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AN ANALYSIS OF EFL STUDENTS' TRANSITIVITY PROCESS OF WRITING RECOUNT TEXT

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*English Education FKIP Galuh University Indonesia***Abstract**

This paper focuses on the analysis of transitivity process contained in EFL students' writing recount text and dominant type of transitivity process in EFL students' writing recount text. 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.

Keywords: *Recount text, Transitivity process*

INTRODUCTION

Writing, for both native and non-native students, is really the most challenging. Generally, it posts much bigger position to be given attention of all English language skill. Recently, it is found that students' interest in writing, as an important skill to fulfil the academic requirements is still low (Muslim, 2014). One of writing texts which must be produced by EFL students of Senior High school is recount text which retells past event with intention of entertaining or informing others what happened and when it happened (Gerot and Wignell, 1995; Hyland, 2004, p. 135; Saragih & Pardede, 2014).

There are several steps in composing recount text (Boardman, 2008, p.135). The first is orientation paragraph that gives background information about who, what, where and when. The second is a record of events which is usually recounted in chronologically. The third is a personal statement or evaluative comment interspersing throughout the events record, namely, evaluation. The last is a reorientation which rounds off series of events.

Sometimes, the EFL students had problems in writing recount text, in particular, in applying the linguistic features of recount in their text, for example, offering specific participants, time and place circumstance, point of view in first person, additive conjunction, material process, and the use of past tense (Gerot and Wignell, 1995, p.194).

Students' 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 way 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 texts can be analyzed in terms linguistic features by using Transitivity Process which has three components of a Transitivity Process, namely: the process, participants, and circumstances (Halliday and Matthiessen, 2014, p. 220). Then, transitivity process is divided into six processes, namely: material, mental, relational, behavioral, verbal, and existential. We can see the processes at the Table 1 below:

Table 1 Transitivity process

Process type	Category Meaning	Participants
material:	„doing“	Actor, Goal
action	„doing“	
event	„happening“	
behavioral	„behaving“	Behaver

mental:	„sensing“	Senser,
perception	„seeing“	Phenomenon
affection	„feeling“	
cognition	„thinking“	
Verbal	„saying“	Sayer, Target
relational:	„being“	Token, Value
attribution	„attributing“	Carrier, Attribute
Identification	„identifying“	Identified, Identifier
Existential	„existing“	Existent

(Halliday & Matthiessen, 2014: 311)

Regarding **Material Process**, Bloor and Bloor (2004) states that material processes are process of doing and happening represented by an intransitive Material clause, and signed by a transitive Material clause. Meanwhile, **Mental Process** do not involve material action, but phenomena, and is best considered as states of mind or psychological events, is given the label of mental processes. The tendency of mental processes is realized through the use of verbs, such as, like, think, know, feel, smell, hear, see, want, disgust, admire, enjoy, fear, frighten. (Bloor and Bloor, 2004 p.116).

The realization of **Relational Processes** is indicated by the verb be or some verbs of the same class (known as copular verbs); such as, seem, become, appear (as in She appeared cheerful). The other verbs are have, own, and possess (Bloor and Bloor, 2004, p. 120). **Behavioral Process** pertains to a process of physiological and psychological behavior, such as treating, dreaming, smiling, and coughing. 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 last is **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, p. 124), 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*

METHOD

This study used descriptive qualitative method because it was conducted through the process of collecting data, classifying, analyzing and interpreting the data (Creswell, 2012). The writer analyzed the data by referring to content analysis, as a part of

qualitative data which can be created in any written material, for example, changing documents to transcriptions of interview, and products of media to personal interviews as stated by Cohen (2007, p. 475). Documents used in this study were six EFL Students' writing recount that were selected based on the level of their proficiency in writing English recount text. It was identified from document of score EFL Students' writing recount text from the English teacher of Senior High School Ibnu Siena Cikoneng.

There are some steps used for analyzing the data: 1) Separating each text into clauses and provide a code of each clause; 2) Breaking up each clause into phrases or words which have one of type transitivity processes; 3) Mark the clause based on types of transitivity process type. The transitivity process in the clause plays a role as the main element determining the clause type in terms of its Transitivity process; 4) Offering the findings of the analysis by providing the numbers of the Transitivity processes derived from the data including the percentages; 5) Stating the Transitivity process dominantly used in texts by showing the numbers in the data including the percentages; and 6) Providing the discussion of findings.

FINDINGS AND DISCUSSION

In this study, the writer analyzed six EFL Students' Recount texts from Tenth grade of Senior High School. The writer analyzed the data by using Transitivity process based on the theory of Halliday & Mathieson (2014), Eggins (2004), Bloor & Bloor (2004), and Gerot & Wignell (1995). The discussions are as follow:

Transitivity Process Analysis of The Recount Text Entitled "My First Time in West Java"

This text consisting of 26 clauses are occurred in the text encompassed Material, Mental, Relational, and Verbal Process. Behavioral and existential were absent in this text from the total of 26 processes analyzed.

Table 2 Types of processes contained in Recount text entitled "My First Time in West Java"

Process Types	Number of Appearance	Percentage (%)
Material	19	73.08
Mental	4	15.38
Relational	2	7.69
Behavioral	0	0
Existential	0	0
Verbal	1	3.85
Total	26	100

Table 1 indicates that is Material Process or process of doing and happening which is usually concrete and tangible actions (see Halliday & Mathieson, 2004; Eggins, 2004, Gerot & Wignell, 1995) was the most frequent process used by the student in the text. It can be seen in the examples from clause no. 10 in [1]:

[1]

we	brought	many things	in the market
Actor	Material Process	Goal	Circ. Place

In the example above, clause no.10 contains “we” as the main actor, “brought” as material process, “many things” as the goal and “in the market” as Circumstance place. The clause above indicated a material process because it was directed to show process of doing something at „many things” as the goal.

The second most frequent process emerged was mental process, as a process of sensing, perceptive, cognitive, desiderative and emotive (Halliday and Matthiessen, 2004. p. 208). Mental process can be noticed in example [2] from clause no. 19.

[2]

I	was very shy
Senser	Mental process

The example put “I” as the senser and “was very shy” as the mental process belonging to emotive type. Thus, this clause stressed senser in the beginning because it told about feeling shy that “I” felt.

The third process is Relational, as process of being and having, which, according to Halliday and Matthiessen (2004, p.210), was divided by two kinds: attributive and identifying process where “it serve to characterize and to identify” for every type of relational process (intensive, possessive, and circumstantial). Attributive has Carrier and attribute as its main participants. For example in [3] that was take from clause no. 4:

[3]

It	was	my first trip to West Java
Token	Relational process: identifying	Value

Here, “it” had role as a token, “was” as the identifying process and “my first trip to West Java” as the value. Since identifying process construct an identity, the clause identified “my first trip to West Java” was the trip to West Java.

The fourth is Verbal process. It is process of “saying”, or more accurately, of symbolically signalling” (Gerot & Wignell, 1994). The participant comprised saver, entity who encodes the signal source. Verbiage is the function that corresponds to what is said. In this text it could be observed in example [4] from clause no. 18.

[4]

After that	I	Introduced	myself	to my new friends
	Sayer	Verbal Process	Verbiage	Target

Here “I” as sayer, “introduced” as the verbal process included in process of saying, “myself” as verbiage: what was saying to target, here the target is to my new friends”.

Transitivity Process Analysis of the Students Recount Text Entitled “My Experience in Islamic Book Fair”

The text consisted of 27 clauses revealing that the most process used was Material, followed by Relational Process, mental process, existential process and the verbal Process. No behavioral process appeared in this text. The result is given below:

Table 3 Types of Processes contained in Recount Text Entitled “My Experience in Islamic Book Fair”

Process Types	Number of Appearance	Percentages (%)
Material	16	59.26
Mental	2	7.41
Relational	5	18.52
Behavioral	1	3.7
Existential	2	7.41
Verbal	1	3.7
Total	27	100

Table 3 indicating Material as the dominant process, implied that the student emphasized the actor to do physical action issues toward the goal because material process is process of doing and happening. It is usually a concrete and tangible action (Halliday & Matthiessen, 2004) which is exemplified by clause no.7 below.

[5]

My cousin and I	walked around	there
Actor	Material process	Circumstance: place

The example illustrates “my cousin and I” as an actor, “walked around” as material process and “there” as circumstance of place.

The second most frequent processes were the relational process. The role of this

process in the students' text was either to identify or to assign the attributive function when classifying ideas, feelings and behaviors. The students wrote this text to show the quality and identity of Islamic Book Fair, as exemplified in [6] below is taken from clause no. 9.

[6]

Because,	IBF	was	the big event
	Carrier	Relational Process: attributive	Attribute

Since the explanation of types of relational process had been explained in the first text, so the writer will directly discuss the example above. The word "IBF" in the carrier which was ascribed or assigned by the quality "the big event" as the attribute. Then "was" as the intensive attributive process.

The third process is mental process. The student used this process in their text to construe his experience about thing that the thought, felt, wanted and perceived. It could be noticed in example [7] from clause no. 27

[7]

We	were very happy
Senser	Mental process

"we" as the senser referred to the cousin, friend and the student who felt very happy, "were very happy" as Mental process. The student through this clause told the reader about their feeling.

The next process is existential which was used to represent something existed by identifying and usually by word "there". It was shown in the example [8] from clause no.5.

[8]

in Islamic Book Fair	there	were	many books about Islam
Circ. Place		Existential process	Existent

"were" as the process explained that something was exist, which referred to "many books about Islam" as the existence. The next is Behavioral Process that functioned to show human's physiological and psychological behavior (Eggins, 2004, p. 233). It could be noticed in example [9] from clause no. 8

[9]

I	saw	many people
Behaver	Behavioral process	phenomenon

“I” as the behavior in the beginning emphasized the action of psychological behavior related to phenomenon, “saw” as the behavioral process, “many people” as the phenomenon which is psychological behavior by the behavior.

The last process is Verbal process. It is process of “saying, or more accurately, of symbolically signalling” Gerot & Wignell, 1994, p. 62). The participant comprised sayer, entity who encodes the signal source. Verbiage is the function that corresponds to what is said. In this text it could be observed in example [10] from clause no. 12

[10]

After	we	greeted	each other
	sayer	Verbal process	Target

Here “we” as the sayer who talked each other, “greeted” as the verbal process and “each other” as the target of the greeting.

Transitivity Process Analysis of the students recount text Entitled “My Holiday in East Java”

This was the third text in this study written by EFL Student Junior High school. It consisted of 23 clauses. From the analysis it was revealed that the most frequent process used was Material, followed by Mental Process, Relational process, and verbal Process. Behavioral and existential process were not appeared in this text.

Table 4. Types of processes contained in recount text entitled “Holiday in East Java”

Process Types	Number of Appearance	Precentage (%)
Material	15	65.22
Mental	6	26.08
Relational	1	4.35
Behavioral	0	0
Existential	0	0
Verbal	1	4.35
Total	23	100

Based on the Table 4, material ranked the first place in the usage. Again, the student emphasized the actor to do physical actions issues toward the goal, because material process is the process of doing and happening. It is usually concrete and tangible actions (Halliday & Matthiessen, 2004; Eggins, 2004, Gerot & Wignell, 1994).

An example of this process can be seen below from clause no. 12 [11]

on the second day	myfather	came	to my uncle's house
Circ. time	actor	Material process	goal

The example illustrates “my father” as an actor, “came” as the material process directed to show process of doing something and “to my uncle’s house” as the goal. The second most frequent process was the mental process. The student used this process in their text to construe his experience about thing that he thought, felt, wanted and perceived (Eggins, 2004; Halliday & Matthiessen, 2004; Gerot & Wignell, 1994). It could be noticed in example [18] from clause no. 10 [12]

I	didn't know	East Java language
Senser	mental process	Phenomenon

“Didn’t know” is the mental process of cognitive. It is the mental process in this clause toward “East Java language” as phenomenon. Here the senser was “I”. The next process is Relational process. Again, this is a process of being and having. The use of the process indicated that the student wanted to identify by giving an identity and wanted to put quality in attributive process. It could be meant that the student wanted to describe her holiday. For example from clause no.23 in [13].

[13]

That	was	my unforgettable story
carrier	Relational process: attributive	attribute

The attributive process consisted of “that” referred to experience. “that” as the carrier which was defined by “my unforgettable story” as the attribute. The attribute gave the carrier quality. Then, “was” as relational attributive process construe the knowledge or interpreted evidence to the reader.

The last process is Verbal process. It is process of “saying, or more accurately of symbolically signalling” (Gerot & Wignell, 1994, p. 62). The participant comprised sayer, entity who encodes the signal source. Verbiage is the function that corresponds to what is said. In this text, it could be observed in example [14] from clause no. 11.

[14]

So	my cousin	translated	it	for me
	Sayer	Verbal process	Verbiage	Target

Here, “my cousin” as the Sayer, “translated” as verbal process, “it” as verbiage and “for me” as a target.

Transitivity Process Analysis of The Students Recount Text Entitled “Went to Kura-Kura Beach”

This was the fourth text in this study written by EFL Student Junior high school and consisting of 26 clauses. From the analysis, it was revealed that the most frequent process used was Material, followed by Mental Process, relational process, and existential process. Behavioral and Verbal process is not appeared in this text.

Table 5 Types of rocesses contained in Recount text entitled “Went to Kura-Kura Beach”

Process Types	Number of Appearance	Percentage (%)
Material	18	69.24
Mental	4	15.38
Relational	2	7.69
Behavioral	0	0
Existential	2	7.69
Verbal	0	0
Total	26	100

Table 5 indicating material process as the dominant process indicates that the student emphasized the actor to do physical action issues toward the goal because material process is the process of doing and happening. It is usually concrete and tangible actions (see Halliday & Matthiessen, 2004; Eggins, 2004, Gerot & Wignell, 1994). An example of this process can be seen below from clause no.5.

[15]

and	we	bought	a lot of souvenirs
	Actor	Material process	goal

In the example above, the clause 5 contains “we” as the main actor, ”bought” as material process and “a lot of souvenirs” as the goal. The verbal group as presented above indicated a material process because it was directed to show process of doing something at “a lot of souvenir” as the goal. As an actor, “we”, was deemed responsible for the action and “a lot of souvenirs” was the goal to which the action is directed.

The second most frequent process emerged was mental process, according to Gerot and Wignell (1994, p. 58), Mental process is “a process sensing: thinking, feeling and perceiving” that covered what was happening. The main participants in this process were senser and the phenomenon. Mental process can be noticed in example [16] from clause no. 9.

[16]

We	were delighted	there
Senser	Mental process	Circ. place

The example put “we” as the senser, “were delighted” as the mental process belonged to emotive type. Thus, this clause stressed senser in the beginning because it told the writer and her friends who enjoyed going to Kura-Kura beach.

The Third is Relational process. It is process of being and having (Gerot & Wignell, 1994, p. 67). Halliday and Matthiessen (2004, p. 210) say that it was divided by two kinds: attributive and identifying process where “it serve to characterize and to identify” for every type of relational processes. Attributive has Carrier and attribute as its main participants. Then, identifying has token and value as its main participants. For example in [17] that was taken from clause no.1.

[17]

when	I	was	Junior high school
	Carrier	Relational process : attributive	attribute

Here, “I” had role as carrier which was ascribed or attributed to by “Junior high school” as attribute. Absolutely, “was” is as the attributive process itself because attribute served to characterize or to put quality to something, at which it put “Junior high school” as the Characteristic of the carrier.

The last process is Existential. This process appeared as many as Relational process. It is a process represents that something exists or happens (see Halliday & Matthiessen, 2004; Eggins, 2004, Gerot & Wignell, 1994). It is easy to identify, usually by word “there”; since every clause in English requires subject. The obligatory participant is called Existent. The use of existential process could be shown in example [18] from clause no. 3.

[18]

there	were	twenty five students and five teachers
	Existential process	Existent

The clause “were” as the process that means “it served to introduce central participant in the placement” (Halliday & Matthiessen, 2004, p. 257) and “twenty five students and five teachers” as the existent, “the entity which was being said to exist” (Halliday & Matthiessen, 2004, p. 258).

Transitivity Process Analysis of The Students Recount Text Entitled “Mukhoyam at Pangandaran Beach”

The fifth text in this study consisted of 35 clauses. From the analysis, it was revealed that the most process used was Material, followed by Relational Process, Mental process, and Existential Process. Behavioral and verbal process do not appeared in this text.

Table 6 Types of Processes Contained in The Recount Text Entitled “Mukhoyam at Pangandaran Beach”

Process Types	Number of Appearance	Percentage (%)
Material	20	57.14
Mental	5	14.29
Relational	7	20
Behavioral	0	0
Existential	3	8.57
Verbal	0	0
Total	35	100

Based on the Table 6, Material ranked the first place in usage. Again, the students use this process to emphasize the actor to do physical action issues toward the goal, because Material process is a process of doing and happening. It is usually concrete and tangible actions (Halliday & Matthiessen, 2004; Eggins, 2004, Gerot & Wignell, 1994). An example of this process can be seen below [19] from clause no.23

[19]

We	did	some games
actor	Material process	goal

The example illustrates “we” as an actor who was responsible to do physical action toward “some games” as the goal, “did” as the process directed to show process of doing something to “some games” as the goal, “Some games” as the goal to which the action was directed.

The second most frequent processes were the Relational process. Halliday and Matthiessen (2004, p. 210) say that it was divided by two kinds: attributive and identifying process where “it serve to characterize and to identify” for every type of relational processes (Intensive, possessive, and circumstantial). Attributive has Carrier and attribute as its main participants. In addition, the carrier in possessive process will be possessor and the attribute will be possessed. Then, identifying has token and value

as its main participants. The examples are from clause no. 6 in [20] as follows;

[20]

And	it	had	many games
	possessor	Relational process: attributive	possessed

The example above explained “many games” as the possessed. Here it was an attribute ascribed to “it” as the possessor that is referred to Mukhoyam agenda, “had” as possessive attributive process itself.

The third process was Mental. According to Gerot and Wignell (1994, p. 58), mental process is “a process sensing: thinking, feeling and perceiving”. Meanwhile, Halliday and Matthiessen (2004, p. 208) mention four subtypes of sensing “perceptive”, “cognitive”,

“Desiderative” and “emotive” covered what was happening. The main participants in this process were senser and the phenomenon. Mental process can be noticed in example [21] from clause no. 7

[21]

the students of my school	were very excited	to this agenda
Senser	Mental process	Phenomenon

The example puts “the students of my school” as the senser, “were very excited” as the mental process belonged to emotive type, and “to this agenda” as the phenomenon which was felt by “the students of my school” as the conscious senser. Thus, this clause stressed senser in the beginning because it told the mukhoyam agenda.

The last is existential process. This process represented something that exists or happens (Halliday & Matthiessen, 2004; Eggins, 2004, Gerot & Wignell, 1994). It is easy to identify, usually by word “there”; since every clause in English requires subject. The obligatory participant is called existent. The use of existential process could be shown in example [22] from clause no. 17

[22]

there	was	a mentor
	Existential process	Existent

Here, “was” as the process that means “it served to introduce central participant in the placement” (Halliday & Matthiessen, 2004, p. 257) and “a mentor” as the existent, “the entity which was being said to exist” (Halliday & Matthiessen, 2004, p. 258)

Transitivity Process Analysis of The Students Recount Text Entitled “My Experience in Garden”

This was the last text in this study. It consisted of 36 clauses. From the analysis, it was revealed that the most frequent process used was Material, followed by mental and existential process, Relational process and Verbal Process. Behavioral process no appeared in this text.

Table 7 Types of Processes contained in Recount Text Entitled “My Experience in Garden”

Process Types	Number of Appearance	Percentage (%)
Material	20	55.55
Mental	5	13.89
Relational	4	11.11
Behavioral	0	0
Existential	5	13.89
Verbal	2	5.56
Total	36	100

Based on the Table 7, Material ranked the first place in the usage. Again, the students use this process to emphasize the actor to do physical action issues toward the goal, because Material process is process of doing and happening. It is usually concrete and tangible actions (see Halliday & Matthiessen, 2004; Eggins, 2004, Gerot & Wignell, 1994). An example of this process can be seen below from clause no. 12 in [23]

[23]

I	helped	my grandmother
Actor	Material process	Goal

The example illustrates “I” as an actor who was responsible to do physical action toward “my grandmother” as the goal. “Helped” as the process directed to show process of doing something to “my grandmother” as the goal. “My grandmother” as the goal to which the action was directed.

The second most frequent processes were Mental. The student used this process in their text to construe their experience about thing that their thought, felt, wanted and perceived (see Eggins, 2004; Halliday and Matthiessen, 2004; Gerot & Wignell, 1994). It could be noticed in example [24] from clause no. 10

[24]

we	like	my grandmother’s foods
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senser	Mental process	phenomenon
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“We” as the senser referred to “my family and I” who perceived ‘my grandmother’s foods’ as the phenomenon. The word “like” belonged to perceptive type in mental process. The process of sensing appealed to grandmother’s foods that they ate.

Like Mental process, Existential process was also the second most frequent in this text. The student used this process to represent something exists by identifying it usually by the word “there”. It was shown in the example below from clause no. 4:

[25]

there	were	many cars and other transportation
	Existential process	Existent

„Were” as the process explained that something was exist, which referred to “Many cars and other transportation” as the existent.

The next was Relational process. Again, this is a process of being and having. The use of the process indicated the student wanted to identify by giving an identity and wanted to put quality in attributive process. For example from clause no.23 as follows;

[26]

That wild animal	was	small
token	Relational process: identifying	value

The identifying process consisted of “that wild animal” as the token which was defined by “small” as the value. The value gave the token identified. Then, “was” as the intensive identifying process that construed the knowledge or interpreted evidence to the reader.

The last process occurred in the students’ text was verbal process. It is process of “saying, or more accurately, of symbolically signaling” Gerot & Wignell, 1994, p. 62). The participant comprised sayer, entity who encodes the signal source. Verbiage is the function that corresponds to what is said. It is realized in [27] from clause no. 35 below:

[27]

I	told	to my mother	about my experience in garden
sayer	verbal process	receiver	verbiage

The clause put “I” as the sayer, “told” as the verbal process, “to my mother” as receiver and “about my experience in garden” as verbiage.

Transitivity Process Dominant Used in EFL Students' Writing Recount Text

After analyzed the whole documents, the writer found that Material Process is the dominant transitivity process type in this study. There was the Table 8 shows the transitivity process used in EFL students' recount text:

Table 8 The Dominant Transitivity Process types used in EFL Students' Recount Text

EFL Students' Recount Text	Transitivity Process Type						Total
	Mat. P	MP	RP	BP	EP	VP	
My First Time in West Java	19	4	2	0	0	1	26
My Experience in Islamic Book Fair	16	2	5	1	2	1	27
My Holiday in East Java	15	6	1	0	0	1	23
Went to Kura Kura Beach	18	4	2	0	2	0	26
Mukhoyam at Pangandaran Beach	20	5	7	0	3	0	35
My Experience in Garden	20	5	4	0	5	2	36
Total	108	26	21	1	12	5	173
Percentage (%)	62.43	15.03	12.14	0.58	6.94	2.89	100

Note:

MatP : Material process

BP : Behavioral process

MP : Mental process

EP : Existential process

RP : Relational process

VP : Verbal process

From the table above, it can be found that from a whole of EFL students' recount texts, the first dominant type of Transitivity process in EFL students writing recount text is Material Process. Of all 173 clauses, Material process occurs 108 times (62.43%), followed by Mental process that appears 26 times (15.03%), Relational Process that appears 21 times (12.14%), Existential process only appears 12 times (6.94%), Verbal Process appears 5 times (2.88%), and Behavioral process that only appears 1 time (0.58%).

Based on the findings previously mentioned, it could be seen that all Transitivity process types contained in EFL students' writing recount text. Also, it was found that the dominant types of Transitivity process in EFL students' recount text was Material process that appeared 108 times from whole recount text (173 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, p. 287) 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.

CONCLUSIONS

After conducting the research, doing analysis, and presenting the result, the writer could draw a conclusion. The first, EFL students seemed to be able to write recount text based on significant common grammatical patterns of recount text that contained material process in it. Material process is one of Transitivity process that the writer analyzed in the EFL students recount text. The writer found 6 transitivity process types based on Halliday & Matthiessen (2014, p.311). They were material, mental, behavioral, relational, existential, and verbal process. In addition, the writer classify the table that showed the complete distribution of the dominant type of Transitivity Process in EFL Students' recount text. The dominant type of transitivity process used in the EFL students' writing recount text is Material Process.

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