %	5.34 %	0 %	0.59 %	0.40 %	0.79 %	0 %	0.79 %	1.19 %	1.19 %	4.55 %	0 %	9.68 %	9.88 %	0 %	0.20 %	100 %

The Types of Circumstance

The writer found the 6 types of circumstance. There were circumstances of place, time, manner, cause, accompaniment, and matter. The types of circumstance in the students' recount text as follows.

Table 3. The Frequency of Circumstance Types Analysis

Text	Circumstances											Total of Items
	Time	Place	Manner			Cause			Accompaniment	Matter	Role	
			Means	Quality	Comparison	Reason	Purpose	Behalf				
1	4	7	0	2	0	0	1	0	1	0	0	15
2	2	7	0	1	0	0	0	1	3	0	0	14
3	4	8	1	0	0	0	0	0	1	0	0	14
4	1	6	0	1	1	0	0	0	1	1	0	11
5	6	6	0	0	0	0	0	0	1	1	0	14
6	3	15	1	0	0	0	1	0	2	0	0	22
7	5	5	0	0	0	0	0	0	5	0	0	15
8	9	10	0	3	0	0	1	0	2	0	0	25
9	5	13	0	1	0	0	0	1	0	0	0	20
10	6	2	0	1	0	0	0	0	0	0	0	9
11	4	9	0	0	0	0	0	0	3	0	0	16
12	2	3	0	1	0	0	0	0	2	0	0	8
13	1	4	0	0	0	0	0	0	0	0	0	5
14	6	5	0	1	0	0	0	0	0	0	0	12
15	6	10	0	0	0	0	0	0	7	0	0	23
Total	64	110	2	11	1	0	3	2	28	2	0	223
			14			5						
Percentage	28.70%	49.33%	6.28%			2.24%			12.56%	0.90%	0%	100%



In this discussion, the writer showed the types of transitivity component (processes, participants, and circumstances) as follows.

The Types of Process

Based on the results, the writer found 6 types of process used by the students' recount text. They were materials, mental, verbal, behavioral, relational, and existential. The writer finds 328 clauses with 6 processes type. There are 213 or 64.16% belong to material processes as the dominant process types, 31 or 9.34% belong to mental processes, 5 or 1.51% belong to verbal processes, 6 or 1.81% belong to behavioral processes, 76 or 22.86% belong to relational processes, and 1 or 0.30% belongs to existential processes.

The Types of Participant

Based on the results, the writer found the total of participant items were 506 items. The writer finds 183 or 36.17% belong to actor as the dominant participant types, 101 or 19.96% belong to goal, 1 or 0.20% belong to initiator, 29 or 5.53% belong to senser, 27 or 5.34% belong to phenomenon, 3 or 0.59% belong to sayer, 2 or 0.40% belong to verbiage, 4 or 0.79% belong to receiver, 4 or 0.79% belong to behavior, 6 or 1.19% belong to range, 24 or 4.74% belong to token, 23 or 4.55% belong to value, 49 or 9.68% belong to carrier, 50 or 9.88% belong to attribute, and 1 or 0.20% belongs to existent.

The Types of Circumstance

Based on the data analysis, the writer found 6 types of circumstances used by the students' recount text. There were circumstance of time, place, manner, cause, accompaniment, and matter. Those were 110 or 49.33% belong to circumstance of place as the dominant circumstance types, 64 or 28.70% belong to circumstance of time, 14 or 6.28% belong to circumstance of manner, 5 or 2.24% belong to circumstance of cause, 28 or 12.58% belong to circumstance of accompaniment, and 2 or 0.90% belong to circumstance of matter.

Conclusion

Based on the results and discussions, the writer found some points in answering the research question that had been formulated. After analyzing the 15 recount texts written by the tenth graders of SMA Muhammadiyah 1 Kota Magelang in the school year of 2018/2019, the writer finds 328 clauses with 6 processes type. There are 213 or 64.16% belong to material processes as the dominant process types, 31 or 9.34% belong to mental processes, 5 or 1.51% belong to verbal processes, 6 or 1.81% belong to behavioral processes, 76 or 22.86% belong to relational processes, and 1 or 0.30% belongs to existential processes.

There are 15 types of participant used by the students. The writer finds 183 or 36.17% belong to actor as the dominant participant types, 101 or 19.96% belong to goal, 1 or 0.20% belong to initiator, 29 or 5.53% belong to senser, 27 or 5.34% belong to phenomenon, 3 or 0.59% belong to sayer, 2 or 0.40% belong to verbiage, 4 or 0.79% belong to receiver, 4 or 0.79% belong to behavior, 6 or 1.19% belong to range, 24 or 4.74% belong to token, 23 or 4.55% belong to value, 49 or 9.68% belong to carrier, 50 or 9.88% belong to attribute, and 1 or 0.20% belongs to existent. The types of circumstance written by the students are 6 types which include 110 or 49.33% belong to circumstance of place as the dominant circumstance types, 64 or 28.70% belong to circumstance of time, 14 or 6.28% belong to circumstance of manner, 5 or 2.24% belong to circumstance of cause, 28 or 12.58% belong to circumstance



of accompaniment, and 2 or 0.90% belong to circumstance of matter. The writer infers the dominant aspects of transitivity component found in results are material process, participant of actor, and circumstance of place.

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