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

THESIS

Submitted in as a Partial Fulfilment of the Requirements for Degree of Sarjana Pendidikan in English Education

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2022

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i

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1. The thesis that I have written with the title Transitivity Analysis of Students' In Writing Recount Text at Tenth Grade Senior High School 3 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by others, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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ii

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iii

MOTTO

لَهٗ مُعَقِّبٰتٌ مِّنْۢ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهٖ يَحْفَظُوْنَهٗ مِنْ اَمْرِ اللّٰهِ ۗاِنَّ اللّٰهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْ ۗوَاِذَآ اَرَادَ اللّٰهُ بِقَوْمٍ سُوْۤءًا فَلَا مَرَدَّ لَهٗ ۚوَمَا لَهُمْ مِّنْ دُوْنِهٖ مِنْ وَّالٍ

"For him (humans) there are angels who always take turns guarding him, from the front and behind him. They guard it by Allah's command. Verily, Allah will not change the condition of a people until they change the condition of themselves. And if Allah wills evil for a people, then none can resist it and there is no protector for them but Him." (Q.S Ar-Rad: 11).

“Baginya (manusia) ada malaikat-malaikat yang selalu menjaganya bergiliran, dari depan dan belakangnya. Mereka menjaganya atas perintah Allah. Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum sebelum mereka mengubah keadaan diri mereka sendiri. Dan apabila Allah menghendaki keburukan terhadap suatu kaum, maka tak ada yang dapat menolaknya dan tidak ada pelindung bagi mereka selain Dia.” (Q.S Ar-Rad: 11).

“There is no success without hard work. There is no success without togetherness. There is no ease without prayer."

– Ridwan Kamil

ABSTRACT

Utami, Ayu R. 2022: Transitivity Analysis of Students In Writing Recount Text At Tenth Grade Senior High School 3 Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Khidayatul Munawwaroh, S.Pd., M.Pd. The Second Advisor Ridho Praja Dinata, S.Pd., M.Pd.

The objective of the research is to investigate the use of transitivity in students' in writing recount text and to find out the most dominant process of transitivity used. In this research, the researcher use 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. The researcher use 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, behaver, sayer, 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.

ACKNOWLEDGEMENTS

Alhamdulillah, in the name of Allah SWT, I would like to thank God, the almighty for His blessing and mercy in guiding me to accomplish this thesis under a title "Transitivity Analysis of Students' In Writing Recount Text at Tenth Grade Senior High School 3 Jambi City".

This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi City.

The author is aware that this thesis will not be completed on time if there is no help and support from various parties who are directly or indirectly involved. Therefore, the author would like to express her deepest gratitude to:

1. Fachruddin Razi, S.H., M.H., as the Rector of Batanghari University.
2. Abdoel Gafar, S.Pd., M.Pd., as the Dean of Teachers Training and Education Faculty of Batanghari University.
3. Ridho Praja Dinata, S.Pd., M.Pd., as Chairman of English Language Education Department and as the second advisor who patiently gave motivation, help, and support.
4. Khidayatul Munawwaroh, S.Pd., M.Pd., as the first advisor who gave me a really good advice, and thank you for helping me during all the process writing this thesis.

5. All the lecturers on the English Department of Batanghari University who have given their knowledge during her study at English Department of Batanghari University.
6. All teachers at Senior High School 3 Jambi City who have given their help during the research at Senior High School 3 Jambi City.

Finally, as human being, the researcher who has many weakness and mistakes in making this thesis. Any criticism or suggestions are very welcome to improve this thesis.

Jambi, March 2022
The Researcher

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DEDICATION

Alhamdulillah, in the name of Allah SWT, I would like to thank God, the almighty for His blessing and mercy in guiding me to accomplish this thesis under a title "Transitivity Analysis of Students' In Writing Recount Text at Tenth Grade Senior High School 3 Jambi City".

In completing this thesis, I would like to thank my family whom I love very much. The first time I dedicate this thesis to my father, Abdul Gani, S.Pi., and also my mother, Sri Lestari, S.P. And two my beloved brothers Rayhan and Dika. For their loves, supports, and help. Because they are my great motivators to accomplish this thesis.

Then I would like to dedicate this thesis to the lecturers and staff of Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

I would like to thank you my beloved Bangtan Sonyeondan, Kim Namjoon, Kim SeokJin, Min Yoongi, Jung Hosoek, Park Jimin, Kim Taehyung, Jeon Jungkook for supporting me with their beautiful musics.

I do not forget to dedicate this thesis to all my friends, because without their support, I may not have finished this thesis on time.

Lastly, I would like to thank me, for being strong to face every struggled that happened during finishing this thesis. You are doing a great job

TABLE OF CONTENTS

APPROVAL i

DECLARATION ii

LETTER OF RATIFICATION iii

MOTTO iv

ABSTRACT v

ACKNOWLEDGEMENT vi

DEDICATION viii

TABLE OF CONTENTS ix

LIST OF TABLES xi

LIST OF FIGURE xii

LIST OF APPENDICES xiii

CHAPTER I INTRODUCTION

1.1 Background of the Problem 1
1.2 Identification of the Problem 4
1.3 Limitation of the Problem 4
1.4 Formulation of the Research 4
1.5 Objectives of the Research 5
1.6 Significance of the Research 5
1.7 Definition of Key Terms 6

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 The Definition of Transitivity 7
2.2 Transitivity-System Process 8
2.3 Writing 16
2.4 Definition of Recount Text 17
2.5 Previous Study 21
2.6 Conceptual Framework 24

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design 26
3.2 Setting of the Research 27
3.3 Subject of the Research 27
3.4 Technique of Data Collection 28

3.5 Technique of Data Analysis 29

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Findings 31
4.2 Discussions 39

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions 48
5.2 Suggestions 49

REFERENCES 50

APPENDIX 1 52

APPENDIX 2 55

APPENDIX 3 56

APPENDIX 4 73

APPENDIX 5 74

APPENDIX 6 75

APPENDIX 7 76

LIST OF TABLES

Table 3.1 Sample of the Research 28

Table 4.1 The Sample of Creative Types of Material Process..... 32

Table 4.2 The Sample of Creative Types of Mental Process..... 32

Table 4.3 The Sample of Creative Types of Behavioral Process..... 33

Table 4.4 The Sample of Creative Types of Verbal Process 34

Table 4.5 The Sample of Creative Types of Relational Process..... 35

Table 4.5 The Sample of Creative Types of Existential Process 35

Table 4.6 Distribution of Processes Each Students' In Writing Recount Text 37

Table 4.7 Appearances of Processes 38

Table 4.8 Students Transitivity Identification..... 56

LIST OF FIGURE

Figure 2.1 Conceptual Framework..... 25

LIST OF APPENDICES

Appendix 1 Students' Writing Test 52

Appendix 2 Name List Of The Sample 55

Appendix 3 Students' Transitivity Identification..... 56

Appendix 4 Documentation 73

Appendix 6 Transitivity Students' 74

Appendix 7 Research Permit..... 75

Appendix 8 Letter of Statement Completion the Research..... 76

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

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' 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 circumtances (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, the researcher 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. This study will be studied using the SFL framework, but will only focus on the transitivity process.

Based on the explanation above, the researcher conducted a study to know transitivity process used by students in their recount text and identify the most dominant one. This study entitled "Transitivity Analysis of Students' In Writing Recount Text at Tenth Grade Senior High School 3 Jambi City".

1.2 Identification of the Problem

Based on the explanation elaborate above, the researcher attempts to formulate the problem as follow:

1. 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.
2. 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.
3. Students have a lack of understanding about transitivity.

1.3 Limitation of the Problem

Regarding the background of the problem, the researcher focuses on the transitivity of students in writing recount text which analyze transitivity of students' in writing recount text at tenth grade students of Senior High School 3 Jambi City.

1.4 Formulation of the Research

Based on the research background described above, the researcher formulate the problem as follow: How are the transitivity of students' work in writing recount text?

1.5 Objectives of the Research

The research objectives are to identify the transitivity of students' in writing recount texts, the process types which are dominantly used, and the circumstantial elements that characterize the students' in writing recount texts.

1.6 Significance of the Research

This research is expected to have two major benefits, they are theoretical and practical benefits.

1. Theoretically

The result of this research is expected to contribute to the development of educational matters, to enrich literature reviews about transitivity analysis in writing comprehension, so it gives better understanding about the transitivity students in writing recount text at tenth grade of Senior High School 3 Jambi City.

2. Practically

a. For the students' as the subject of the research, it was expected that the students would take the advantages of the research. They could learn how to improve their writing skills and understand about transitivity.

b. For the English teachers, it was expected that the teachers could improve their technique of writing with transitivity process interestingly and effectively so that students' would enjoy the study.

c. For other researchers, this research is expected to give information or references to be developed for further studies, the researcher hopes that

other researchers evaluate, reconstruct, revise, or modify this research and write further studies for other objectives and levels.

1.7 Definition of Key Terms

1. Transitivity

The used of transitivity in this research as a method analyzed recount text written by students' at tenth grade senior high school 3 Jambi City. The transitivity is a property of verb that relates to whether a verb can take direct object and how many such objects a verb can take. It also refers to a system for describing the whole clause, rather than just the verb and its object.

2. Writing Skill

Writing skill is skills that used for medium communication, especially indirect communication. For this research, writing skill related to the students' strategy in writing orientation, events, and re-orientation in recount text.

3. Recount Text

The used of recount text in this research as a text analysis, played a significant role in this study. Recount text is a text in the form of paragraphs written by students with a predetermined theme, namely holiday. Recount text will help researcher find the types of the transitivity written by students in the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definition of 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 reader will know the specific process in the clause. In Halliday's and Matthiesen (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).

From the various meanings above transitivity is a clause through the participant, processes, and circumstances in the text. Transitivity can make clause more understandable from the text because the participant will know

the specific process in the clause, the whole clause instead of describing the verb and its object. Transitivity is an active verb and is related to whether an action can take an object and how many verbs can take.

Moreover, Volkova (2012) added that the system showcases the processes in the discourse to reflect experiential meanings. She said that the relationship between the processes in the clause and its connection towards the other clause reports the analyzed text's semantic meaning.

According to Halliday (1994), the transitivity-system has three components of the grammar of the clause. First is the process, which is the pivot of the experiential function and is realized in the verb phrase. Second is the participant, who is directly involved in the process and carrying it out; this is typically discovered in the noun phrase. Lastly is the circumstance, which forms the adjunct component and is considered the attendant to the process, generally expressed by the adverbial and prepositional phrases(Imperial, 2021).

Based on the theories above transitivity system showcases the process in the discourse to reflect experiential meanings in the text. The system has three components of the grammar of the clause there are: process, participant, and circumtances to considered the attendant process and expressed by prepositional and adverbial phrases in the text.

In conducting a transitivity-system analysis, according to Eggins (2004), it is necessary to identify every verb and its associated processes. As

for circumstances, she discussed further, stating that circumstances may include location, matter, manner, role, or accompaniment in the clause(Rahmasari, 2020).

In this study, the content of the clauses will be looked at in terms of a process involving participants in certain circumstances. As data will be collected from students' in order to determine how are students' transitivity work in writing recount texts.

2.2 Transitivity-System Processes

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)

Based on the theory above processes is the core of transitivity, this process usually expressed or realized by the verbal group in the clause, and are a prime issue of messages from an experiential perspective. Process and participant are the term which used to analyzed what is represented through the use of language in the text.

Halliday (1985) refers processes 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 when sorted in the semantic system of the clause is classified into the material, relational, mental, verbal, behavioral, and existential processes. Moreover, these processes are the products of human perception of the world and are socially and culturally constructed with participants, any animate or inanimate noun phrase in the circumstances expressed by adverbial and prepositional phrases. 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(Imperial, 2021) :

1. Material Process

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. In this material process there are additional elements, namely initiator as the cause of the action (Gerot & Wignell, 1995) and resulting attribute as the

result of the process (Deterding & Poedjosoedarmo, 2001). The participants are:

- Actor—the one performing the action
- Goal—that which is affected by the action
- Scope—that which remains unaffected by the action
- Attribute—a quality ascribed or attributed to an entity
- Client—for whom/which the action occurs
- Recipient—the receiver of goods or services

Alvin	Played	ping pong	yesterday
Pt: Actor	Pr: Material	Pt: Scope	Circ: Time

2. Mental Process

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). There is an additional participant in this mental process called inducer (Gerot & Wignell, 1995) as the one that initiates the process. The mental process has to do with affection, cognition, perception, or desideration (a fancy term for "desiring"):

I Hate curly underarm hair

Pt: Senser	Pr: Mental	Pt: Phenomenon	[Affection]

I saw her curly underarm hair

Pt: Senser	Pr: Mental	Pt: Phenomenon	[Perception]

His curly underarm hair amazed me

Pt: Phenomenon	Pr: Mental	Pt: Senser	[Cognition]

The mental process is usually in simple present/past tense, but not usually in the progressive aspect.

3. Behavioral Process

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. Behavioural processes are typically intransitive, involving only the Behaver as participant. If there are two participants, the second participant is Behaviour.

The sore losers Glared at the champion belcher

Pt: Behaver	Pr: Behavioural	Pt: Behaviour

[What did the sore losers do?]

4. Verbal Process

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). The target only includes certain verbs, namely criticizing, praising, insulting, slandering, flattering, and blaming.

The doctor expressed some concern

Pt: Sayer	Pr: Verbal	Pt: Verbiage

Alvin complained about the discomfort

Pt: Sayer	Pr: Verbal	Circ: Matter

5. Relational Process

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 main elements in the attributive process are carrier (as the subject of the clause), attributive (as the process), and attribute (as the subject complement in the clause). Here are some examples:

Alvin	was	Fantastic	during World Belching Day
Pt: Carrier	Pr: Rel-Attr	Pt: Attribute	Circ: Time

Alvin	has	a shapely rib cage
Pt: Carrier	Pr: Rel-Attr	Pt: Attribute

Meanwhile, the main elements in identifying processes are token (as the subject of the clause), identifying (as the process), and value (as the subject complement in the clause). Attributive and identifying as the processes in the clause are represented by copula. There are also additional participants that function as the causer of the relational process, namely attributor and assigner (Gerot & Wignell, 1995). Attributor is the one that gives the attribute, while assigner is the one that assigns the identity. Here are some examples:

Today	Is	World Belching Day
Pt: Token	Pr: Rel-Ident	Pt: Value

["World Belching Day" serves to identify what today is. Also, we can have "Today represents World Belching Day", but not *"World Belching Day represents today".]

The champion belcher	is	Alvin
Pt: Value	Pr: Rel-Ident	Pt: Token

6. Existential Process

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). According to Bloor and Bloor (2004), there are two types of existential processes, namely (1) with a copular verb and an empty there as subject; and (2) with a copular verb, the existent as subject, and completed by a circumstantial adjunct. Example:

Once upon a time	there	Was	a weird grammarian
Circ: Time		Pr: Existential	Pt: Existent

2.3 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). It denotes that the students are expected to study the concepts and organize them into a coherent paragraph. Other experts, such as Sari, Refnaldi, and Rosa (2013), define writing in English as filling the gap between the ability to convey ideas, feelings, opinions, and thought in spoken form and the ability to express the same things in written form in English. It is obvious that writing is a kind of communication in which information is delivered or feelings are expressed in written form. The writer must learn how to communicate his or her ideas so that the reader comprehends the significance of the content and is able to communicate(Ratih, 2020).

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. Someone who has writing

skills can express their thoughts and ideas to achieve certain goals and objectives. The idea can be in the form of facts, experiences, observations, research, thinking or analysis of a problem.

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 understand the nature of writing. Students should practice writing and improve their vocabulary in order to be competent writers(Sianipar et al., 2020).

According to the description above, writing is the ability to express their information, ideas, and feelings to someone in the form of written, and it is not only an activity arranging words into the shape of a sentence, but also organizing a sentence to become fascinating, cohesive and coherence.

2.4 Definition of Recount Text

According to the School-Based Curriculum 2013, students at Sunior 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.

(Cholipah, 2014) A recount text's objective is to provide the audience with an account of what happened and when it happened.

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 & Inggris, 2021). 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.

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 recounts(Sianipar et al., 2020).

Based on the explanation above recount text is a piece of writing that retells past events, usually in chronological sequence. Recount is a development of a chain of events, 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. Recount is also a social genre that retells events for the intention of enlightening or entertaining the audience.

2.4.1 Types of Recount Text

There are four types of Recount Text(Dewi et al., 2021):

1. A personal recount is a text in which the author retells personal experiences in the first person (I,We), such as a bad or happy experience, a holiday, or a postcard.
2. A text that comprises reports of events that occurred and are not exclusively dependent on opinion is known as a factual recount. For instance, road accidents and other news reports.
3. An imaginative recount is a type of recount text that serves to convey imaginative stories based on events, as well as events that have occurred or been experienced, and are then written into text such as fiction.
4. A biography recount is a form of recount text that covers and examines ancient history or portrays the story of a hero's life in the third person (She, He).

According to the preceding explanations, there are four sorts of recount text. Whereas, in this study, the researcher concentrates on Personal Experience because it is based on first-grade material and pupils are interested in retelling a personal experience.

2.4.2 Generic Structure of Recount Text

A recount text has a geneneric structure,Wardiman states that there are three geneneric structure, they are :

1. Orientation: Giving background information about who, what, where and when.
2. Events: A record of events usually recounted in chronological order.
3. Reorientation: Which "rounds off" the sequences of events or tell about what happened in the end.

The example can be seen in Table 1 below.

Based on the theory above, it can be concluded that in writing recount text there are three generic structures as references for good writing they are orientation, events and reorientation.

2.4.3 Language Features of Recount Text

As we have learned that a text will have a language feature. Sudarwati and eudia grace stated that there are five language features in recount text. Here are :

1. Introducing personal participants : I, my group, my family, my school, a younger brother,sister, mother, or the writerhim/herself.
2. Using chronological connection : then, first, next, after that, first of all,etc.
3. Using linking verb : was, were, saw, heard, etc.
4. Using action verb :look, go, change, run, arrive, take, laugh, sing, etc.
5. Using simple past tense, would + verb 1, past perfect tense, past continuous.

On the basis of the explanation above, students must pay attention to sentence patterns. Students must form grammar sentences in their recount text. Students must understand the time spent in the past if they want to write recount text.

2.6 Previous Study

Studies that are related to this research had been conducted by other researchers that focused on the Transitivity System, those are:

The first research was in 2018, had been conducted by the researchers Nur Rohmat, Nurhaeni, Anita Anggraeni from IKIP Siliwangi, Bandung. Entittle "Transitivity Analysis of Tenth Grade Students' Descriptive Text"(Rohmat & Anggraeni, 2018). In this research, the researchers used descriptive qualitative method. The result of the research showed that there were 4 types of processes that occurred in the data, they were: material process (8, 70%), mental process (17, 39%), relational process (45, 65%), and existential process (28, 26%). While, behavioral and verbal process were not found. The most dominant process found was relational process. It implies that students were aware how descriptive text should be written, since one of language features in descriptive text is using clauses with relational process.

The second previous research was in 2019. Entitle "An Analysis Of EFL Students' Transitivity Process Of Writing Recount Text"(Herlina & Hakim, 2021). It was conducted by Yanti Rosmayanti, Rina Herlina, and Lystiana Nurhayat Hakim from English Education Program Faculty of Teacher Training and Education Galuh University of Indonesia. Descriptive

qualitative method is used to analyze the Transitivity Process of EFL students‟ writing recount text consisting of collecting data, classifying data, analyzing, and interpreting data. The document of this study is six EFL students‟ writing recount texts and there are 173 data consisting of clauses taken from the text. The finding reveals that there are six types of transitivity process contained in EFL students‟ recount text: material process, mental process, relational process, behavioral process, existential process and verbal process. Material process becomes the first mostly applied with the total number of occurrence 108 (62.43%) from overall data. Mental process becomes the second mostly applied with the total number of occurrence 26 (15.03%) from overall data. Relational process becomes the third mostly applied with the total number of occurrence 21 (12.14%) from overall data. Existential process is applied with the total number of occurrence 12 (6.94%) from overall data. Verbal Process is applied with the total number of occurrence 5 (2.88%) from all data; and the last, behavioral process is applied with the total number of occurrence 1 (0.58%) from overall data. Material Process is the dominant transitivity process types in all the EFL students‟ recount text with the total number of occurrence 108. Based on the findings, it is recommended that, Transitivity process should be applied in the educational field, for example, in the learning writing process, to help students in improving their achievement and their knowledge of in transitivity process.

The third previous research “An Analysis of Language Features of Students’ Writing on Recount Text”. It was conducted by Avida Dwi Jasmine.

The study was conducted in 2020. This study uses a qualitative descriptive analysis. The researcher took five assignments of recount text for tenth grade high school students as samples for analysis. The aim of the research was to find out students' understanding of the language features of recount text. The purposes of this research are to analyze the language features of recount text and whether it has fulfilled the criteria or not. The result of the study showed that the language features of the text showed the ability of the students to comprehend the genre of text material and it is also beneficial to the teacher to see the students' performance in writing.

Based on previous studies above, the researcher concludes that the transitivity used is aimed at helping students improve their achievement and their knowledge of in transitivity process.

The similarities between the previous research and this research are the same as discussing transitivity in students writing. While the difference in the first previous research the difference is in the text, namely the first previous research using descriptive text while this study will use recount text. The difference in the second previous study lies in the object of research, in this study the object of research is EFL Students while the object of this research is students at tenth grade of Senior High School 3 Jambi City. The difference between this research and the third previous study is that the previous study aims to analyze the language features of students in writing recount texts, while the research that will be conducted is to analyze students' transitivity in writing recount texts.

2.7 Conceptual Framework

This study focused on transitivity students' in writing recount text. This study using the theory from Halliday's and Matthiessen (2004) that states these process types project experiential implications, whereas the way they are connected between each other in the clause structure shows the meaningful logic.

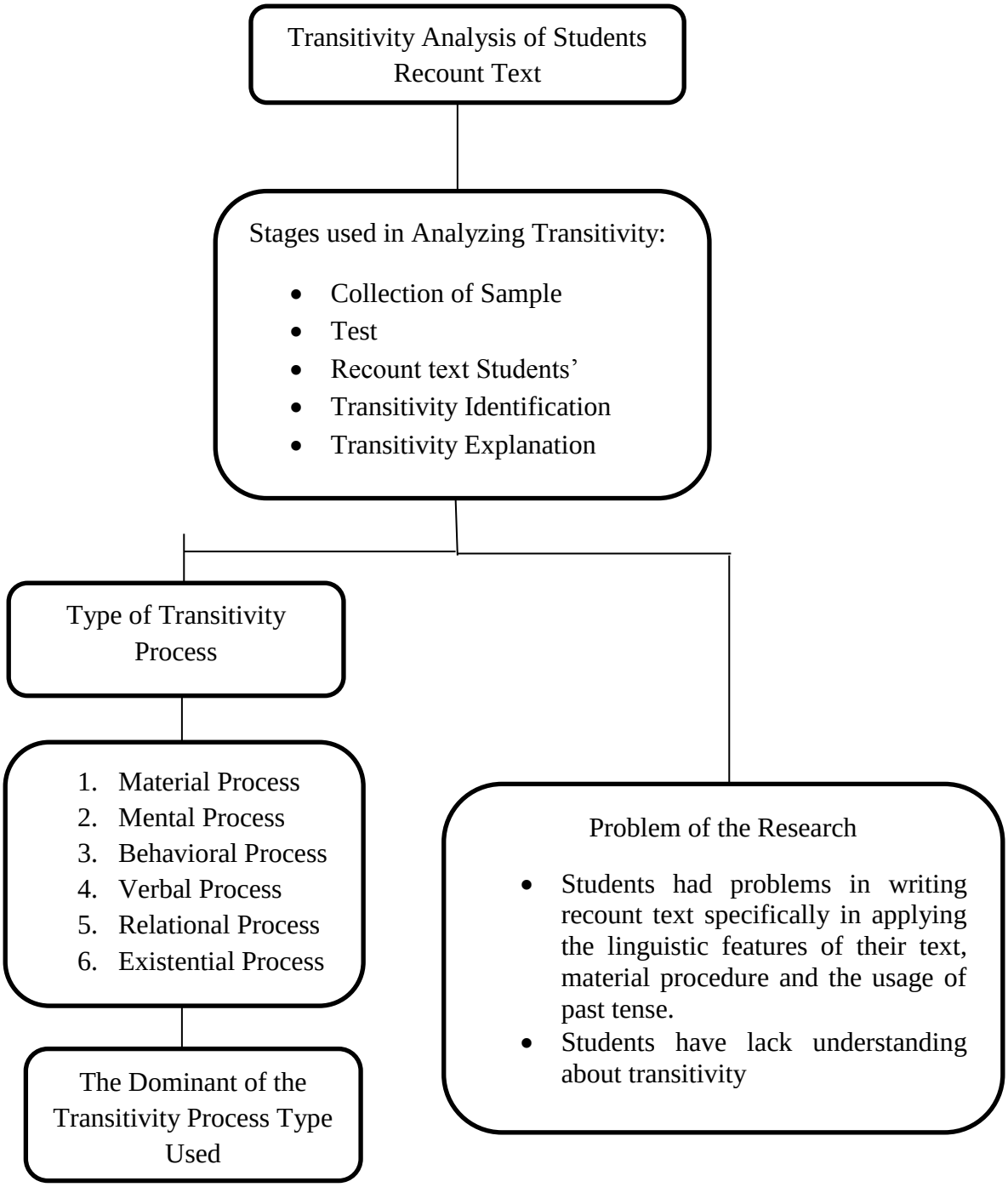
According to them, the connectivity of these factors creates the logicoexperiential relationship in the discourse construing the experiential world. The transitivity system consists of six processes, namely material, mental, behavioral, verbal, relational, and existential processes.

The first way to observe this research is by giving a test that is writing a recount text. After that, students are chosen by cluster sampling to take the test to write a recount text. After the researcher got the data then the resercher sorted the data by considering of content and generic structure. The topic of the text is about personal experiences namely "Holiday".

After obtaining the students' recount texts, the texts were divided into sentence modifications and clause modifications. All clauses were put into tables in order to be analyzed. Then, they were analyzed by using transitivity analysis. Third, the process types were tallied to discover the most appearing process type in the students' recount texts. The framework of this study describes in the scheme below.

Figure 2.1

Conceptual Framework



Sources: Data of the Research

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researcher 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 the researcher 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 researcher concludes, based on expert views, that qualitative research was a research design and methodology that uses the researcher as a key instrument, data collection techniques are carried out by triangulation (combined) and the research conducting in natural settings. In this research, the researcher uses qualitative research because the researcher was analyzed

types of transitivity in recount text, what is the most dominant types and how are students transitivity work in writing recount text.

3.2 Setting of the Research

The researcher was conducts this study in Senior High School 3 Jambi City. Which is located on Jl Dr.Muwardi No.19, Kebun Handil, Jelutung District, Jambi City.

3.3 Subject of the Research

The subject of the research was the students at tenth grade of Senior High School 3 Jambi City in academic year 2021/2022. The total of the students at tenth grade is 354 which consist of 11 classes.

Population is a group of individuals who have the same characteristic (Creswell 2012). In this study, the target 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.

According to Ary, et.al. (2002) sample is a small group that is observed. Beside, Creswell (2012) says that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher 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, the researcher took a random sample from the cluster, the students in class X MIPA 3.

Table 3.1

Sample of the Research

No	Class	Students		Total
1	X MIPA 4	MALE	FEMALE	34
		11	23	

Source: Administration of SMA N 3 Kota Jambi

3.4 Technique of Data Collection

In this research, the transitivity analysis data was collected through writing test. The researcher used data of recount text written by tenth grade students. After the researcher got the data and reduce it, the next step is analyzing the data/ the researcher analyzed the data based on the process types. The descriptive approach used in order to represent the process types used in recount test written by tenth grade students'.

Borg (1991) defines a test as a tool for assessing individual differences along one or more behavioral dimensions. Meanwhile, according to Brown (1994), a test is a means for determining a person's competence or knowledge in a certain topic and assigning a numerical score. The researcher finds that the test is a combination of methodologies, procedures, and items used to assess the ability of individual differences as long as one or more

numerical scores may be given, based on numerous expert opinions regarding the test.

In this study, the researcher was provided a writing test, the researcher was given a test to write a recount text whose topic has been determined, namely holiday. Because the topic of the text was a personal experience about holiday, the texts that was evaluated come from students who have had a personal experience about it and can repeat the narrative successfully. The researcher was identified the clause in the transitivity of students' in writing recount text to know the construction of their paragraph based on Halliday's theory (1994) and analyzed kinds of process in the students' recount text.

3.5 Technique of Data Analysis

There were several steps carried out in order to analyze the data. First, collecting the students' recount texts in order to be checked in terms of its schematic structures and language features. Second, after obtaining the students' recount texts, the texts were divided into sentence modifications and clause modifications. All clauses were put into tables in order to be analyzed. Then, they were analyzed by using transitivity analysis. Third, the process types were tallied to discover the most appearing process type in the students' recount texts.

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

1. The resercher 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. The researcher 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. The researcher analyzed kinds of process in the students' recount text based on Halliday's theory (1994)

4. The researcher 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. The researcher concludes the result.

CHAPTER IV

FINDINGS AND DISCUSSIONS

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

Researcher described the results of the study below. The researcher used a test as a tool used to obtain data. The test was a recount text writing test and the topic was "Holiday", this is intended to find out how capable the students are to use transitivity in a broad context and their ability to make sentences grammatically correct. The result of this test has been analyzed further about students' transitivity in writing recount text.

4.1.1 Analysis of Transitivity Process

1. Material Process

   Some of material processes from students recount text are:

Table 4.1

The Sample of Creative Type of Material Process

<table>
<tr><th>Students</th><th>Clause</th><th>Creative Type</th></tr>
<tr><td>Student 1</td><td>14</td><td>My Family and I went to Bali Together.
<table><tr><td>My family and I</td><td>went</td><td>to Bali together</td></tr><tr><td>Actor</td><td>Material</td><td>Goal</td></tr></table></td></tr>
<tr><td>Student 15</td><td>6</td><td>We went to Puncak, Bogor.
<table><tr><td>We</td><td>Went</td><td>to Puncak, Bogor</td></tr><tr><td>Actor</td><td>Material</td><td>Goal</td></tr></table></td></tr>
<tr><td>Student 16</td><td>9</td><td>We bought some snacks and drinks.
<table><tr><td>We</td><td>Bought</td><td>Some snacks and drink</td></tr><tr><td>Actor</td><td>Material</td><td>Goal</td></tr></table></td></tr>
<tr><td>Student 26</td><td>7</td><td>We took some photograph together.
<table><tr><td>We</td><td>took</td><td>Some photograph together</td></tr><tr><td>Actor</td><td>Material</td><td>Goal</td></tr></table></td></tr>
</table>

2. Mental Process

Some findings of mental processes in student recount text written by students are:

Table 4.2

The Sample of Creative Type of Mental Process

<table>
<tr><th>Students</th><th>Clause</th><th>Mental Process</th></tr>
<tr><td>Student

14</td><td>3</td><td>We can see the beauty of the sea and waves.
<table><tr><td>We</td><td>can see</td><td>the beauty of the sea and waves.</td></tr><tr><td>Senser</td><td>Mental</td><td>Phenomenon</td></tr></table></td></tr>
</table>

<table>
<tr><td>Student 15</td><td>1</td><td>We were happy because we had so much fun there.<table><tr><td>We</td><td>Were happy</td><td>Because we had so much fun there</td></tr><tr><td>Senser</td><td>Mental</td><td>Phenomenon</td></tr></table></td></tr>
<tr><td>Student 17</td><td>1</td><td>We still felt hungry.<table><tr><td>We</td><td>Still felt</td><td>Hungry</td></tr><tr><td>Senser</td><td>Mental</td><td>Phenomenon</td></tr></table></td></tr>
<tr><td>Student 18</td><td>2</td><td>I feel bored and want to go back to school quickly.<table><tr><td>I</td><td>Feel bored</td><td>And want to go back to school quickly</td></tr><tr><td>Senser</td><td>Mental</td><td>Phenomenon</td></tr></table></td></tr>
</table>

3. Behavioral Process

Some of behavioral processes found in recount text written by students are:

Table 4.3

The Sample of Creative Type of Behavioral Process

<table>
<tr><th>Students</th><th>Clause</th><th>Creative Types</th></tr>
<tr><td>Student 22</td><td>2</td><td>It looked sunny day with the blue sky<table><tr><td>It looked</td><td>Sunny day with the blue sky</td></tr><tr><td>Behavioral</td><td>Behavior</td></tr></table></td></tr>
<tr><td>Student 23</td><td>2</td><td>We looked around in that zoo<table><tr><td>We</td><td>Looked</td><td>Around in that zoo</td></tr><tr><td>Behaver</td><td>Behavioral</td><td>Behavior</td></tr></table></td></tr>
<tr><td>Student 31</td><td>1</td><td>While listening to a beautiful song</td></tr>
</table>

		While listening	to a beautiful song
		Behavioral	Behavior

4. Verbal Process

Some findings found of verbal process from recount text written by students are:

Table 4.4

The Sample of Creative Types of Verbal Process

Students	Clause	Creative Types
Student 1	1	*We can ask about monkey from the keeper* We / Can ask / About monkey from the keeper Sayer / Verbal / Verbiage
Student 17	3	*I ask our brother Chiko* I / Ask / Our brother Chiko Sayer / Verbal / Verbiage
Student 26	1	*My sister Ani asked me to drive around* My sister Ani / Asked / Me to drive around Sayer / Verbal / Verbiage

5. Relational Process

Some findings found in recount text written by students are:

Table 4.5

The Sample of Creative Types of Relational Process

<table>
<tr><th>Students</th><th>Clause</th><th>Creative Types</th></tr>
<tr><td>Student 9</td><td>1</td><td>Semarang is a very amazing city
<table><tr><td>Semarang</td><td>is</td><td>a very amazing city</td></tr><tr><td>Token</td><td>Rel-Ident</td><td>Value</td></tr></table></td></tr>
<tr><td>Student 11</td><td>1</td><td>It rained almost every day there
<table><tr><td>It rained</td><td>Almost every day</td><td>Token</td></tr><tr><td>Value</td><td>Rel-Ident</td><td>Token</td></tr></table></td></tr>
<tr><td>Student 27</td><td>1</td><td>The pandemic was getting worse
<table><tr><td>The Pandemic</td><td>Was</td><td>Getting worse</td></tr><tr><td>Token</td><td>Rel-Ident</td><td>Value</td></tr></table></td></tr>
</table>

6. Existential Process

Some findings of existential process in recount text written by students are:

Table 4.6

The Sample of Creative Types of Existential Process

Students	Clause	Creative Types
Student 16	3	*There are many rides, beautiful parks, swimming pool etc.*

<table>
<tr><td></td><td></td><td><table><tr><td>There are</td><td>Many rides, beautiful parks, swimming pool etc.</td></tr><tr><td>Existential</td><td>Existent</td></tr></table></td></tr>
<tr><td>Student 26</td><td>1</td><td>There were only two couples capturing.<table><tr><td>There were</td><td>Only two couples capturing</td></tr><tr><td>Existential</td><td>Existent</td></tr></table></td></tr>
<tr><td>Student 34</td><td>1</td><td>There were already many people queuing up.<table><tr><td>There were</td><td>Already many people queuing up</td></tr><tr><td>Existential</td><td>Existent</td></tr></table></td></tr>
</table>

4.1.2 Students' Transitivity in Writing Recount Text

In analyzing the data, the researcher 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, the researcher 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 distribution of process types of each students' text can be seen in the table below.

Table 4.7

Distribution of Processes in Each Students in Writing Recount Text

Participants	Process					
	Material	Mental	Behavioral	Verbal	Relational	Existential
Students 1	14	3	-	1	1	1
Students 2	10	2	-	-	-	-
Students 3	8	2	-	-	-	1
Students 4	3	-	1	-	-	-
Students 5	12	1	-	-	1	2
Students 6	11	1	1	-	1	-
Students 7	3	1	2	-	1	1
Students 8	6	2	-	-	-	3
Students 9	6	2	-	-	1	1
Students 10	7	3	1	1	-	-
Students 11	3	-	1	-	1	-
Students 12	10	-	2	-	-	-
Students 13	4	1	-	2	-	4
Students 14	4	3	-	-	1	1
Students 15	6	1	1	-	-	1
Students 16	9	-	-	-	2	3
Students 17	7	1	-	3	1	-
Students 18	7	2	-	-	-	-
Students 19	5	3	2	-	-	1
Students 20	5	2	1	-	-	-
Students 21	7	1	-	-	-	-
Students 22	8	2	2	-	-	-
Students 23	4	4	2	-	1	1
Students 24	3	4	-	-	-	-
Students 25	10	2	3	1	-	1
Students 26	7	1	-	1	-	1
Students 27	5	1	2	1	1	-
Students 28	5	3	-	-	1	-
Students 29	12	1	3	-	1	-
Students 30	4	2	1	1	1	-
Students 31	6	-	1	-	-	1
Students 32	10	2	2	-	3	-
Students 33	6	1	1	-	-	-
Students 34	5	2	-	-	-	1
Total	232	56	29	11	18	24

From the table 4.7 above, it can be seen that material process occurred 232 times, mental process occurred 56 times, behavioral process occurred 29 times, verbal process occurred 11 times, relational process occurred 18 times, and existential process occurred 24 times.

The percentages shown in this section are a summary of students' transitivity in writing recount text through a 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 4.8

Appearances of Processes

Process	Frequently of Appearances	Percentages
Material	232	63%
Mental	56	15%
Behavioral	29	8%
Verbal	11	3%
Relational	18	5%
Existential	24	6%
Total	370	100%

Table 4.8 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.

4.2 Discussions

In this study, the researcher analyzed 34 students' recount text at tenth grade Senior High School 3 Jambi City. The researcher 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, the researcher 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 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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After the researcher 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. The researcher 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.

5.2 Suggesstions

Researchers suggest readers to conduct deeper studies and research on transitivity system to gain a better understanding of a text or discourse. Then, analysis of the structure of recount text can also help readers to understand text. In addition, the authors hope that future research can carry out the analysis in a different way scope of study. It is hoped that students can gain knowledge from various parties sources, especially those related to recount text analysis, internet or research articles. Finally, the author hopes that further researchers can do analysis on other aspects of lexicogramar, such as theme/rhyme or mood/ residue/ that is applied to another object.

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APPENDIX 1

Students Writing Test

STUDENTS WRITING TEST 20

Name : Nabil najmi

Class : X MIPA 3

Date : February 2nd, 2022

Please write a recount text with 250 words maximum in the text, and the topic is "Holiday"!!

My Holiday

Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed.

I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.

Then, I watched my favorite TV programs until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house.

Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.

Although just a home holiday, at least to refresh my mind from the routine activities in the school.

material ① = I just ~~set~~ stay at home for two weeks to did the same activities routinely.
② = I turned on computer and played many games.
③ = I ~~watched~~ my favorite TV programs until it almost midday
④ = I went to bathroom to ablution and did zuhur prayer
⑤ = I kept playing with my nieces until nightfall

105

STUDENTS WRITING TEST

21

Name : Najwa Salsabila

Class : X MIPA 3

Date : 22/02/2022

Please write a recount text with 250 words maximum in the text, and the topic is "Holiday"!!

Tittle	My Home Holiday
Orientation	The last school break was a quite boring for me but it was pretty well. I didn't have any plan for it, so I just stayed at home and go around Jambi to spend my two weeks of school break. It was so boring because I did the same activities routinely, over and over.
Event 1	I woke up later than my usual habit and had a breakfast with my parents. Then I took a bath to freshen my body. After that, I played Mobile Legends on my phone until it almost midday, it wasn't really boring anymore because I played game with my friends that had a cheerful energy.And sometimes during the day my cousins took me for a walk, hang out, shopping or go around Jambi just to get rid of our boredom sitting at home.
Event 2	In the afternoon, I had lunch with my parents and then helped them to clean the house. After I cleaned the house, I took a nap on the couch. In the evening, I dined and then did the homework that my teacher gave me. After I finished my homework, I watched my favourite series on Netflix. I kept repeated the same activities during my holiday.
Re- Orientation	So, I was sure that it was the most boring holiday I've ever had, because I only stayed in Jambi.

Name : Rafa Tri Shakira

Class : X MIPA 3

Date : February 2nd, 2022

English assignment : Recount Text

Please write a recount text with 250 words maximum in teh text, and the topic is "Holiday"!!

Vacation With Friends To The Zoo

Go to zoo, Last Sunday I and my best friends went to the zoo in my city. Before leaving for the zoo, we first gathered at my best friend's house which was far from her house and the zoo was quite far away, because we wanted to enjoy the morning breeze and go for a walk together on six motorbikes. We left together at 9:00 am and got there at 10:00 am. Because I went with my best friend on a school day off so that time the zoo was very crowded and filled with families on vacation.

After arriving, one of my friends and I bought tickets to enter the zoo while the others waited at the entrance. Then I invited my friends to enter the zoo. Once inside we started looking for a place to have a picnic. We looked for a place around the field which is in the middle of the zoo. We got a place under a shady tree. We all immediately got ready to roll out the mats and prepare the food. Meanwhile, my male friend took the things in the car. After everything was ready, my best friend invited us all to go around the zoo.

We all circled the star cage that was there and saw all kinds of animals. There the animals that we can see start from the smallest animals, such as rabbits, monkeys, various types of birds to the largest animals, namely elephants, bears, bulls and others. There are also many rare animals such as Javanese tigers, birds of paradise and many more. I also had time to take photos of us with the animals that were there.

After being satisfied around the zoo, we returned to the picnic area to rest and have lunch. Right after the call to prayer, we all performed the midday prayer at the place provided by the zoo keeper, after worshiping we returned to the tent and had lunch together. After lunch we relax. I joked with my friends when they told me about us when we were kids playing in the rain. After we took our picnic and then we went around the zoo once again to take pictures together. After the time showed 15.30 we were all at our respective homes and there was someone who took us home first because we didn't bring a motorbike. That day I was very happy to be able to spend time with my family. Hopefully next time my friends and I can get together again.

APPENDIX 2

Name List of the Sample

No	Name	Class	Code
1	Amelia Nurmala Ardan Nasution	X MIPA 3	Student 1
2	Achmad Wira Dinata	X MIPA 3	Student 2
3	Aisyah Tiara Melifa	X MIPA 3	Student 3
4	Amanda Pratiwi	X MIPA 3	Student 4
5	Amara Cantika Sari	X MIPA 3	Student 5
6	Aurel Beb Khair	X MIPA 3	Student 6
7	Auryza Tara Andita	X MIPA 3	Student 7
8	Azura Balqissyah Zahra	X MIPA 3	Student 8
9	Benedictus Giorgio	X MIPA 3	Student 9
10	Felicia Aulia Suherman	X MIPA 3	Student 10
11	Galang Pratama	X MIPA 3	Student 11
12	Gilang Rizky Ramadhan	X MIPA 3	Student 12
13	Jehan Fajrina	X MIPA 3	Student 13
14	Katrine Donristi Juandra T	X MIPA 3	Student 14
15	Kayla Fadh Suroso	X MIPA 3	Student 15
16	Kayra Allodya Kirana	X MIPA 3	Student 16
17	M.Hafiz Pratama	X MIPA 3	Student 17
18	M.Harlino	X MIPA 3	Student 18
19	Muhammad Ridho Pratama	X MIPA 3	Student 19
20	Nabil Najmi	X MIPA 3	Student 20
21	Najwa Salsabila	X MIPA 3	Student 21
22	Nandito Dwi Putra Simangunsong	X MIPA 3	Student 22
23	Nayla Zunaini	X MIPA 3	Student 23
24	R.A Audrey Prudenta Arby	X MIPA 3	Student 24
25	Rafa Tri Shakira	X MIPA 3	Student 25
26	Reva Ramadhanti	X MIPA 3	Student 26
27	Revalina Eka Savitri	X MIPA 3	Student 27
28	Rhaissya Putri Vanssy	X MIPA 3	Student 28
29	Siti Zahra Mahfuzah	X MIPA 3	Student 29
30	Syaqila Zalwa Ramadhani	X MIPA 3	Student 30
31	Varika Zahari	X MIPA 3	Student 31
32	Yemima Oktaria	X MIPA 3	Student 32
33	Yoga Yogistira Arifianto	X MIPA 3	Student 33
34	Zacky jasiko	X MIPA 3	Student 34

APPENDIX 3

Table 10

Students Transitivity Identification

No	Participants	Transitivity	Types of Transitivity
1	Student 1	My family and I **went** to Bali Together.	Material Process
		We **visited** many interesting places at Bali.	Material Process
		We **spend** and enjoyed our holiday time there.	Material Process
		We **visited** Pandawa Beach in Badung, Bali.	Material Process
		I **liked** this beach	Mental process
		There were two big cliffs which on the side of cliffs were cut by five Pandawa and Kunti statutes.	Existential Process
		This beach is one of beautiful beach which had white sand and unique.	Relational Process
		We **tried** to play banana boat there.	Material Process
		After we finish **played** banana boat, we **ordered** some food from the shop around the beach.	Material Process
		We **enjoyed** the scenery of this beach with the beautiful sun.	Material process
		We **took some** photograph with my family and **bought** some souvenirs for my friends in Jambi.	Material Process
		Before we **continued** our trip, I **tried** to speak English with foreigners there for improving my English skill.	Material Process
		We **visited** Alas Kedaton in Tabanan, Bali.	Material Process
		We can **saw** many kinds of monkeys here.	Mental Process
		We can **interacted** directly with them.	Material Process
		I **bought** some nuts from my hands after that the monkeys came to me and **tried** to take some nuts from my hands.	Material Process
		After that, they **went** out.	Material Process
		Sometimes, I **felt** afraid, because they often picked up something from something from tourism which they thought this thing was unique.	Mental Process

		We can **asked** about monkey from the keeper directly.	Verbal Process
		We **ate** in the restaurant and then **decided** to go hotel.	Material Process
2	Student 2	I had **prepared** everything I need for my holiday.	Material Process
		I **went** to the station at 07.00 A.M.	Material Process
		I **bought** the ticket to go to Palembang.	Material Process
		I **arrived** at Palembang at 2.30 P.M.	Material Process
		I **went** directly to the stadium by bus.	Material Process
		I **saw** so many people in the stadium.	Mental Process
		I just **walked** and sometimes stopped to buy merchandise around the stadium.	Material Process
		I **went** to a hotel.	Material Process
		I **spent** my first night there by taking a rest.	Material Process
		I **did** many things and **visited** almost all of the momentous places along my journey there.	Material Process
		I really **like** Palembang which is also known as "The city of Empek-Empek".	Mental Process
		I **want** to go there again	Material Process
3	Student 3	I got a chance to **visit** Yogyakarta with my family members	Material Process
		We **visited** many famous and amazing places around.	Material Process
		We **went** to Prambanan temple.	Material Process
		There are many small temples around the location with some big temples.	Existential Process
		Me and my family **visited** Gembira Loka Zoo.	Material Process
		I could **see** snakes collection, butterfly, fish, elephant, crocodiles and even tigers.	Mental Process
		I **took** some appealing pictures of the animals.	Material Process
		We **went** back to our hotel at Sahid Raya Hotel to take a rest.	Material Process
		Me and my family **went** to Malioboro.	Material Process
		I **bought** some souvenirs for my friends in	Material Process

		Malioboro.	
		I **liked** this experience so much.	Mental Process
4	Student 4	I just **played** at home to spend my two days of school break.	Material Process
		Then I **took a bath** to freshen my body.	Behavioral Process
		I **played** my favorite games on my computer.	Material Process
		Then I **watched** my favorite shows on YouTube all night long.	Material Process
5	Student 5	I **spend** our holiday in Palembang	Material Process
		I **stayed** at my family's house for about 5 days.	Material Process
		We **went** to explore tourist attractions and culinary delights in Palembang.	Material Process
		I **went** to a famous tourist spot there, namely Ampera Bridge.	Material Process
		There were beautiful views and photo spots.	Existential Process
		We also **took** pictures there to capture the moment.	Material Process
		We **returned** there at night and enjoyed the beautiful night atmosphere while enjoying the food.	Material Process
		Seeing the bright lights covering the bridge and the flowing river water.	Mental Process
		The weather at night is very cool.	Relational Process
		I **went** to other tourist attractions and **went** to the learning center there.	Material Process
		We **enjoyed** and spent time there	Material Process
		We also **visited** the culinary places there.	Material Process
		I **bought** souvenirs for us to take home.	Material Process
		After that we **packed** and we went back to Jambi.	Material Process
		I really **enjoyed** it.	Material Process
		There are many memories when I was there.	Existential Process
6	Student 6	I **spent** my last summer holiday with my family in my grandmother house.	Material Process
		The house is in Medan.	Relational Process
		I was **landed** at Kuala Namu airport around 8 AM after 2 hours flight.	Material Process

		Then my grandmother and grandfather pick up us by car at Kuala Namu at 8.30 AM and **arrived** at my grandma house at 9.30 AM.	Material Process
		After that we **tidy up** our clothes, then we **eat** dinner that my grandma has been prepared.	Material Process
		On the next day, we **went** to Danau toba.	Material Process
		I **took** a lot of pictures.	Material Process
		I also **went** to restaurant near Danau Toba	Material Process
		I **eat** soto medan and it's so **delicious** so I **eat** 2 bowl of it.	Behavioral Process
		We **decided** to go home.	Material Process
		I **spent** my last day at my grandparents house.	Material Process
		I **help** my mom to packed our thing.	Material Process
		After that we **went** to airport.	Material Process
		I'm **so happy**, and it's such a beautiful memory to think about.	Mental Process
7	Student 7	At the end of last year, my family and I **decided** to go to Lampung on vacation and visit my family's house.	Material Process
		On the way to Lampung, we **spent** about 15 hours by road.	Material Process
		We **looked** for an interesting tourist spot to visit.	Behavioral Process
		The tourist spot was the "Lembah Hijau"	Relational Process
		In Lembah Hijau **there are** many animals.	Existential Process
		I rarely **see** in my city.	Mental Process
		My family and I on the last day in Lampung, **went** to a mall which was **very crowded** with people around.	Behavioral Process
		My family and I **returned** to the city after a certain time of a few weeks in Lampung.	Material Process
8	Student 8	My family and I **vacationed** in Jakarta.	Material Process
		On the first day my family and I **visited** Dufan.	Material Process

		We **walked** around 09.00 from the inn by car.	Material Process
		When I got there I **saw** many interesting and fun rides.	Mental Process
		I **want** to play all the rides here.	Material Process
		My family and I **enjoyed** the rides we played.	Material Process
		There are halilintar, tornado, bianglala, istana boneka, kora-kora, Niagara gara, kincir-kincir, ontang-anting and of course many more.	Existential Process
		We **returned** to the inn around 19.00 PM and immediately rested.	Material Process
		On the second day we **went** to Bogor to visit the safari park.	Material Process
		There was very fun.	Existential Process
		We could **see** various kinds of animals.	Mental Process
		There are many rides but we didn't play.	Existential Process
		my family and I really **enjoyed** the vacation.	Material Process
9	Student 9	I **went** on vacation to the old city in Semarang with my family.	Material Process
		We **went** by plane from Jambi to take 3 hours 30 minutes and transit one time.	Material Process
		Arriving in Semarang, we **went** to the hotel that we had previously **ordered** by using grab car.	Material Process
		The night had come and we were all hungry.	Relational Process
		Then we **went** out to look for food around the hotel where we were staying.	Material Process
		We **decided** to go back to the hotel and slept.	Material Process
		The next day at 7 AM we all **got ready** for breakfast.	Material Process
		After breakfast we **went** to the old town which is not far from the hotel.	Material Process
		We also **captured** many of our moments by taking pictures near the buildings and streets at the old city.	Material Process

		We are **very happy** to be able to spend our vacation time there.	Mental Process
		We **felt** that Semarang is a very amazing city.	Mental Process
		There are many interesting tourist attractions.	Existential Process
10	Student 10	Last week I **went** to the cinema at my town.	Material Process
		We just **finished** our exam.	Material Process
		My friend **asked** me to check the theater schedule at the app.	Verbal Process
		I **think** it's a nice idea so I did it.	Behavioral Process
		I **took** out my phone.	Material Process
		I **wanted** to check the theater schedule	Material Process
		I'm **very shocked,** it's my internet credit for 2 months and I only used it for 10 minutes.	Mental Process
		I **forgot** that my internet is run out.	Material Process
		I have **prepared** my mental, my parents will scold me because this is my third times I doing that.	Material Process
		I **very disappointed** because we canceled the watch.	Mental Process
		We **went** to eat and walked at that mall.	Material Process
		I **feel** useless that I already spent my internet to download that app.	Mental Process
		I **decided** not to delete the app.	Material Process
		Now, every time I want to **go** out I always check my internet first.	Material Process
11	Student 11	Two weeks ago, my family and I **were** in my grandpa's hometown.	Material Process
		it rained almost every day there.	Relational Process
		We had no enough time to **visit** some tourism places there because of rain.	Material Process
		We just **stayed** at home almost all day long.	Material Process
		Seeing the condition, we **decided** to make an interesting activity indoor to spend the holiday together.	Behavioral Process
12	Students 12	We **went** together in a car.	Material Process
		We finally **arrived** in Yogyakarta at 7 pm.	Material Process
		We **took** a short break at the coffee shop	Material Process

		while ordering food for dinner.	
		We **enjoyed** the music from street singers that made us **feel** at home.	Behavioral Process
		We **went** straight to bed.	Material Process
		The next day around 9 am, we **prepared** our things to take to Parangtritis beach tonight.	Material Process
		At 5 pm we **left** for parangtritis beach.	Material Process
		After an hour's our journey, we **arrived** at the location where we were going to camp.	Material Process
		We also **prepared** small tents on the beach.	Material Process
		Then we **rested** for a while drinking a tea and singing together.	Material Process
		Then we **took** some photos as a memory of our good times here.	Material Process
		My family and I **came** home **happy and excited** again, ready for the daily routine, school the next day.	Behavioral Process
13	Student 13	A few months ago, my family and I **went** to Jakarta together.	Material Process
		We **spend and enjoyed** our holiday time there.	Material Process
		On the first day, we **visited** my grandparents house.	Material Process
		I really **like** visited here.	Mental Process
		There were so many old school snacks that my grandparents prepared.	Existential Process
		There were many cats too in backyard.	Existential Process
		We **visited** Ashta District 8 which is a new mall in Jakarta.	Material Process
		There were so many culinary such us food from China, Japan, etc.	Existential Process
		There were an open courtyard	Existential Process
		For me, that was a beautiful day because of this pandemic, so it's hard to do such that thing.	Verbal Process
		We really enjoyed it.	Verbal Process
14	Student 14	Four years ago, my family and I **went** on vacation to Bali.	Material Process
		We **stayed** there for two weeks.	Material Process
		During those two weeks, we **visited** a lot of places in Bali.	Material Process

		There are many places that I visited	Existential Process
		At Uluwatu Temple, we can **see** the beauty of the sea and waves.	Mental Process
		The next place that I **like** is Candylicious.	Mental Process
		Candylicious is a candy and chocolate shop on the Beachwalk, Kuta, Bali.	Relational Process
		In here, you will **see** lots of candies and chocolates being sold.	Mental Process
		On the last day, we **went** home.	Material Process
15	Student 15	Three years ago. With my family, we **went** to Puncak, Bogor.	Material Process
		We want to **visit** the Safari Park.	Material Process
		We **spent** about 1 hour and 15 minutes before we could reach the park.	Material Process
		We **went** at 08.00 and arrived at the Safari Park around 09.15 AM.	Material Process
		We **saw** the elepanth; big, strong and smart animal.	Mental Process
		Further inside, we **found** more animals	Material Process
		After the animals, we **continued** our journey to watch the show.	Material Process
		There are many shows held at the Safari Park.	Existential Process
		When we **returned** home we were **tired** but we were **happy** because we had so much fun in Safari Park.	Behavioral Process
16	Student 16	My cousin and I **went** on holiday to Bandung.	Material Process
		We had time to **visit** tourist attractions that were there.	Material Process
		We **went** to the floating market in Lembang by car.	Material Process
		The distance from the inn to get there is quite far.	Relational Process
		We had to **pay** for the entrance ticket.	Material Process
		The ticket price is cheap too.	Relational Process
		There are many rides, beautiful parks, children's playgrounds, small villages and houses, swimming pools and etc.	Existential Process
		There are so many unique and interesting places that should not be missed.	Existential Process
		We **took** lots of photos while there.	Material Process
		There are lots of vendors selling various	Existential Process

		kinds of food, drinks, and even souvenirs.	
		We **bought** some snacks and drinks only.	Material Process
		We **decided** to take a boat at the floating market.	Material Process
		We **visited** one of the famous mall in Bandung to watch a movie and do some shopping	Material Process
		Finally we **decided** to go home and end our fun day.	Material Process
17	Student 17	One day my sister named Syifa **said** to me that she really want to go to the beach.	Verbal Process
		We **prepared** everything needed in the morning.	Material Process
		I **ask** our brother Chiko to join us.	Verbal Process
		He **agreed** to join.	Verbal Process
		We **went** there together with our parents.	Material Process
		We **decided** to go home because it was getting dark.	Material Process
		On the way home, we still **felt** hungry.	Mental Process
		So we **stopped** at a restaurant to have dinner.	Material Process
		I **ordered** sruit, Lampungnese traditional food.	Material Process
		After finishing eating, we **paid** our bills.	Material Process
		Then we **went** home and arrived at 9 O'clock.	Material Process
		It was a wonderful day for me and my sister.	Relational Process
18	Student 18	I'm just **staying** at home.	Material Process
		I have **spent** my holiday time with frequently repeated activities like watching TV, playing games, and playing on my phone.	Material Process
		Sometimes I **feel** bored and want to go back to school quickly.	Mental Process
		On December 31th, I **celebrated** the new year.	Material Process
		In the evening we had barbeque, we **grilled** corn and meatballs.	Material Process
		At 12 o'clock, we immediately **left** the house playing fireworks.	Material Process
		We also **watched** fireworks flying in the sky non-stop.	Material Process

		At 1 AM, I **returned** home and went back to sleep.	Material Process
		Last year holiday was **fun** even though it was **boring** sometimes.	Mental Process
19	Student 19	Our family **drove** a car to the zoo.	Material Process
		We **put** the motorbike in the parking lot provided.	Material Process
		My father **bought** entrance tickets for four people.	Material Process
		We **started** walking around the zoo by **seeing** elephants, the elephant's long trunk made my sister happy to **see** it.	Behavioral Process
		After **seeing** the elephants we then headed to the next places	Mental Process
		Then **saw** some other animals for the day.	Mental Process
		The zoo that day **looked** deserted from visitors.	Behavioral Process
		My sister and I **learned** a lot about animal world.	Material Process
		There are many activities that we cannot do outside the house.	Existential Process
		After we finished **seeing** all the animals.	Mental Process
		Our family **decided** to go back home.	Material Process
20	Student 20	I just **stay** at home for two weeks to did the same activities routinely.	Material Process
		I **felt** that was the worst day I have ever passed.	Mental Process
		I **woke up** earlier and did subuh prayer.	Material Process
		At 08.00 am, I **turned** on computer and played many games.	Material Process
		I **watched** my favorite TV programs	Material Process
		At 1 pm, I **went** to bathroom to ablution.	Material Process
		Then, I had **lunch and helped** my mother to clean the house.	Behavioral Process
		Because I was **tired**, I felt asleep on the couch.	Mental Process
21	Student 21	I just **stayed** at home and go around Jambi to spend my two weeks of school break.	Material Process.
		I **woke up** later than my usual habit and had a breakfast with my parents.	Material Process
		Then I **took** a bath to freshen my body.	Material Process
		After that, I **played** Mobile Legends on my phone until it almost midday.	Material Process

		And sometimes during the day my cousin **took** me for a walk, hangout, shopping, or go around Jambi	Material Process
		After I **cleaned** the house, I took a nap on the couch.	Material Process
		After I **finished** my homework, I watched my favourite series on Netflix.	Material Process
		So, I was sure that it was the most **boring** holiday I've ever had because I only stayed in Jambi.	Mental Process
22	Student 22	A few months ago, I **went** to Cermin beach with my family.	Material Process
		The trip there **took** about 2 hours by plane from Jambi City.	Material Process
		As arrived there, my parents **rented** a hut to take a rest.	Material Process
		I and my brother immediately **ran** towards the beach.	Material Process
		It **looked** sunny day with the blue sky.	Behavioral Process
		I **felt** a gentle breeze.	Mental Process
		I just **played** with white sand and build a sand castle.	Material Process
		At noon, I **began** to **feel** hungry.	Behavioral Process
		My mother had **prepared** food for us.	Material Process
		I **felt** happy to be able to vacation with my family.	Mental Process
		I **bought** some souvenirs there.	Material Process
		Finally, we **arrived** at 6 pm because the trip was jammed.	Material Process
23	Student 23	We **went** to Yogyakarta by plane.	Material Process
		We **visited** Parangtritis beach.	Material Process
		The sun shone brightly and the scenery was very beautiful there.	Relational Process
		We **felt** the wind blew across to us.	Mental Process
		We also **saw** a lot of people in that beach.	Mental Process
		There were many birds flew in the sky.	Existential Process
		We **visited** Gembira Loka Zoo.	Material Process
		We **saw** many kinds of animal there	Mental Process
		We **looked** around in that zoo.	Behavioral Process
		Before returning to the inn, we **walked** and sit in Malioboro street.	Material Process
		In there, I **felt** so calm.	Mental Process
		We really **enjoyed** it, and I **hope** I could visit Yogyakarta again.	Behavioral Process

24	Student 24	On Sunday, my friend and I **went** to play at my friend Yemima's house.	Material Process
		We **saw** Yemima playing tik tok.	Mental Process
		Then we were **bored** and decided to play genshin.	Mental Process
		We **felt** hungry because it was already noon.	Mental Process
		We **ordered** go food to buy some food.	Material Process
		Then we **ate** by telling stories about unfinished schoolwork	Material Process
		I thought it was **very nice** day and we enjoyed it too.	Mental Process
25	Student 25	Last Sunday, my best friends and I **went** to the zoo in my city.	Material Process
		We first **gathered** at my best friend's house.	Material Process
		Because I **went** with my best friend on a school day off so that time the zoo was **very crowded** and filled with families on vacation.	Behavioral Process
		My friends and I **bought** tickets to enter the zoo.	Material Process
		Then I **invited** my friends to enter the zoo.	Material Process
		We **started** looking for a place to have a picnic.	Material Process
		We **looked** for a place around the field which is in the middle of the zoo.	Behavioral Process
		We all **circled** the star cage that was there and **saw** all kinds of animals.	Behavioral Process
		There the animals that we can **see** from the smallest animals such us rabbits, monkeys, etc.	Mental Process
		There are also many rare animals such us Javanese tigers, birds of paradise and many more.	Existential Process
		After being satisfied around the zoo, we **returned** to the picnic area to rest and have lunch.	Material Process
		We all **performed** the midday prayer at the place provided by the zoo keeper.	Material Process
		After worshiping, we **returned** to the tent and had lunch together.	Material Process.
		I **joked** with my friends	Material Process

		When they **told** me about us when we were kids playing in the rain.	Verbal Process
		We **went** around the zoo again to take pictures together.	Material Process
		That day I was **very happy** to be able to spend time with my best friends.	Mental Process
26	Student 26	We **stayed** first at grandma's house in Pandak, Bantul.	Material Process
		The next day, we **departed** from grandmother's house to Parangtritis beach in the early morning.	Material Process
		We **took** some photograph together	Material Process
		There were only two couples capturing their beautiful moments in the seashore.	Existential Process
		Then we **decided** to go to grandma's house and continue our vacation to prangtritis beach in the afternoon.	Material Process
		We **took** shower and then drunk some tea.	Material Process
		We were **very enthusiastic** to go back to Parangtritis beach.	Mental Process
		We immediately **joined** with other traveler from inside and outside the city.	Material Process
		My sister **asked** me to drive around the beach by ATV motorcycle.	Verbal Process
		My family and I **swam** into the seashore.	Material Process
27	Student 27	I **spent** my day at home for about four weeks.	Material Process
		The pandemic was getting worse	Relational Process
		I **spent** my time watching YouTube or playing online games with my friends.	Material Process
		I usually **woke up** without in the morning.	Behavioral Process
		And took bath when my mother **asked** me.	Verbal Process
		After that, I **feed** my cat and played with him, watched YouTube, or played online games.	Material Process
		Sometimes, I also **helped** my mother with the dishes, swept the floor, or washed my own clothes.	Material Process
		I really **missed** the beach and the cinema.	Mental Process
		For most people, it **looked** so boring because we needed stay at home on	Behavioral Process

		holiday.	
		But, I **enjoyed** my time because I could be with my family every day.	Material Process
28	Student 28	Last week, I **went** to Padang Sidempuan with my parents.	Material Process
		We **stayed** at my dad's Residence house for the whole holiday.	Material Process
		On the second day, we **went** out to Sibio Bio.	Material Process
		The view was **very beautiful** but the weather wasn't very friendly at there, because it was located on the top of the hill.	Mental Process
		I **took** many pictures in there and ate ramen in the hut.	Material Process
		I **went** there with my uncle who lived in the city.	Material Process
		The nature in Padang Sidempuan is very beautiful and pleasing to the eye.	Relational Process
		I'm **very happy** to breathe, the air there which is very refreshing and there is no pollution.	Mental Process
		I'm **satisfied** for the trip that I had in the city.	Mental Process
29	Student 29	After arriving, I immediately **ordered** a bicycle and went around looking Jambi Paradise, for about 1 hour.	Material Process
		I continued to **park** my bike near the ship.	Material Process
		Then I **took** pictures there	Material Process
		After that I **got off** the boat and played on the swing while enjoying pop noodles.	Material Process
		After that I continued to **play** bicycle and for a while I played boat, then I took photos.	Material Process
		I **saw** the scenery around and **enjoyed** the cool air.	Behavioral Process
		Then I still **took** pictures in various place	Material Process
		I **saw** very cute fish.	Mental Process
		Then I **took a walk** to **see** a bridge and traced several places.	Behavioral Process
		After that I **went** back to look around using a bicycle and stopped at the scooter place.	Material Process
		I continued **to take** photos with beautiful views.	Material Process

		Then I'm **hungry** and eat what's sold for sale near Jambi Paradise	Material Process
		While **playing** on the swings and also **seeing** the beautiful sunset and also while hearing the birds chirping and hearing the fish jumping until they make sound of water.	Behavioral Process
		I **went** back using the bicycle to the pavilion and rested for a while.	Material Process
		Then I **returned** the bike that I had rented.	Material Process
		Finally, I **came** home from my vacation to Jambi Paradise	Material Process
		Jambi Paradise is very beautiful and good.	Relational Process
30	Student 30	A few years ago, I **went** to the "air manis" beach with my family.	Material Process
		The location of the beach is located in Padang, West Sumatera	Relational Process
		When we got there, we first **saw** the view of the beach.	Mental Process
		I **felt** a light breezing blowing.	Mental Process
		Then my family and I **looked** around the area.	Behavioral Process
		Needless to **say**, a lot time has passed.	Verbal Process
		We **rushed** back to our hotel.	Material Process
		Before going home, I **bought** knick-knacks there.	Material Process
		We **arrived** at the hotel in the evening.	Material Process
31	Student 31	Before ending 2021, my family and I **decided** to spend the end of the year staying at a hotel.	Material Process
		When **arrived** at the hotel and had finished checking in to the hotel room, I tidied up my luggage.	Material Process
		I **spent** the afternoon enjoying instant noodles while watching television in my hotel room.	Material Process
		While **listening** to a **beautiful** song accompanied by various kinds of food, such us fried rice, chicken, and satay, it becomes more delicious.	Behavioral Process
		After that, when it was almost 12 am, I **returned** to the room.	Material Process

		There was the rumbling sound of fireworks.	Existential Process
		In the morning, we **enjoyed** breakfast by eating the food menu that had been provided.	Material Process
		In the afternoon, we **went** home.	Material Process
32	Student 32	A few years ago, my family and I **decided** to vacation in Bintan Island	Material Process
		The island is very beautiful.	Relational Process
		We **visited** many vacation spots there.	Material Process
		On the way there, we **used** a boat to cross to the island.	Material Process
		We **saw** many other island	Mental Process
		The wind is so cool	Relational Process
		We **visited** Busung Sand Dunes and Blue lake.	Material Process
		We **used** the bus to go around the island of Bintan.	Material Process
		We **took** a lots of photos there	Material Process
		After that we **visited** Trikora beach	Material Process
		The beach was very beautiful	Relational process
		We **played** and **swam** in the largest swimming pool in Southeast Asia whose name is treasure bay.	Material Process
		We **played** a lot of water games there and it was **very exciting**.	Behavioral Process
		We **decided** to take shower and eat	Material Process
		We **decided** to go home	Material Process
		We were **very tired.**	Mental Process
		I think it was **really fun** to have a holiday like this and I hope I could **visit** Bintan island again.	Behavioral Process
33	Student 33	On Saturday, my friends and I **went** to cinema 21 in Jambi Town Square to watch Spiderman No Way Home.	Material Process
		My friends and I **went** to pick up the tickets that had been booked through the	Material Process

		app.	
		We also **took** pictures to capture our moments while in the cinema.	Material Process
		We **rushed** into the room to watch the movie.	Material Process
		After the film was finished we were **hungry** and **decided** to eat at KFC in Jamtos.	Material Process
		After that we **took** a short walk in Jamtos	Material Process
		After **feeling tired** we **went** back to our respective homes.	Behavioral Process
		We were **very happy** that day because we were able to gather together to watch the film we had been waiting for.	Mental Process
34	Student 34	Yesterday, my family and I **went** on vacation to the zoo in Jambi, namely the Taman Rimbo Zoo	Material Process
		We **started** getting ready with breakfast before leaving for the zoo	Material Process
		We **went** in the car driven by my father.	Material Process
		We were **very happy** and **sang** while enjoying the atmosphere of the road that was not too jammed.	Mental Process
		There were already many people queuing up to buy tickets to the zoo	Existential Process
		We could **see** many animals such us tigers, crocodiles, tapirs, parrots, and other kinds of birds.	Mental Process
		My sister and I **fed** the deer	Material Process
		We finally **decided** to go home because it was already 2 pm.	Material Process

APPENDIX 4

Documentation

APPENDIX 5

Transitivity Students

Participants	Process					
	Material	**Mental**	**Behavioral**	**Verbal**	**Relational**	**Existential**
Students 1	14	3	-	1	1	1
Students 2	10	2	-	-	-	-
Students 3	8	2	-	-	-	1
Students 4	3	-	1	-	-	-
Students 5	12	1	-	-	1	2
Students 6	11	1	1	-	1	-
Students 7	3	1	2	-	1	1
Students 8	6	2	-	-	-	3
Students 9	6	2	-	-	1	1
Students 10	7	3	1	1	-	-
Students 11	3	-	1	-	1	-
Students 12	10	-	2	-	-	-
Students 13	4	1	-	2	-	4
Students 14	4	3	-	-	1	1
Students 15	6	1	1	-	-	1
Students 16	9	-	-	-	2	3
Students 17	7	1	-	3	1	-
Students 18	7	2	-	-	-	-
Students 19	5	3	2	-	-	1
Students 20	5	2	1	-	-	-
Students 21	7	1	-	-	-	-
Students 22	8	2	2	-	-	-
Students 23	4	4	2	-	1	1
Students 24	3	4	-	-	-	-
Students 25	10	2	3	1	-	1
Students 26	7	1	-	1	-	1
Students 27	5	1	2	1	1	-
Students 28	5	3	-	-	1	-
Students 29	12	1	3	-	1	-
Students 30	4	2	1	1	1	-
Students 31	6	-	1	-	-	1
Students 32	10	2	2	-	3	-
Students 33	6	1	1	-	-	-
Students 34	5	2	-	-	-	1
Total	232	56	29	11	18	24
Total	370					

APPENDIX 6

Research Permit

YAYASAN PENDIDIKAN JAMBI
Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : ٢٤ /UBR-01/B/2022
Lampiran : -
Perihal : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 3 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **AYU RAMANDHA UTAMI**
NIM : 1800888203039
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"AN ANALYSIS STUDENTS TRANSITIVITI IN WRITING RECOUNT TEXT AT TENTH GRADE SENIOR HIGH SCHOOL 3 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 16 Februari 2022
Dekan,

Dr. H. Abdoel Gafar, S.Pd.. M.Pd.
NIDN. 1021036502

APPENDIX 7

Letter of Statement Completion the Research

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 3 KOTA JAMBI

Jalan Guru Mukhtar No. 1 Jelutung36136 – Telp/Fax :0741 - 5911331 – Jambi
Website : www.sman3jambi.sch.id – email : smanetco@gmail.com / sman3netco@yahoo.com
NSS :301106009003 NPSN : 10504553

SURAT KETERANGAN
Nomor : 421.3 /297/SMA.3/KM-2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 3 Kota Jambi, dengan ini menerangkan bahwa:

nama	:	**AYU RAMANDHA UTAMI**
NIM	:	1800888203039
jurusan	:	Pendidikan Bahasa Inggris
universitas	:	UNIVERSITAS BATANGHARI

Telah melaksanakan dan memperoleh data sebagai bahan Penelitian guna penyusunan skripsi dengan judul : ***"An Analysis Students Transitiviti In Writing Recount Text At Tenth Grade Senior High School 3 Jambi City".***

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Jambi, 10 Maret 2022

Kepala,

ENCU RUSMANA, S.Pd, M.Si
NIP 19700414 199301 1 001