THE ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT USING TRANSITIVITY SYSTEM

(A Case Study at second grade students in one of Senior High School in Garut, Indonesia)

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MOTTO

"So verily with the hardship, there is a relief, veerily with the hardship, there is a relief"

(Q.S Al-Insyirah: 5-6)

DECLARATION

The researcher hereby grants this paper, entitled "**The Analysis of Students' Difficulties in Writing Recount Text Using Transitivity System**" is really written by the researcher and acknowledged as her own *intellectual* property. In accordance with the use of references, the quotations, and the citation of the related literature, the researcher has conducted this research based on the rightfully legal and scientific procedures. Therefore, the contents of this paper are original work of the researcher. In this case, if there are any complaints, she will be fully responsible for all the consequences given.

Garut, October 2018

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "**The Analysis of Students' Difficulties in Writing Recount Text Using Transitivity System**" yang benar-benar ditulis oleh peneliti dan diakui sebagai kekayaan intelektualnya sendiri. Sesuai dengan penggunaan referensi, kutipan, dalam teori literatur, peneliti telah melakukan penelitian ini berdasarkan prosedur hukum dan ilmiah yang sah. Oleh karena itu isi makalah ini adalah karya asli peneliti. Dalam hal ini, jika ada keluhan, dia akan bertanggung jawab penuh atas semua konsekuensi yang diberikan.

Garut, Oktober 2018

The researcher,

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PREFACE

In the name of Allah, the most Gracious and the most Merciful. The praise is to Allah, the Lord of the World, who has given mercy and blessing to the researcher in finishing this paper entitled "**The Analysis of Students' Difficulties in Writing Recount Text Using Transitivity System**". Blessing and salutation be upon the most prophets Muhammad SAW, his family, his companion and his adherent.

This paper is submitted to the English Education Program of IPI Garut as a partial fulfilment of the requirements for the Sarjana Pendidikan Degree. The researcher realizes that this paper is far from being perfect. Therefore, the researcher will greatly appreciate to all comments and criticism.

Finally, the researcher hopes this paper would be useful to all the readers.

Garut, October 2018

The Researcher

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In the name of Allah, the most Gracious and the most Merciful, praise be to Allah, King of the King, the Lord of the world, and the master of the day after who has given us blessing and guidance. Because of His gracious and mercifulness, the researcher can write and finish writing this research is well.

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The Researcher

The Analysis Of Students' Difficulties In Writing Recount Text Using Transitivity System

ABSTRACT

Some people have difficulties in writing and expressing idea there has. Because of that, this research aimed to find out what are students' difficulties in writing recount text using transitivity system. This research employed qualitative research design with a case study approach. The data were six pieces of recount texts written by 8th grade students in one of junior high school in Garut. The instrument in this study was interview and document analysis in form of students' text. The data analysis was carried out by identifying the students' recount texts in terms of purpose, linguistic features (using Transitivity system), schematic structure of recount text criteria and also the students' problems in writing the texts. The findings showed that all the students were aware about the social purpose of recount text and how recount text should be written based on its criteria, appropriate schematic structure and linguistic features. Moreover, the students' texts consist of material, mental, relational, verbal and existential processes which fulfill the criteria of recount text's linguistic features and the findings showed that the material processes is processes frequently used. However, the fulfillment of recount text's criteria was still inadequate for some students. Some students still faced some problems, especially grammatical structure. Moreover, the result of problem analysis shows that there are two most frequent grammatical mistakes in students' texts: chronological connection and past tense. Therefore, teachers should be more aware in students' problems in writing and also should help the students to enhance their writing skills.

Keywords: ***Students' writings, recount text, difficulties. transitivity system, schematic structure, linguistic features***

Analisis Kesulitan Siswa dalam Menulis Teks *Recount* Menggunakan *Transitivity System*

ABSTRAK

Beberapa siswa mengalami kesulitan dalam menuliskan dan menyampaikan ide yang mereka punya. Karena itu tujuan dari penelitian ini adalah untuk mencari kesulitan siswa dalam menulis teks recount menggunakan *transitivity*.Penelitian ini menggunakan studi kasus kualitatif sebagai metoda penelitian. Data yang digunakan yaitu enam teks *recount* yang ditulis oleh siswa kelas delapan dari sekolah menengah pertama di Garut. Instrumen yang digunakan dalam penelitian ini adalah teks siswa dan wawancara. Analisis data yang dilakukan pada penelitian ini adalah dengan mengidentifikasi teks *recount* siswa dalam hal tujuan, fitur linguistik (menggunakan sistem *Transitivity*) struktur skematik dan juga permasalahan-permasalahan yang dihadapi oleh siswa ketika menulis teks tersebut. Penemuan penelitian ini menunjukan bahwa semua siswa mengetahui akan fungsi sosial dari teks *recount* dan bagaimana teks tersebut harus ditulis berdasarkan kriterianya, skematik struktur dan linguistik fitur yang sesuai. Selain itu, teks siswa terdapat *material, mental, relational, verbal* dan *existential* proses yang memenuhikriteria linguistik fitur dari teks *recount* dan hasil menunjukan *material process* paling sering muncul. Namun, pemenuhan kriteria tersebut masih dikatakan belum cukup untuk beberapa siswa. Beberapa siswa masih menghadapi beberapa masalah dan kegagalan dalam menulis teks, terutama struktur tata bahasa. Selain itu, penemuan dari analisis masalah yang dihadapi siswa menunjukan bahwa ada dua kesalahan tata bahasa yang paling sering muncul pada teks siswa, yaitu: *chronological connection* dan *past tense*. Maka dari itu, jelas bahwa guru harus lebih memperhatikan kesulitan menulis yang dihadapi oleh siswa dan juga harus membantu siswa untuk meningkatkan kemampuan menulis.

Kata kunci: ***Tulisan siswa, teks recount, kesulitan, transitivity system, skematikstruktur, fitur linguistik.***

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CHAPTER I
INTRODUCTION

This chapter presents an introduction to the study. This chapter consists of nine sections; background, reason for choosing, the topic, the aim of the study, significance of the study, research questions, delimitation of the study, research method, research design and clarification of terminology.

1.1 Background of the Study

Writing plays important roles for students who are in the process of learning a language. In Indonesian school, students are required to learn to write different text types. There are some types of text that should be learned by tenth graders, they are: recount, narrative, procedural, news item and descriptive (Siahaan, 2013). To conclude, writing gives much impact for students in the process of learning a language.

One of the genres used in writing is recount. Among the texts that are taught in the school, recount text is one of the texts that are required to be learned by the students. Recount is a text which retells a sequence of events drawing on personal experience (Schleppegrell, 2004). Moreover,recount is one of text types that have to be learned by tenth grader senior high school. Recount is a text type that retells events or experiences in past time in temporal sequence. (Macken-Horarik,2002,p.21).Students should be able to compose recount text, oral and written, by implementing the social function, structure of the text, and linguistic elements to state and inquire about the actions, activities, events done, happened in the past according to the context of its use.

However, writing was considered most difficult to learn by the majority of the students, students were barely exposed to the practice of writing; and teachers lacked information and knowledge on what they should do regarding their students' composition (Alwasilah, 2001, p. 24, as cited byEmilia, 2005). Writing is not only less practiced, but –if anything- is also taught unprofessionally. Writing is the most exalted language skill, yet it has been the most neglected one in our education. Our high school and college students are subjected to unprofessional teachers and professors. Most of the teachers and professors lack

writing skills, informed understanding of the nature of writing and teaching strategies (Alwasilah, 2001, p. 25-26, as cited by Emilia, 2005).To conclude, teachers lacked information and knowledge on what they should do regarding their students.

To find out whether the students have difficulties in writing or not, one of tools is transitivity. Transitivity is simply the study of what people are depicted as doing and refers broadly, to who does what to whom, and how (Machin & Mayr, 2012, p.104,cited by Emilia, 2014). Transitivity a system is to do with the "content" that is expressed in language : all the doing, sensing, being, saying activities (Emilia, 2014) to conclude, transitivity is a property of clauses to answer the question of when, where, how and why did the event happen.

Thus, it is line with the curriculum applied in this school. Furthermore, based on the syllabus and lesson plan, there is material about writing recount text that involves teacher-learners encounters in the classroom. The intended material contained in the second meeting on lesson plan and week 1 on the syllabus in first grade of senior high school after mid test. The material is about recount text with the topic about holiday. In this material, students are given opportunity to analyze a text both orally and writing. In addition, the material is highly related and appropriate with this study.

There were several studies in text analysis using transitivity analysis. Then, the researcher found out some previous researchers investigated transitivity system on students' texts. However, their data collections of students' writings were taken in students' first texts.

The studies observed transitivity system which the focus was on students' texts in terms of purpose, linguistic features, schematic structure and process types found in the texts as well. First, the study conducted by (Moore, 2007) who analyzing the 'processes' of learning on the use of Halliday's transitivity in academic skills advising, her findings showed that Halliday's transitivity – has been used in an academic advising context to assist students struggling to write effectively in a range of discipline areas: history, visual art and sociology. Analysis of this kind, it is argued, has the potential not only to clarify to students the immediate requirements of the academic tasks they have to complete, but also

to help them understand some of the broader epistemological issues that may be at stake.

Furthermore, the researcher found out some previous researchers investigated transitivity system on students' texts. However, their data collections of students' writings were taken in students' first texts. Next, the study conducted by Senjawati (2016) who analyzing transitivity analysis of tenth grade students' recount texts in Bandung. The findings show that all students were aware about the social purpose of recount text and how recount text should be written based on its criteria, appropriate schematic structure and linguistic features. Moreover, the students' texts consist of material, mental, relational, verbal and existential processes which fulfill the criteria of recount text's linguistic features. However, the fulfillment of recount text's criteria was still inadequate for some students. Some students still faced some problems, especially grammatical structure. Moreover, the result of problem analysis shows that there are three most frequent grammatical mistakes in students' texts: plural, past tense and article. And the last, Siahaan(2013)her findings showed that the students representing the middle and high achievers had a good control about the schematic structure of descriptive text. They also were able to use appropriate linguistic features. On the other hand, it was also revealed that the low achievers were still confused in identifying the schematic structure of descriptive text. Moreover, the low achievers still needed a lot of improvement as they still made a lot of mistakes in the text they wrote.

Based on the problem of the journal theyinspired me to conduct this study in order to analyse students' difficulties in writing recount text using transitivity system.

1.2 Reason for choosing

This research relates to the learning process between teachers and students on how the process of teaching can be delivered either through a technique. The reasons for choosing the topic are as follows:

1. A lot of senior high school students have been studied the English language in the aspect of writing.
2. Recount is one type of texts studied by students in the tenth grade.

3. By using diary technique in teaching writing and help students to learn recount text. In addition, students can actively and creatively express their ideas, imaginations, feelings and expectation in writing.

1.3 The aim of the Study

The aim of the study is expected that the study would make at least one major contribution to the areas of systemic functional grammar. The aim of the research is to find out the students' difficulties in writing recount text in terms of the transitivity. It is also expected to give benefits for teachers to pay more attention and gain insight into the learners' difficulties and to find effective ways to teach text types and their linguistic features to their students. This study is also expected to contribute to fill the gap in the research of systemic functional grammar.

1.4 Significance of the Study

This study is expected to give contribution for both theoretically, and practically.

a. Theoretically, this research is expected to enrich the literature about the application of SFL in analyzing students' texts, and this research can be used as a reference.
b. Practically, this research is expected to give much help for teachers. This research gives some information about how to identify students' difficulties in writing Descriptive Text.

1.5 Research Questions

This research will be conducted to find the answer of this research question, that is:

"What difficulties are faced by the students in writing a recount text?"

1.6 Delimitation of the Study

This study is delimited to the analysis of students' difficulties in writing recount texts using transitivity system. This research was conducted in one of islamic boarding schools in Garut, and took six students of the tenth-grade as the participants. The six students will be selected based on the level of their English proficiency in writing recount text which they produced. The six students were categorized into: low achiever, middle achiever, and high achiever. According to

(Duff, 2008) classifying the participants would make the analysis a lot easier, especially in obtaining useful data.

The analysis focused on transitivity system of students' recount texts by using systemic functional linguistics (transitivity) which was developed by Emilia (2014).

1.7 Research Methodology

This study employs the qualitative method to answer research question. This study was applied to find out students' difficulties in writing recount text using transitivity system. In association with qualitative method, this study could be considered into case study design since this study used text analysis (Creswell, 2012). This is the same as the purpose of this study, which is to find out the students' difficulties by collecting data in natural setting as the study develops.

1.7.1 Data Collection

The data collections were conducted in two steps. First, the data collection of the students' recount texts. Second, the data collection in form of interview to validate the data. The two data collections are described below.

In this research, the data were got from the English teacher of the class. The students will ask from the English teacher and categorized the writing into low achiever, middle achiever and high achiever. Moreover, only three texts will represent each category.

The interview was conducted to six students whose texts were analyzed. The interview was conducted in Bahasa Indonesia in order to avoid misunderstanding between the interviewer and the interviewee. Moreover, the researcher interviewed the students in an informal way in order to make the students feel comfortable, so that the interviewer could find out deeper information of students' writings.

These students recount texts can be consider as product study for analyzing students' difficulties in writing recount particularly in transitivity.

1.7.2 Data Analysis

To analyze the data, the study applied two steps to fulfill the aims of the study. First, the texts were analyzed using based on the generic structure of recount text as suggested by Emilia (2010)

The second step is identifying the linguistic features that were found in students' recount texts by applying Transitivity of Functional Grammar as suggested Emilia (2010).

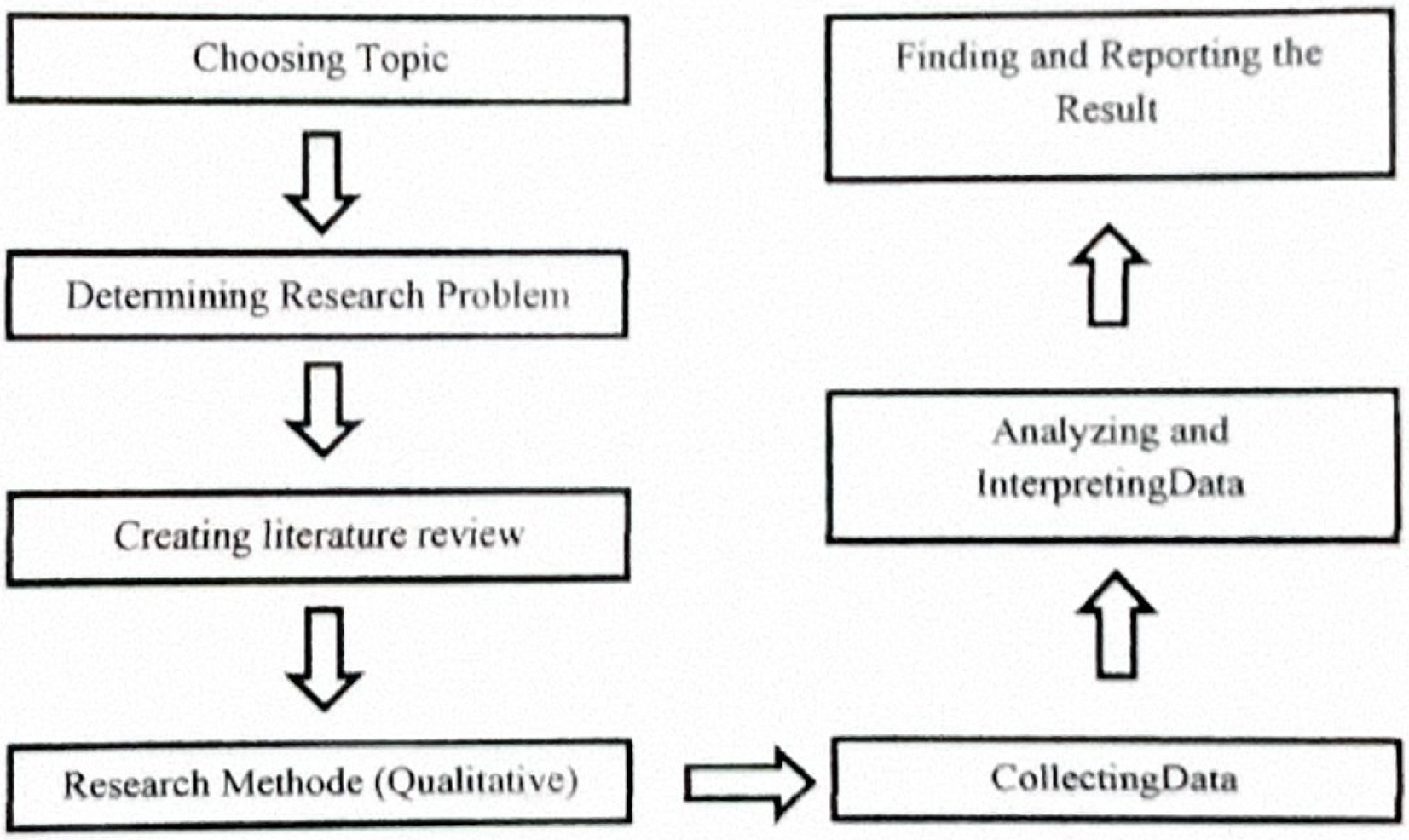
The third step were divided into two parts. First, the problems based on the findings by the researcher which found in the recount text's criteria. Second the problem based on the interview.

In the last activities, the researcher interprets the results. Based on the activities, this method was chosen because it was suitable with the characteristics. Therefore, this study was conducted mainly using a qualitative method.

1.8 Research Design

This study will use case study as the research design In association with qualitative design, this study is considered as a case study since it used a text analysis (Creswell, 2012).

Figure 1.1 Qualitative Research Design (Creswell, 2009)



There are the figures of the qualitative of the research design as explained by Creswell (2009): first, the writer starts with choosing the topic. The topic of this study is "The Analysis of Students' Difficulties in Writing Recount Text Using Transitivity System". Second, the writer determines the problem of the research. The problem statement comes up due to the background of the study. The methodology that is used is qualitative methodology with case study design. Third, the writer collecting the data, it is through documents collection. After the research finish, the writer does interpret the data and data analysis of transitivity. The result of the transitivity is analyzed in the discussion and finding section.

1.9 Clarification of Terminology

The following terms are provided in order to avoid misunderstanding of the terms present in the research.

1. Recount text : Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions (Knapp & Watkins, 2005)

2. Transitivity : Transitivity is simply the study of what people are depicted as doing and refers broadly, to who does what to whom, and how (Machin & Mayr, 2012, p.104) cited by (Emilia 2014). Transitivity a system is to do with the "content" that is expressed in language: all the doing, sensing, being, saying activities (Emilia, 2014).

CHAPTER II

LITERATURE REVIEW

This chapter reviews some literatures that serve as the theoretical foundation of the study. It consists of seven sections. The first section focuses on general remarks. The second section focuses on writing. The third section focuses on teaching English in junior high school. The fourth section focuses on problem writing. The fifth section focuses on recount text. The sixth section focuses on transitivity. The seventh section focuses on previous study and the last section focuses on summary of chapter.

2.1 General Remarks

In doing analysis, the writer uses systemic functional linguistics theory of Halliday (2004) to analyze the transitivity process and recount theory of Derewianka (1990) to analyze the recount structure in six texts of students. The writer also put other reference to support the analysis, such as Emilia (2010), Gerrot and Wignell (1994), Harmer (2007).

2.2 Theories of Writing

As an essential language skill, writing demands students to master it well. This skill will help them to express their thoughts, feelings, ideas and knowledge. It is not an easy job to implement the best method in improving students' writing skills.

2.2.1 The Definition of Writing

Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way (Kern, 2000) Regarding this, Kern (2000) states that "writing is functional communication, making learners possible to create imagined worlds of their own design". Moreover, Writing is the important thing in learning process. It provides learners to get the idea and think it critically. As Emilia (2010) says that writing is an essential part in teaching, so, many countries either the advanced one or

developing one give emphasis to teach writing. Therefore, writing is recognized as a difficult skill, but it is important in learning process.

2.2.2 Types of Writing

There are two types of writing; those are practical writing and imaginary writing. The former includes letters, papers, summaries, outlines, essays, etc.; since this type is the fact and functional writing. The letter includes novel, romance, poem, short story, science fiction, etc.: since this type is in literature (Finocchiaro, 1974).

2.2.3 Writing Process

According to Blanchard and Root (2003), there are three steps in writing process; they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic. The first step is Prewriting, is the preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write. First of all is brainstorming, it is a prewriting activity to makes the ideas related the topic; we write down everything that passing through or comes into our minds. The second is clustering it is another technique to bind ideas; for example by making a circle, it aims to focus the ideas.

The second type is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. Thus, in this process, remember to begin with a topic sentence that states the main ideas, stick the topic does not include information that does not directly support the main idea, arrange the sentences so that the other ideas make sense, use signal words to help the reader understand how the ideas in your paragraph are connected.

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing

content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

2.3 Teaching English in Junior High School

In many countries where English is a foreign language, the primary goal for children studying in the educational system is to pass English entrance exams to enter good high school and universities (Gebhard, 2000). English subject is given to all formal education levels. Therefore, English's standard competency is needed to be sufficient and effective.

Teaching English at Junior high school is based on the school based curriculum. The curriculum is for junior high school level. It is stated that English is a mean of communication both orally and written. Communication means understanding and expressing thought, feeling, information, and developing knowledge, technology and culture. Competence for communication in the whole meaning is competence discourse that is competence to understand and produce some oral and written text. They are stated in four language skills namely, listening, speaking, reading, and writing. In junior high school, all of the skills have standard competencies. They are:

1. **Listening**

   Understanding the meaning of simple transactional and interpersonal oral text formally or informally in the form of recount, narrative, procedure, descriptive and report text are in the context of daily life.

2. **Speaking**

   Expressing the meaning of simple transactional and interpersonal oral text formally or informally in the form of recount, narrative, procedure, descriptive and report are in the context of daily life.

3. **Reading**

   Understanding the meaning of simple transactional and interpersonal oral text formally or informally in the form of recount, narrative, procedure, descriptive and report text are in the context of daily life.

4. **Writing**

   Based on syllabus and lesson plan, teaching writing in second grade at junior high school has many themes for writing. In the first semester the theme is

descriptive text, the student should describe animal, people or noun in short story. And in the last semester the theme is recount text, the student should make a short story about their holiday.

As Emilia (2010) says that "the aim of the teaching of English in the junior high schools, makes clear that the teaching of English in Indonesia emphasizes the students' mastery of different text types and development of language skills". The different text types should be mastered in daily life contexts are recount, narrative, procedure, descriptive, and report text. Therefore, Emilia (2010) considers the process approach to teaching writing which it has four basics principles or central elements: the process itself, the conference, ownership, time for writing.

The following is the process to teaching writing.

1. Process: the students should learn that professional writers do not do just a one-shot draft to make their message clear and thus, like professional writers, students need time and opportunity to think about what is to be written, to draft and to revise effectively, to edit and to proofread their writing, so the phases of writing include three steps in writing process. (Steps of writing are discussed in the previous material).
2. Conference: this principle simply means that there are opportunities for a student writer to talk about the writing with other students or with the teacher or another adult. This interaction may occur at any stage in the process-even before the writing has begun (Graves, 1983,cited by Emilia 2010).
3. Time: In this approach, writing is not just an occasional once-a week affair but an activity which children are able to practice every day and this has certainly had a positive effect on the teaching and on the attitude to writing of both teachers and students (Colerson, 1989: 2-3, see also a more recent study reported by Pitchard and Honeycutt 2006: 275-285,cited by Emilia 2010)

In teaching writing, there are two basic competencies that have to be reached by the students. There are (a) expressing the meaning in the form of a simple short functional text written using a variety of written language accurately, fluently and thankful to interact with the environment, (b) expressing the meaning and rhetorical steps in a short essay using a variety of simple written language

accurately, fluently and thankful to interact with the environment in the form of descriptive text and recount (BNSP, 2006:132).

2.4 The Problem of Writing

Many students' find it difficult to give enough time to the process and would rather finish a piece of writing straight away (Harmer, 2007). Additionally, there are times when process writing is simply not appropriate, either because classroom time is limited or because teachers want students' to write quickly as part of communication genre. To conclude, students' have a limitations time to write.

2.5 Recount Text

In the section the writer uses theory of Emilia (2010) to explain about the definition and characteristic of recount text. Andthen the writer uses theory of Derewianka (1990)to explain about the schematic structure. The writer also put other reference to support the section, such asKnapp and Watkins (2005).

2.5.1 The Definition

The characteristics of recount itself are seen from the purpose, the focus, the type, and the example of recount. The purpose of recount is to retell what happened and this can involve the writer's personal interpretation. In addition, recount text focuses on a sequence of activities written chronologically. Then, the type of recount text is divided into two kinds; they are personal recount retelling personal experiences of the writer and factual recount: that retelling an event or an incident, like news or accident reports sometimes found in newspapers. Hence, we can know what the examples of recount text, they are a biography, an autobiography, news items, history, a letter, a journal, or a testimony of witness of an event or incident, accident report made to claim for insurance (Allen, 2012).

In addition, recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions (Knapp & Watkins, 2005)it's can conclude that recount is text to tell a story.

2.5.2 Characteristics of recount Text

The characteristics of recount itself are seen from the purpose, the focus, the type, and the example of recount. The purpose of recount is to retell what happened and this can involve the writer's personal interpretation. In addition, recount text focuses on a sequence of activities written chronologically. Then, the type of recount text is divided into two kinds, they are personal recount retelling personal experiences of the writer and factual recount: that retelling an event or an incident, like news or accident reports sometimes found in newspapers. Hence, we know that the examples of recount text, are biography, an autobiography, news items, history, a letter, a journal, or a testimony of witness of an event or incident, accident report made to claim for insurance (Emilia, 2010). To conclude the researcher takes students to make a text about recount text with personal experience and talks about the last holiday.

For example:

Last year holiday of celebration at end of fasting month I went to Surabaya visiting my grandmother and grandfather. I had to go there because the previous holiday I wasn't there.

I missed them so much because I lived with them when I was a child. At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa. After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time.

Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant. Normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad.

The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

2.5.3 Schematic Structures of Recount Text

After knowing the characteristics of recount text, it is necessary for students to understand the schematic structures of recount text. It is used to make clear what missing things in organizing a text in process revision. The following is the schematic structure of a Recount Text (Adapted Form Derewianka, 1990: 15: Fee & ad Joyce, 2004:3).

Table 2.1 Schematic of Recount Text

Schematic Structure	Function
1. Orientation	Orients the reader to the events that follow which introduces character(s) in a setting of time or place (or sometimes both)
2. Record of Events	Give a sequence of events
3. Reorientation	Returns the reader to the point of departure (and sometimes the writer also give the comments on the whole sequence of events described). Round off the text, normally returning the protagonist to the point whence they came.

The following is the example which adopted from Helmi (2012)

Our Trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of Colorful flowers and a tennis court.

Event 1 On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2 On Sunday we went on the Scenic Skyway and it rocked. We saw cock a too having a shower.

Reorientation In the afternoon we went home.

2.5.4 Schematic Features

Not only the structure but also the feature is important thing in writing recount text. It can make the writer knows what the grammar should be used. The following is some Linguistic of Recount:

1. Use of specific participant: a younger brother, among others: father the writer him/herself: I, my brother, and my mother (I have an older sister. Her name is Ani);
2. Use of the past tense: (last school holiday, I decided to spend my vacation...);

3. Use of temporal and additive conjunction to connect the messages of clauses (Martin, 1997) and help make the text cohesive: after, when, then, before, during, or conjunction such as "first, next, then."
4. Personal comments (except for factual recount) (see Derewinka, 1990:15-16) (the holiday was cool.. I was happy I had a great vacation in Italy).

2.5 The Transitivity system

The researcher uses transitivity pattern as the tool of analysis in this research. It is appropriate with the research to analyze students' difficulties in writing recount text using transitivity system. Nevertheless, there is difference between the term of transitivity in traditional meaning and the one that researcher uses in this research as the tools of analysis.

Transitivity is simply the study of what people are depicted as doing and refers broadly, to who does what to whom, and how (Machin & Mayr, 2012, p.104) cited by (Emilia 2014). Transitivity a system is to do with the "content" that is expressed in language: all the doing, sensing, being, saying activities (Emilia, 2014).

It means people reflect their ideas or their worldview into language through transitivity. Thus, the choice of how the ideas or worldview of things are presented in language can be different from each other's. It depends on their experience or point of view towards the fact or reality. In this research the researcher tries to analyze students' difficulties in writing recount text using transitivity system.

As it was explained before, transitivity system belongs to the experiential metafunction. Transitivity is a system in which clauses are organized to represent reality in language. Through the system of transitivity, we shall be exploring the clause in it is who=does=what-to-whom, who/what=is-what/who, when, where, why, or how function (Gerot & Wignell, 1994).

In analyzing transitivity system in a clause, it is necessary to describe three aspects of the clause: First, the selection of process. The process choice will be realized in the verbal group of the clause: Last year Diana *gave* blood. Second is the selection of participants. Participants will be realized in the nominal groups: Last year *Diana* gave *blood*. Third is the selection of circumstances.

Circumstantial meanings are expressed through adverbial groups or prepositional phrases: *Last year* Diana gave blood (Eggins, 2004: 214).

2.6 Process and Participant

The transitivity system construes the world of experience into a manageable set of process types (Halliday & Matthiessen, 2004: 170). Processes are different kinds of goings on, which necessarily involve different kinds of participants in varying circumstances. Processes are realized by verbs, but some verbs do not show an action but rather express states of being or having. Halliday identifies there are six different types of Process.

Table 2.2 Types of Transitivity Process (Halliday, 2004)

Material	Doing	Bodily,materially, physically,
Behavioral	Behaving	Physiologically and psychologically
Mental	Sensing	Emotionally, intellectually,sensorily
Verbal	Saying	Lingually, signaling
Relational	Being	Equal to, or some attributeOf
Existential	Existing	There exists

These are the examples of transitivity process which exist in clauses:

Table 2.3 The Example of Types Transitivity Process (Halliday, 2004)

Process type	**Example (Process + participants underlined; Process in bold; circumstances in italics)**
1. Material	*During the European scramble for Africa,* Nigeria**fell** *to the British.* And the British**ruled**it *until 1960*
2. Behavioural	People are **laughing**
3. Mental	The Ibos **did not approve of** kings
4. Verbal	so we **say**→that every fourth African is a Nigerian **Can you tell** us *about the political and cultural make up of Nigerian?*
5. Relational	that every fourth African **is** a Nigerian.
6. Existential	so *today* there'sChristianity*in the south*

2.6.1 Material Processes

The actions are usually concrete and tangible. Material processes are process ofdoing & happening (Halliday & Matthiessen, 2004: 179). They express the idea thatsome entity physically does something-which may be done to some other entity.

Clauses with a material process is obligatorily to have a doing (process) and adoer (participant). The entity who or which does something is the actor. Thereoptionally is an entity to which the Process is extended or directed. This entity whichmay be done is the goal.

Example:

a. My mother cooks food

Table 2.4 Example of Material Process

My mother	Cooks	Food
Participant : Actor	Process : Material	Participant : Goal

In the table "cooks" *is process of doing and happening is counted in material* process. My mother in the participants who does something is the actor and food is goal.

There are two varieties of Material Processes: creative and dispositive. In the creative type, the goal is brought about by the process.

b. Andri wrote the Messiah

Table 2.5 Example The Creative Type of Material Process

Andri	Wrote	the Messiah
Actor	Material	Goal

In the table "the Messiah" *is brought by the process "wrote" is process and* happening is counted in creative type of material process. Andri in the participants who does something is the actor and the Messiah is goal.

In the dispositive type, we have doings and happenings.

c. Ana dismissed Whitlam

Table 2.6 Example The Dispositive Type of the Material Process

Ana	Dismissed	Whitlam
Actor	Material	Goal

In the table "dismissed" is doing is counted in the dispositive type of material process. Ana in the participants who does something is the actor and Whitlam is goal.

d. The gun discharged

Table 2.7 Example The Dispositive Type of the Material Process

The gun	Discharged
Actor	Material

In the table "discharged" is happening is counted in the dispositive type of material process. The gun in the participants which does something is the actor.

Material processes 'take' both the active voice (as above) and the passive.

e. Ana dismissed Whitlam

Table 2.8 Example The Dispositive Type of the Material Process

Ana	Was dismissed	Whitlam
Actor	Material	Goal

In the table "was dismissed" is doing is counted in the dispositive type of material process. Ana in the participants who does something is the actor and Whitlam is goal.

f. The gun discharged

Table 2.9 Example the Dispositive Type of the Material Process

The gun	Was discharged
Actor	Material

2.6.2 Mental Processes

While material clauses are concerned with our experience of the material world, mental clauses are concerned with our experience of the world of our own consciousness (Halliday & Matthiessen, 2004: 197). Mental processes are

processes of sensing (feeling, thinking, perceiving). There are three types of mental processes: affective or reactive (feeling), cognitive (thinking), and perceptive (perceiving through the five senses). The participants in mental processes are called senser and phenomenon. The phenomenon is that which is sensed: felt, thought or seen.

Example:

a. Ana doesn't like you

Table 2.10 Example of the Mental Process

Ana	Doesn't like	You
Participant: Senser	Process: Mental	Participant: Phenomenon

In the table "doesn't like" is feeling is counted in mental process. "Ana" in the participants who felt is the senser and "you" is phenomenon.

There are clauses with senser or phenomenon only, such as:

a. Mark understood

Table 2.11 Example The Cognitive of Mental Process

Mark	Understood
Senser	Mental: Cognitive

In the table "understood" is thinking is counted in cognitive type of mental process. Mark in the participants who think is the senser.

b. Loneliness hurt

Table 2.12 Example The Affect of Mental Process

Loneliness	Hurt
Phenomenon	Mental : Affect

The clause may also contain both Senser and Phenomenon, such as:

c. Mark likes new clothes

Table 2.13 Example The Affect of Mental Process

Mark	Likes	New clothes
Senser	Mental: Affect	Phenomenon

In the table "likes" is including to feeling is counted in the mental process. Mark in the participants who think is the sense and new clothes is phenomenon.

2.6.3 Relational Processes

Relational processes involve states of being (including having). Relationalclauses serve to characterize and to identify (Halliday & Matthiessen, 2004: 210).They can be classified according to whether they are being used to identifysomething, quality to something. Processes which establish identify are calledIdentifying Process and processes which assign a quality are called AttributiveProcesses. Each has its own characteristic participant roles. In Attributives there areCarrier and Attribute.

Example:

a. Barry Tuckwellisa fine horn player

Table 2.14 Example The Attributive of Relational Process

Barry Tuckwell	Is	A fine horn player
Carrier	Attributive	Attribute

In Identifying Processes the participant roles are token and value.

b. Barry Tuckwellmay bethe finest living horn player.

Table 2.15 Example The Identyfying of Relational Process

Barry Tuckwell	May be	The finest living horn player.
Token	Identyfying	Value

Relational Processes can be further sub-classified according to whether they are: Intensive, possessive or circumstantial.

Table 2.16 Sub-Clssified of Relational Process

a. Intensive	Paul Keating is arrogant.
b. Possessive	Paul Keating has dark hair.
c. Circumstantial	
1. Circumstance as Attribute	The yolk is in the Centre.
2. Circumstance as Process	Albumen surrounds the yolk.

Listed here is some of the more common Relational Process:

Table 2.17 Listed of Relational Process (Gerot & Wignell, 2001)

Atributive			Identifying		
Be	become	Go	be	become	Equal
Get	Turn	Grow	add up to	play	act as
Keep	Stay	Remain	call	mean	Define
Look	appear	seem	represent	spell	Express
Smell	taste	Feel	form	give	Constitute
Sound	end up	turn out	imply	stand for	Symbolize
Last	weigh	concern	realise	indicate	Signify
Cost	Has	belong to	betoken	take up	Span
Need	require		resemble	occupy	Own
			include	involve	Contain
			comprise	provide	Cause

2.6.4 Behavioral Processes

These are processes of (typically human) physiological and psychological behaviour, like breathing, coughing, smiling, dreaming and staring (Halliday & Matthiessen, 2004 : 248). In this process, there is one obligatory participant: the behaver. The behaver is a conscious being. But the process is one of doing, not sensing, such as:

a. She lives in a beautiful old house

Table 2.18 Example of Behavioral Processes

She	Lives	In a beautiful old house
Behaver	Behavioural	Circumstance : place

b. He listens carefully

Table 2.19 Example of Behavioral Processes

He	listens	Carefully
Behaver	Behavioural	Circumstance : manner

Behaviourals can contain a second participant that is called the behaviour.

c. He smiled a big smile

Table 2.20 Example of Behavioral Processes

He	smiled	a big smile.
Behaver	Behavioural	Behaviour

2.6.5 Verbal Processes

Verbal processes are processes of saying, or more accurately, of symbolically signaling. The process of a 'verbal' clause is realized by a verbal group where the lexical verb is one of saying (Halliday & Matthiessen, 2004: 254). There are three other Participants that may be incumbent upon Verbal Processes: Receiver is the one to whom the verbalization is addressed, Target is the one acted upon verbally (insulted, complimented, etc.) and Range/Verbiage is a name for the verbalization itself.

Example:

a. John told Jenny a rude joke

Table 2.21 Example of Behavioral Processes

John	Told	Jenny	a rude joke
Sayer	Verbal	Receiver	Verbiage

In the table "told" is a process of saying it is called verbal process. Jenny whom the verbalization is adressed it is called receiver. John is sayer and a rude joke name for the verbalization it is called is verbiage.

b. Keting slurred Howard

Table 2.21 Example of Behavioral Processes

Keating	slurred	Howard
Sayer	Verbal	Target

In the table "slurred" is more accurately of symbolically signaling it is called verbal process. Howard is the one acted upon verbally it is called target and Keating is sayer.

Examples of verbal processes are listed below.

Table 2.22 Listed of Behavioral Processes (Halliday&Matthiessen, 2004)

TYPE		**Examples of verbs**
Activity	Targeting	praise, insult, abuse, slander, flatter, blame, criticize, chide
	talking	speak, talk
Semiosis	(neutral quoting)	say, tell; go, be like
	Indicating	tell (sb that), report, announce, notify, explain, argue, convince

		(that), persuade (sb that), promise (that)
		ask (sb whether), question, enquire (whether)
	Imperating	tell (sb to do), ask (sb to do), order, command, require, promise, threaten, persuade (sb to do), convince (sb to do), entreat, implore, beg

2.6.6 Existential Processes

Existential process represents that something exists or happens. Existentialclauses typically have the verb *be*. The entity or event which is being said to exist is labelled, simply, Existent. In principle, there can 'exist' any kind of phenomenon thatcan be construed as a 'thing': person, object, institution, abstraction; but also anyaction or event, as in *is there going to be a storm?*, *there was another robbery in thestreet* (Halliday & Matthiessen, 2004: 258).

Example:

a. There's a unicorn in the garden

Table 2.23 Example of Existential Processes

There's	a unicorn	In the garden.
Existential	Existent	Circumstance: place

There's has no representable function; it is required because of the need for a Subject in English. Existential processes are expressed by verbs of existing: 'be', 'exist', 'arise' and the Existent can be a phenomenon of any kind.

b. There ensued a protracted legal battle

Table 2.24 Example of Existential Processes

There ensued	a protracted legal battle
Existential	Existent

In the table "a protracted legal battle" is something exist is labelled it is called existent and there ensued is existential.

Existential 'there' is not to be confused with Circumstantial 'there':

c. There's your book (right where your left it)

Table 2.24 Example of Existential Processes

There	's	your book (right where your left it)
Attrib:Circ	Attributive	Carrier

'There' 'There's your book' tells where the book is. 'There' in 'There's even a book about great Australian dunnies' is telling youth hat such a book exists.

Examples of verbs serving as Process in existential clauses

Table 2.25 Example of Verbs Serving As Process In Existential Clauses

Type		**Verbs**
Neutral	Exist	exist, remain
	Happen	arise; occur, come about, happen, take place
+ circumstantial feature	Time	follow, ensue
	Place	sit, stand, lie; hang, rise, stretch, emerge, grow
Abstract		erupt, flourish, prevail

(Halliday & Matthiessen, 2004 : 258)

2.7 Previous Study

There are previous studies developing students' ability using a tool has become popular. Both of them involved writing skill and a device to develop students' ability in writing as a variable. Regarding the both of studies, the gap between them was founded. Therefore, the concept of transitivity has been used by a number of linguists to explain more about the use of language in both spoken and written texts.

The studies observed transitivity system which the focus was on students' texts in terms of purpose, linguistic features, schematic structure and process types found in the texts as well. First, the study conducted by (Moore, 2007) who analyzing the 'processes' of learning on the use of Halliday's transitivity in academic skills advising, her findings showed that Halliday's transitivity – has been used in an academic advising context to assist students struggling to write effectively in a range of discipline areas: history, visual art and sociology. Analysis of this kind, it is argued, has the potential not only to clarify to students

the immediate requirements of the academic tasks they have to complete, but also to help them understand some of the broader epistemological issues that may be at stake.

This research is different with previous research, because the researcher tries to analyses the type of processes used in genre/text types of a textbook DevelopingEnglish Competence. The genres were analyzed based on the theory transitivitywhich is proposed by Halliday. According to the theory, there are six types of processes: material, mental, verbal, behavioral, relational, and existential.

And the last study was conducted by Kurnianingsih (2010)with the topic of writing diary as an alternative technique in teaching recount text was employed in one of senior high schools in Semarang by using a quasi experimental design. Aditionally, instrumentation uesd is pre-test and post-test. The result of study is using diary writing in teaching writing recount text can help students improve the ability of writing a recount text. It inspires the researcher to conduct this study by using transitivity in recount text. The significance gap is founded in this research is a different tool used. Therefore, from the gaps which are founded, it inspires to be conducted a new study.

2.8 Summary of Chapter

Writing is a skill which is needed to be mastered for students in Indonesia. It's seem `to be improved because some students due not interested in writing, feel confused to start writing and they lack of vocabularies. Students need interesting way to learn producing good writing.

Recount is one of kinds of text which should be mastered by students because it is taught in junior high school. Writing recount means that students should write their own experience in written form. They should put their ideas in well-ordered writing.

Transitivity means people reflect their ideas or their worldview into language through transitivity. Thus, the choice of how the ideas or worldview of things are presented in language can be different from each other's. It depends on their experience or point of view towards the fact or reality.

After reviewing theories about transitivity, especially writing recount text, the writer could see that students' were more interested inwriting if they had clue such as picture as visual aid. It made them easier inorganizing paragraphs for their writings. So that, the writer was interested in conducting research to know the effectiveness of using pictures on students' writing of recount text at the second grade students of junior high school.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method to answer the statements of problems proposed in the first chapter. This chapter comprises general remark, research method, research design, subject of the research, research instrument, research procedure, and data analysis.

3.1 Research Method

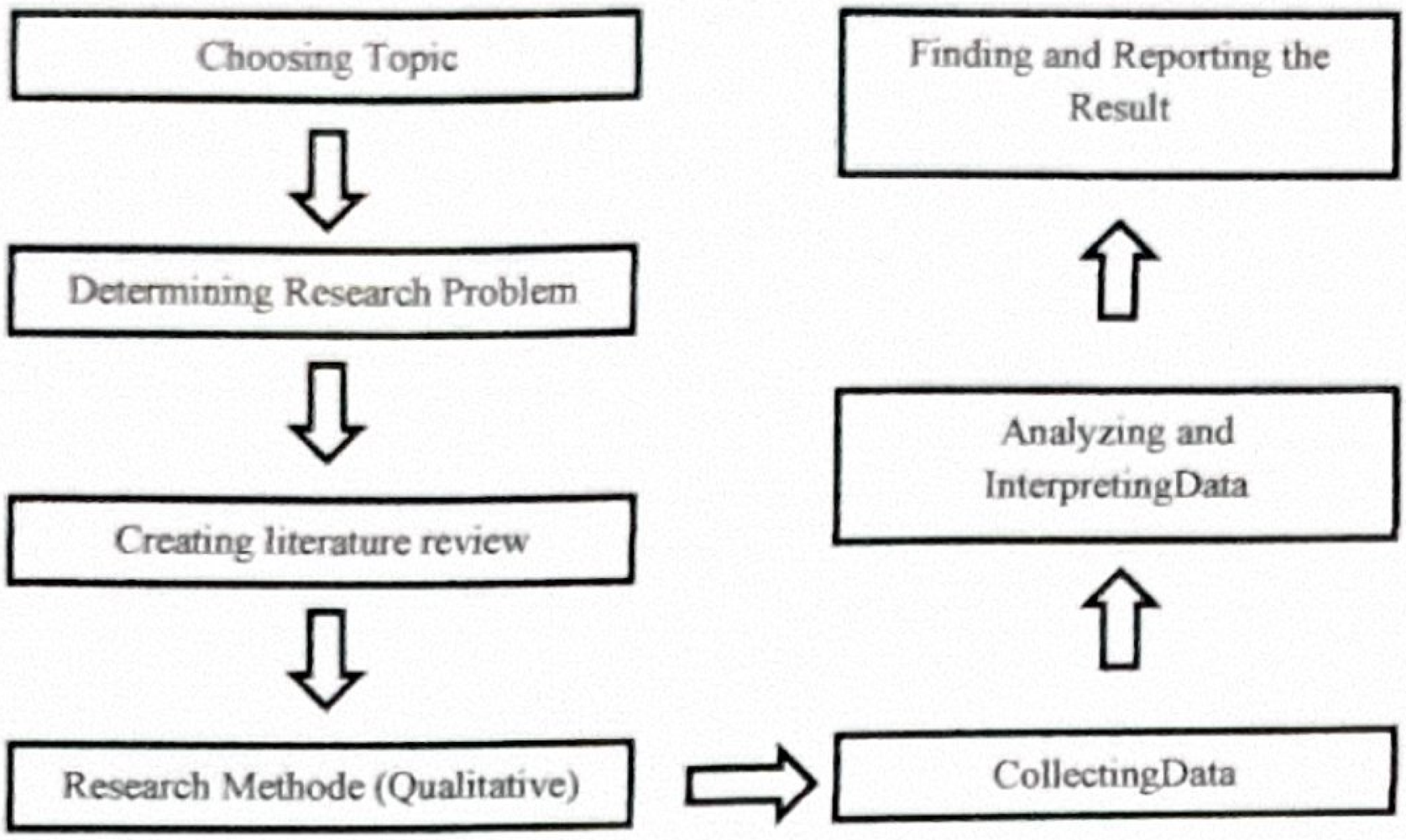
This study was applied to find out students' difficulties in writing recount text using transitivity system. In association with qualitative method, this study could be considered into case study design since this study used text analysis (Creswell, 2012) This is the same as the purpose of this study, which is to find out the students' difficulties by collecting data in natural setting as the study develops.This study employs the qualitative method to answer research question.

There are several reasons why this study uses case study as the research designed. Firstly, case study typically observes the characteristics of an individual unit deeply and analyzes the multivarious phenomena(Cohen and Manion,2007). This is the same as the purpose of this study that is to find out the students' difficulties by analyzing the students' text. Secondly, case study can be used to investigate an individual, a group, such as family, an office, or a class; it also can be an institution, such as school (Gillham, 2000, cited by Siahaan, 2013). It is related with the study which is going to investigate a group of class; it is one class of ninth graders in one junior high school in Garut.

3.2 Research Design

This study will use case study as the research design In association with qualitative design, this study is considered as a case study since it used a text analysis (Creswell, 2012).

Figure 3.1 Qualitative Research Design (Creswell, 2012)



There are the figures of the qualitative of the research design as explained by Creswell (2012):

First, the writer starts with choosing the topic. According to Creswell (2012:4) if you study how children develop social skills, and past research has not examined this topic, your research study addresses a gap in knowledge. If your study explores how African American children use social skills on their way home from school, your study might replicate past studies but would test results with new participants at a different research site. And the topic of this study is "The analysis of Students' Difficulties in Writing Recount Text Using Transitivity System". So the research study addresses a gap in knowledge.

Second, the writer determines the problem of the research. The problem statement comes up due to the background of the study. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report. By specifying a "problem," you limit the subject matter and focus attention on a specific aspect of study. (Creswell, 2012). This step is important to this research because it will determine the entire problem to be answered through resarch instruments.

Third, creating the literature review, according to Creswell (2012:9) Because of these concerns, reviewing the literature is an important step in the research process. Reviewing the literature means locating summaries, books, journals, and indexed publication a topic; selectively choosing which literature to include in your review; and then summarizing the literature in a written report.

Fourth, the methodology that is used is qualitative methodology with case study design. This study was applied to find out students' difficulties in writing recount text using transitivity system. In association with qualitative method, this study could be considered into case study design since this study used text analysis (Creswell, 2012). This is the same as the purpose of this study, which is to find out the students' difficulties by collecting data in natural setting as the study develops. The method used for the present study was the collective case study as described by Stake (2000) cited by Creswell (2012). This step used case study because same as the purpose which is to find out the students' difficulties since this study used text analysis

Fifth, the writer collecting the data, it is through documents collection. According to Creswell (2012:9) Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. This step will produce a collection of numbers (test scores, frequency of behaviors) or words (responses, opinions, quotes).

After the research finish, the writer does interpret the data and data analysis of transitivity. According to Creswell (2012:18) in qualitative research typically you gather a text database, so the data analysis of text consists of dividing it into groups of sentences, called text segments, and determining the meaning of each group of sentences. Rather than using statistics, you analyze words or pictures to describe the central phenomenon under study. The result may be description of individual people or places. In some qualitative studies, the entire report is mostly a long description of several individuals. The result may also include themes or broad categories that represent your findings.

Andthe last finding and reporting the result. According to Creswell (2012:327) theresearchers might randomly assign individuals to groups. They then

administer the intervention by conducting the experiment, and they analyze and report results. To evaluate the success of this process, the experimenter assesses the groups, intervention, measures or observations, and extraneous factors and control over threats to validity. The result of the transitivity is analyzed in the discussion and finding section.

3.3 Subject of the Research

In the section the writer uses theory of Duff(2008) to explain about the population and sample to classifying the participants.

3.3.1 Research Site

This research was conducted in one junior high school in Garut. There are some reasons why this school was chosen as the research site for this study. The first reason is this school consist of variety background of students; socioeconomic status. The second, the purpose of the research which tried to investigate junior high school students' recount text was considered appropriate since the students had learned recount texts. The third reason is that the school is well-known to have good academic of reputation in Garut. Since this research is about students' difficulties in writing, these studies have a desire to see how well the students' difficulties in writing by the ninth graders. And the last, the level of junior high school students were chosen to be examined whether they reached the purpose of writing one genre of text which set by the curriculum.

The findings of the study were beneficial in improving the students' capacity in writing and the students' English comprehension.

Based on this agreement is shown by the informed consent gives between the teacher and the researcher, the name of the school will not be revealed in the study.

3.3.2 Participants

The participants of this research were a class of 8th grader students of one junior high schools in Garut.

The class consists of 30 students, six of the students were chosen as the participants of this study. 30 students will be told by the teacher to make recount

text about their holiday. However, the six students were selected based on the level of their English proficiency in writing recount text they produced. The six students were categorized into: low achiever, middle achiever, and high achiever. The three categories were identified by the English Teacher.

The six students were categorized into low achiever, middle achiever, and a high achiever. According to Duff (2008) classifying the participants would make the analysis a lot easier, especially in obtaining useful data. This categorization is based on their performance in writing indicated by their previous English writing scores. To avoid misjudgment, the English teacher was involved to choose the students who were appropriate for the research.

3.4 Research Instrument

The data collections were conducted in two steps. First, the data collection of the students' recount texts. Second, the data collection in form of interview to validate the data. The two data collections are described below.

The data collection phases for the students' texts were started by the teacher was telling the students' to make a recount text with theme about holiday and 50-100 word in 60 minutes. And then for the data was chosen six participants. The participants were classified by the researcher and also the English teacher into three different classifications, namely high-achievers, middle and low-achievers based on their previous English test score. After that, the participants were asked to write a recount text about their holiday. The texts were considered as the data to be analyzed in this study.

The research required the information regarding the students' problems in writing recount text which could be interviewed after they wrote the text.

The interview was conducted to six students whose texts were analyzed. The interview was conducted in Bahasa Indonesia in order to avoid misunderstanding between the interviewer and the interviewee. Moreover, the researcher interviewed the students in an informal way in order to make the students feel comfortable, so that the interviewer could find out deeper information of students' writings.

The interview was recorded so it could be transcribed to get the detail information. The table 3.1 is the list of the question of the interview:

Table 3.1 List of Questions of the Interview

No.	Questions
1.	*Menurut kamu apa pengertian dari recount text?*
2.	*Menurut kamu apa fungsi/tujuan dari teks recount?*
3.	*Bagaimana cara kamu menuangkan ide untuk menulis teks recount?*
4.	*Apakah kamu mengalami hambatan/kesulitan ketika menyusun ide untuk menulis?*
5.	*Jika ada, kesulitan seperti apa yang kamu hadapi, dan bagaimana kamu mengatasinya?*
6.	*Coba sebutkan fungsi dari setiap poin dalam generic structure?*
7.	*Apa saja unsur kebahasaan yang digunakan dalam teks recount ?*
8.	*Apakah kamu kesulitan dalam menggunakan unsur kebahasaan dari teks recount?*
9.	*Manakah jenis unsur kebahasaan yang menurutmu sulit?*
10.	*Kenapa kamu merasa bahwa unsur kebahasaan tersebut sulit? Bagaimana kamu mengatasinya?*

These students recount texts can be consider as product study for analyzing students' difficulties in writing recount particularly in transitivity.

3.5 Data Analysis

To analyze the data, the study applied two steps to fulfill the aims of the study. First, step were divided into two parts. First, the problems based on the findings by the researcher which found in the recount text's criteria. Second the problem based on the interview.

In addition, the texts were analyzed using based on the generic structure of recount text as suggested by Knapp & Watkins (2005), Christie & Derewianka (2011), and Emilia (2011) as can be seen on the table.

Table 3.2 Analysis of schematic structure

Pangandaran Beach	
Orientation	1. Last year, I and my family visited Pangandaran beach in Jawa Barat. 2. It was the second time for me to visit Pangandaran.
Events	3. When we arrived at the beach, 4. I felt so fresh 5. And I could enjoy the scene. 6. The air was so pure 7. We enjoyed the nice water. 8. We saw a sunset
Re-Orientation	9. Finally, the time was over, 10. It was time for us to go home. 11. It was (an) unforgettable moment, 12. I really enjoyed it.

Afterward, the analysis of the problems faced by students was divided into two parts. First, the problems based on the findings by the researcher which found in the recount text's criteria. It was followed by analysis of linguistic features of recount text by identifying transitivity system within the text. The results of the analysis were then related to the criteria of recount text linguistic features derived from Gerot & Wignell (1994), Halliday (2004), and Emilia (2011). Below is an example of Transitivity analysis on the text 1.

A. Orientation

1	Last year,	I and my family	Visited	Pangandaran beach	in Jawa Barat.
	Circ: times	Actor	Process: material	Goal	Cicr: Place

	It	Was	Thesecond time for me to visit

2			Pangandaran.
	Carrier	Process: attributive	Attribute

In the orientation have 2 process; material process because 'I and my family' in the table no. 1 doing someting is 'visited' and attributive process because 'was' in the table no. 2 is process which asign a quality is counted in atributtive of relational process.

B. Events

3	When	We	Arrived	at the beach,
		Actor	Process: material	Circ: place

4	I	Felt	So fresh
	Senser	Process: Mental	Phenomenon

5	and	I	Could enjoy	the scene
		Senser	Process: Mental	Phenomenon

6	The air	Was	So pure
	Carrier	Process: attributive	Attribute

7	We	Enjoyed	The nice water
	Senser	Process: Mental	Phenomenon

8	We	Saw	A sunset
	Senser	Process: Mental	Phenomenon

In the events have 3 process; material process because 'we' in the table no. 3 doing someting is 'arrived' and attributive process because 'was' in the table no. 6 is process which asign a quality is counted in atributtive of relational process. And the last is mental process appear in 4 times because mental clauses are concerned with our experiences (Halliday & Matthiessen, 2004) so the process

mental appear because 'enjoy' 'saw' and 'felt' is feeling and perceiving is counted of mental process.

C. Re-Orientation

9	Finally,	the time	Was	Over
		Carrier	Process: attributive	Attribute

10	It	Was	Time for us to go home.
	Carrier	Process: attributive	Attribute

11	It	Was	(an) unforgettable moment,
	Carrier	Process: attributive	attribute

12	I	Really enjoyed	It
	Senser	Process: Mental	Phenomenon

In the re-orientation have 2 process; attributive process appear in 3 times because 'was' used in recount text and is process which asign a quality is counted in atributtive of relational process. And the last is mental process because 'enjoy' is feeling is counted of mental process.

In analyzing the data, the second assessor who was a fellow undergraduate student give an assistance to avoid misinterpretation and subjectivity of the analysis. After the data have been analyzed, the data were given to the second assessor to conduct re-analysis of the data to avoid misinterpretation of the analysis. Based on the activities, this method was chosen because it was suitable with the characteristics. Therefore, this study was conducted mainly using a qualitative method.

3.6 Research Procedure

The procedure of research was used as follows:

1. Determining the subject of the research. In this research, the researcher determined the class which becomes the subject of the research. The subject of this research students at the first the eighth grade of junior high school in the academic year of 2018/2019.
2. Documenting the data. Essentially documentation method is the method that used to get historical data. The researcher used the documentation method to obtain the data. It is used to gain data from the document (the source of information) gradually.
3. Analyzing the data. The researcher collected all the data which have been documented. From the data collection the researcher analyzed the students' difficulties in writing recount text in terms of the transitivity.
4. Making the research report. Finally, after analyzing the raw data gathered, the researcher concludes the research finding and reports it.

CHAPTER IV

THE RESEARCH FINDINGS, DATA ANALYSIS, AND DISCUSSION

This chapter presents the result of this study, data analysis, and discussion of the research findings based on the collective data. The data were gained to answer a research questions. The research question will be answered qualitatively by the text analysis and interview.

4.1 The Research Findings

As has been stated in the chapter 3, this study qualitatively employed the transitivity analysis and interview analysis. The case study design was used to answer the research question about thestudents' difficulties in writing recount text using transitivity. Moreover, the result of the first analysis of transitivity leads this study to employ the interview in clarifying the research problem. The researcher selected 6 students to participate in the interview and collected 6 students' work in recount text to be analyzed. The students are considered based on the highest score, middle and the lower score. The research related to the findings with the theory that involved the theory of writing difficulties and transitivity analysis of recount text.

4.1.1 Document Analysis

The data of students' work in form of document analysis were from the teacher. Those were delivered after having an interview. All of the texts were presented in this section and the findings presented as well. The first text came from student 1. It was categorized as the high level since it fulfilled the linguistic features and generic structures well.

Table 4.1 the Recount Text from the Participants

Level	Abstract Text
High	**Student 1** Holiday to Jakarta On october 28, 2017(,) my family and I visited my sister's house in Jakarta. I left home at 6:00 am and arrived at my sister's house

	at 10.30 am. **When** I got there(,) I was warmly welcomed by my sister. **After** that(,) we have lunch together**(,) after**~~ourmeal~~ lunch (we took a) rest and get ready for the night. Sundely night we went to monas to see the attraction of our fountain also enjoy the fountain attraction is good and after seeing the attractions of my fountain and my family see a restaurant and we also stop by the restaurant to diner. After diner my family and I went home to rest as we were leaving in the morning arrived and we were soon geting ready to go to the old town and the zoo and as we got there we enjoyed the day off and had a great time.
High	**Student 2** I want to tell you about my memoreable in holiday to beach pangandaran. I departed at 07.00 am, arrive at 01.00 pm. I came in the beach in afternoon. In the first day I traveled to beach santolo. I brought photos in the beach that the moment, I enjoyed in the coast, I ate with my family in the coast. I drink coconut. I see meet volley ball in the beach. **Before** I came to home. I shopped some souvenir these are shirt, shoes, hat, and so on. I came home after I happy in the beach. So, for holiday to beach pangandaran very happy and interesting.
Middle	**Student 3** Visit the house sodara On march 6, 2018 my family and I visited my aunt's house in my lake. Left at home at 09.00 and arrived at my aunt's house at 13.00 **after** until our aunt's home to take a break for lunch. **After** lunch we also went to the supermarket for a walk buy snacks after we walk the way we also go home to rest and dinner. **After** dinner immediately sleep. **And after** the morning arrived we soon get ready to go back to garut and we have arrived.
Middle	Holidays to the zoo Last year I went to the zoo by the time I got there. I was many

	animals, I bought food to love to fish I photoghraph all the animals I was, where I rode my adolescent, climbed, on games like waves, clerical and I rested while eating snacks. I am very happy because I can take a vacation to garden binatang with my family.
Low	Student 5 I want to tell you about my memoreable in holiday to the zoo. I departed at 09.00 am and arrive at 11.00 am. I traveled in zoo. In the zoo I saw animals as bird, tiger, monkey and snake. And in journey return home we ate bakso and drank orange juice. After ate we go home. I was happy last year. So holiday very happy and interest.
Low	**Student 6** Holiday to lembang I will recount the holidays to lembang. I leave for the valley at 5 am. I have a photo with family, I was with family to eat at the restaurant, I sing on the bus with my friends, I went to floating market with my family, I was in floating market up playing fox, I am in a floating market buy clothes, dolls and other bracelets, and I am very happy to go to the valley

The recount texts were categorized based on language structure and language feature fulfilled in every text. The process of determination of text that was categorized in high, middle and low was conducted related to the following table.

4.1.2 Interview

The 6 students were chosen to answer the interview that related to the research question. The students were asked 10 questions and answered the questions according to their own opinion and the previous experience in writing of recount text. However, there were main 4 questions that narrated in this section since the question directly asking about the difficulties. The remaining questions

that were asked were the minor question about the knowledge of recount text such as the purpose of text, schematic feature and schematic structure. Mostly students knew briefly about those aspects. The researcher reported the answered of 6 students below.

1. Students write a recount text.

This question indicated the process of writing recount text. Student 1 claimed that recount text is about the experience, so student 1 said that *I just write what I experienced or sometime the friends' experiences. For example, I saw the events on my way to holiday or school.* Student 2 then said that *I will imagine something first then remember the unforgettable moment that was really impressed me and it was important to me.* Furthermore, the similar answer came from the remaining participants that they choose the real events that they experienced then they wrote it into the recount text.

2. Students' difficulties in getting the idea.

This question was asked to know directly if they get difficult in getting the idea or not. Student 3 claiming *sometimes the idea was easy to find, but when I tried to write into the text, it was difficult to choose the words especially in grammatical.* But student 2 said that *because this is a recount text, so the idea is not difficult because that was from my own experiences.* Furthermore, student 1 stated specifically about the difficult, that was *sometime what I wrote was not suitable with my expectation.* Student 4 stated that *it was difficult to me to begin the writing, where should I write first something like that.* Student 4, 5, and 6, also claimed that the idea was not too difficult but the process of writing the ide into the writing was actually difficult.

3. Students' difficulties in writing recount text grammatically.

This question was asked to know if they get difficult in writing recount text grammatically. All of students claimed that it was the difficult thing since they did not know well about grammatical rules. Student 1 said that *choosing the vocabularies was so difficult.* Student 2 *I did not know yet how to connect the sentences and the use of tenses sometime was wrong.* Student 3, 5, and 6 claimed that they sometime mixed the tenses because they felt confused in using tenses. However, all of students agreed with the timing of writing process. Student 1

claimed that *"there is no enough time for us to learn more the text, we did not learn deeply about grammar and feature of text".*

4. Students handle the difficulties in writing recount text.

This question aimed to find out what solutions they do to handle their difficulties in writing recount text. There was one student who said that he/she would ask to the friends and teacher if they are difficult to understand about something. The rest of examples dealt with using internet to help their problem in understanding the text. Student 1 said that *"I will ask to my teacher or my friends who have understood the subject."* The rest of students tried the solution by finding out on internet.

4.2 Data Analysis

The analysis of using document analysis of recount text using transitivity and generic structure related toGerrot and Wignell (1994),Halliday (2004),Emilia (2010), Emilia (2011)and the interview of the difficulties of students in writing recount text related to Harmer(2007).

Concerning to the research findings, there was a main point of discussion based on the research question; that was what the difficulties of student in recount text using transitivity analysis. However, the research question above discussed by using two instruments; those are interview and document analysis.

4.2.1 Analysis of schematic structure and generic structure

This analysis was used to categorize the text from the highest achiever to lowest achiever. Therefore, the analysis in transitivity and get the data interview were easier.

Table 4.2 Recount Text Rubric Assessment

Text	Generic structure of recount text			Language features of recount text				
	O	E	R	Past tense	Introducing personal participant	Using chronological connection	verb	Using linking item
S' 1	V	V	V	V	V	V	V	V
S' 2	V	V	V	V	V	V	V	V
S' 3	V	V	X	V	V	V	V	V
S' 4	V	V	V	V	V	X	V	V

S' 5	V	V	V	V	V	v	V	V
S' 6	V	V	V	v	V	X	V	V

(Adapted from Gerot&Wignell (1994), Knapp&Watkins (2005)

From the table above the result shows student 1 and student 2 chosen as high achievers because student 1 and student 2 fulfill the linguistic features and generic structures. Moreover, student 3 and student 4 chosen as middle achievers because student 3 and student 4 fulfill the linguistic features and linguistic structure, but there was no re-orientation on students' text of student 3, and student 4 didn't use chronological connection at all. In addition, student 5 and student 6 chosen as low achievers there is no using chronological connection of language features in the texts of student 6 and the use of verb in student 6was less than 6. Furthermore the specific analysis of the text is presented in appendix.

4.2.2 Analysis Transitivity

A. High Achiever (text 1)

- **Process types**

There were 17 clauses analyzed in this research. This element consists of five processes; those were material process, mental process, relational process and existential process. The process types can be seen in the table below.

Table 4.3 process types in recount text 1

Process Types	Frequency of Occurrence
Material	14
Mental	3
Relational Attribution	2

Based on the table above, material process is the highest process that found in the text. It occurs 14 times which refers to process of construing material world of doing in that story. Mental process occurs 3 times. Relational process occurs 2 times. The examples of process types could be seen in the following table.

Table 4.4 Example of clause in the text 1

I	*Left*	*Home*	*At 6.00 am*
Actor	**Process: material**	Goal	Circ: time
We	*Also enjoy*	*The fountain*	---

Senser	**Process: mental**	Phenomenon	---
The fountain attraction	*Was*	*Good*	____
Carrier	**Process: attributive**	Atrribute	____

- **Participants**

This text consists of ten participants. Those were Actor, goal, senser, phenomenon, carrier, and attribute,. The participants can be seen in the table below.

Table 4.4 participant in text 1

Participants	Frequency of occurrences
Actor	13
Goal	4
Senser	3
Phenomenon	3
Carrier	2
Attribute	1
Value	1

Actor was the highest participant which occurred in the text. Goal was the second participants who get the highest number of occurred, goal 4 times. Senser and phenomenon occurs 3 times, carrier two times, and attributive and value once.

Table 4.6 example of participants in the text

We	*Took*	*a rest*	*as we were leaving*	*in the morning*
Actor	Process: Material	**Goal**	Circ: Role	Circ: Place
We	Enjoyed	The day off and had a great time		
Senser	Process: mental	**Phenomenon**		
We	*Were*	*Soon ready to go*	*to the old town and the zoo*	
Carrier	Process: attributive	**Attribute**	Circ: place	

- **Circumstantial Elements**

There were 16 circumstantial found in this text. Circumstances divided into: contingency, role, matter, and angle.

- **Location and Time**

There were 20 circumstantial elements of location and it as the highest frequency of occurrence in the text. It refers to place and time when the process happens. The example could be seen in the table below:

Table 4.7 Example of Circumstantial in the Text

At night	*We*	*Went*	*to monas*
Circ: time	Actor	Process: Material	**Circ: Place**

B. Text 2

Process types

There were 16 clauses analyzed in this research. This element consists of 5 processes; those were material process, mental process, relational process, verbal process, and existential process. The process types can be seen in the table below.

Table 4.8 Process Types in Recount Text 1

Process Types	Frequency of Occurrence
Material	10
Verbal	1
Mental	2
Relational Attribution	2
Existential	1

Based on the table above, material process is the highest process that found in the text. It occurs 10 times which refers to process of construing material world of doing in that story. Mental process and attribution, occurred 2 times in each process, and verbal and existential process occurred once. The examples of process types could be seen in the following table.

Table 4.9 Example of clause in the text 1

I	*Want to tell*	*You*	*About my memoreable holiday*
Sayer	**Process: verbal**	Receiver	Verbiage
I	*Departed*	*At 7.00 am*	---
Actor	**Process: material**	Cicr. Time	---

I	*Enjoyed*	*In the exust*	
Senser	**Process: mental**	Circ: place	
There	*Were*	*shirt, shoes, hat, and so on.*	
	Process: Existential	Existent	

- **Participants**

This text consists of ten participants. Those were Actor, goal, senser, phenomenon, carrier, and attribute. The participants can be seen in the table below.

Table 4.10 participant in text 2

Participants	Frequency of occurrences
Actor	9
Goal	5
Senser	3
Attribute	2
Carrier	1
Phenomenon	1
Verbiage	1
Sayer	1
Receiver	1

It was different with the analysis in the text 1, the text 2 had variant participants, those were actor was the highest participant which occurred in the text. Goal was the second participants who get the highest number of occurred, goal 5 times. Senser occurs 3 times, carrier, phenomenon, verbiage, receiver, and sayer occurred once.

Table 4.11 example of participants in the text

I	*Left*	*Home*	*At 6.00 am*
Actor	Process: material	**Goal**	Circ: time
We	*Enjoyed*	*The day off and had a great time*	
Senser	Process: mental	**Phenomenon**	==========
the fountain attraction	*Was*	*Good*	==========
Carrier	Process: attributive	**Atrribute**	
I	*Want to tell*	*You*	*About my memoreable holiday*

Sayer	Process: verbal	Receiver	Verbiage

Circumstantial Elements

There were 16 circumstantial found in this text. Circumstances divided into: contingency, role, matter, and angle.

- **Location and Time**

  There were 15 circumstantial elements of location and it as the highest frequency of occurrence in the text. It refers to place and time when the process happens, but there was only one circumstantial of accompaniment. The example could be seen in the table below:

Table 4.12 Example of Circumstantial in the Text

I	Ate	With my family	In the coast
Actor	Process: material	Circ: accompaniment	Circ: place

C. Text 3

Process types

There were 11 clauses analyzed in this research. This element consists of 3 processes; those were material process, attribute process, and behaver procerr. The process types can be seen in the table below

Table 4.13 Process Types in Recount Text 3

Process Types	Frequency of Occurrence
Material	8
Attribute	2
Behavioral	1

Based on the table above, therewere only three process, those were material process is the highest process that found in the text. It occurs 8 times which refers to process of construing material world of doing in that story. Attribute process occurred 2 times and behavioral process occurred once. The examples of process types could be seen in the following table.

Table 4.14 Example of clause in the text 3

We	*Immediately*	*Slept*	_____
Behaver	Circ: manner	Behavioural	_____
We	Got	ready to go back	to garut
Carrier	*Process: attributive*	*Attribute*	*Circ: place*
We	*Bought*	*Snacks*	_____
Actor	Process: material	Goal	_____

- **Participants**

This text consists of ten participants. Those were Actor, goal, senser, phenomenon, carrier, and attribute,. The participants can be seen in the table below.

Table 4.15 participant in text 3

Participants	Frequency of occurrences
Actor	9
Attribute	2
Goal	1
Carrier	1

Actor was the highest participant which occurred in the text. Attribute was the second participants who get the highest number of occurred, goal twice. Goal and carrier occurred once. The following table shod the example from the text.

Table 4.16 example of participants in the text

After dinner	*We*	*Immediately*	*Slept*
	Behaver	Circ: manner	Behavioural
We	*also went*	*to home*	----------
Actor	Process: material	Circ: Place	----------
We	*Bought*	*Snacks*	
Actor	Process: material	Goal	

- **Circumstantial Elements**

There were 13 circumstantial found in this text. Circumstances divided into: contingency, role, matter, and angle.

- **Location and Time**

There were 13 circumstantial elements of location and it as the highest frequency of occurrence in the text. It refers to place and time when the process happens, but there was only one circumstantial of accompaniment. The example could be seen in the table below:

Table 4.17 Example of Circumstantial in the Text

We	*left*	*home*	*at 09.00*
Actor	Process: material	Circ: place	Circ: time

D. Text 4

- **Process types**

There were 10 clauses analyzed in this research. This element consists of 3 processes; those were material process, mental process, relational process, verbal process, and existential process. The process types can be seen in the table below.

Table 4.18 Process Types in Recount Text 1

Process Types	Frequency of Occurrence
Material	8
Mental	1
Relational Attribution	1

Based on the table above, material process is the highest process that found in the text. It occurs 8 times which refers to process of construing material world of doing in that story. The rest of process was mental and attribution that occurred once in each process. The example will be showed in

Table 4.19 Example of clause in the text 4

I	*Saw*	*Many animals*
Senser	Process: mental	Phenomenon
I	*Took*	*Animals' photo*
Actor	Process: material	Goal
I	*Was*	*Very happy*
Carrier	Process: attributive	Attribute

- **Participants**

This text consists of 5 participants. Those were Actor, goal, senser, phenomenon, and attribute, The participants can be seen in the table below.

Table 4.20 participant in text 4

Participants	Frequency of occurrences
Actor	8
Goal	4
Senser	1
Attribute	1
Phenomenon	1

Actor still was the highest participant which occurred in the text. Goal was the second participants who get the highest number of occurred, goal 4 times. Senser phenomenon, and attribute occurred once. The examples were presented bellow

Table 4.21 example of participants in the text

I	*Could take*	*A vacation*	*To the zoo*
Actor	Process: material	Goal	Circ:Place
I	*Was*	*Very happy*	
Carrier	Process: attributive	Attribute	==========

- **Circumstantial Elements**

There were 9 circumstantial found in this text. Circumstances divided into: contingency, role, matter, and angle.

- **Location and Time**

There were 9 circumstantial elements of location and it as the highest frequency of occurrence in the text. It refers to place and time when the process happens, but there was only one circumstantial of accompaniment. The example could be seen in the table below:

Table 4.22 Example of Circumstantial in the Text

I	*Could take*	*A vacation*	*To the zoo*	*With my family*
Actor	Process: material	goal	Circ:Place	Circ: accompaniment

E. Text 5

- **Process types**

There were 9 clauses analyzed in this research. This element consists of 4 processes; those were material process, relational process, verbal process, and behavioural process. The process types can be seen in the table below

Table 4.23 Process Types in Recount Text 5

Process Types	Frequency of Occurrence
Material	4
Relational Attribution	2
Verbal	1
Behavioural	1

Based on the table above, material process is the highest process that found in the text, but the process in this text was variant. Material occurs 4 times which refers to process of construing material world of doing in that story. Relational process occurred 2 times, and verbal and existential process occurred once. The examples of process types could be seen in the following table.

Table 4.24 Example of clause in the text 5

I	*Sang*	*on the bus*	*with my friends,*
Behaver	Process; behavioural	Circ:	Circ: accompaniment
I	*Went*	*To floating market*	*with my family*
Actor	Process: material	Circ: place	Circ: accompaniment
I	*will tell*	*You*	*the holidays*
Actor	Process: verbal	Receiver	Verbiage

- **Participants**

This text consists of ten participants. Those were Actor, carriergoal, and attribute, verbiage, and receiver. The participants can be seen in the table below.

Table 4.25 participant in text 5

Participants	Frequency of occurrences
Actor	5
Carrier	3
Goal	2
Attribute	2
Behaver	1
Verbiage	1
Receiver	1

Actor was still the highest participant which occurred in the text. Carrier was the second participants who get the highest number of occurred, goal 3 times. Goal and attributive occurred 2 times. Behaver, verbiage, and receiver occurred once.

Table 4.26 example of participants in the text

I	*will tell*	*You*	*the holidays*
Actor	Process: verbal	Receiver	Verbiage
We	*Enjoyed*	*The day off and had a great time*	
I	*Took*	*A photo*	*With my family*
Actor	Process: material	Goal	Circ: accompaniment

- **Circumstantial Elements**

There were 10 circumstantial found in this text. Circumstances divided into: contingency, role, matter, and angle.

- **Location and Time**

There were 10 circumstantial elements of location and it as the highest frequency of occurrence in the text. It refers to place and time when the process happens, but there were 3 circumstantial of accompaniment. The example could be seen in the table below:

Table 4.27 Example of Circumstantial in the Text

I	*Went*	*To floating market*	*with my family,*
Actor	Process: material	Circ: place	Circ: accompaniment

F. Text 6

- **Process types**

There were 11 clauses analyzed in this research. This element consists of 4 processes; those were material process, attributive process, mental process, and verbal process, The process types can be seen in the table below.

Table 4.28 Process Types in Recount Text 1

Process Types	Frequency of Occurrence
Material	7
Attributive	3
Mental	1
Verbal	1

Based on the table above, material process is the highest process that found in the text. It occurs 7 times which refers to process of construing material world of doing in that story. Attributive process occurred 3 times, mental and verbal process occurred once. The examples of process types could be seen in the following table.

Table 4.29 Example of clause in the text 1

I	*Want to tell*	*You*	*about my memoreable in holiday*
Sayer	Process: verbal	Receiver	Verbiage
I	*Departed*	*at 09.00 am*	----------
Actor	Process: material	Circ: time	----------
. In the zoo	*I*	*Saw*	*animals like bird, tiger, monkey and snake.*
Circ: place	Senser	Process: mental	Phenomenon
I	*Was*	*Happy*	*Last year*
Carrier	Process: attributive	Attribute	Circ: time

- **Participants**

This text consists of ten participants. Those were actor, goal, carrier, attribute, senser, phenomenon, sayer and receiver. The participants can be seen in the table below.

Table 4.30 participant in text 6

Participants	Frequency of occurrences
Actor	6
Goal	3
Carrier	2
Attribute	2
Senser	1
Phenomenon	1
Sayer	1
Receiver	1

Actor was the highest participant which occurred in the text. Goal was the second participants who get the highest number of occurred, goal 3 times. Carrier and attributive occurred 2 times, senser occurs, phenomenon, receiver, and sayer occurred once. The following table presented the examples.

Table 4.31 example of participants in the text

I	*Was*	*Happy*	*Last year*
Carrier	Process: attributive	Attribute	Circ: time
After eating	*We*	*Went*	*Home*
Circ: time	Actor	Process: material	Goal
. In the zoo	*I*	*Saw*	*animals like bird, tiger, monkey and snake.*
Circ: place	Senser	Process: mental	Phenomenon

- **Circumstantial Elements**

There were 7 circumstantial found in this text. Circumstances divided into: contingency, role, matter, and angle.

- **Location and Time**

There were 7 circumstantial elements of location and it as the highest frequency of occurrence in the text. The example could be seen in the table below:

Table 4.32 Example of Circumstantial in the Text

I	*was*	*Happy*	*Last year*
Carrier	Process: attributive	Attribute	Circ: time

Related to the analysis the researcher found, first, dealing with the schematic structure, the result show they can write text based on generic structure. However, student 3 did not fulfill the criteria. There was no re-orientation found in the text 3. Then the transitivity analysis shows that all the text dominantly uses material process which is characteristics of recount text. The other processes also found in their texts such as relational, mental, verbal, and existential processes.However, the researcher identified three most frequent grammatical mistakes faced by the students. These mistake mostly appear in every student's text is past tense. Moreover, the researcher also discovered the other ungrammatical structure in the students' texts, such as verb agreement, capitalization, gerund, past participle. These mistakes may come from the students' lack of reading, practice, and knowledge about English grammar.

Generally, all students were aware about how write recount text based on its criteria, appropriate schematic structure and linguistics features (the use of accurate participant, circumstances, past tense and relevant process types). However, the fulfillment of recount text's criteria was still inadequate for some students. Some students still faced some problems and failures in writing the text, especially grammatical structure. It was also supported by the interview result that all of students got difficulties in writing recount text well grammatically.

4.2.3 Analysis Interview

As mentioned in the findings section, there were 4 main questions that asked to 6 students. The 4 questions then related to the theoretical foundation of this study. Clearly, six students who were studying recount text claimed that all of them were feeling difficult in writing particularly in writing recount text. The writer discussed one by one the questions.

In analyzing the first question of interview, related to students' experiences, student 1 said that *I just write what I experienced or sometime the friends' experiences. For example, I saw the events on my way to holiday or school.* It was clear that the purpose of recount text itself to retell the true story it is in line with what an expert said that "it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions" (Knapp & Watkins, 2005). However, student 5 came from the low quality had different question by saying that *I will imagine something first then remember the unforgettable moment that was really impressed me and it was important to me.* Related to the answer, it was different with this claiming "the examples of recount text, are biography, an autobiography, news items, history, a letter, a journal, or a testimony of witness of an event or incident, accident report made to claim for insurance"(Emilia, 2010). However, the similar answer came from the remaining participants that they choose the real events that they experienced then they wrote it into the recount text.

Furthermore, after knowing the findings from the question number one, the researcher confirmed in depth by asking directly if they felt difficult in getting the idea. Student 2 said that *because this is a recount text, so the idea is not difficult because that was from my own experiences.* It still make sense since students just need to remember their experiences\ to written. However, student 1 stated specifically about the difficult, that was *sometime what I wrote was not suitable with my expectation.* Student 4 stated that *it was difficult to me to begin the writing, where should I write first something like that.* It was in line with "Many students' find it difficult to give enough time to the process and would

rather finish a piece of writing straight away" (Harmer, 2007). Therefore, students need much time in writing process.

After getting information about students' difficulties, the question number 3 led to the statement about difficulties in grammar. All of students claimed that it was the difficult thing since they did not know well about grammatical rules. Student 1 said that *choosing the vocabularies was so difficult.* Student 2 *I did not know yet how to connect the sentences and the use of tenses sometime was wrong.* Student 3, 5, and 6 claimed that they sometime mixed the tenses because they felt confused in using tenses. These findings could be related to the analysis of language feature and transitivity analysis. Frequency of transitivity process was different in each text. From the highest achiever, found that there were 17 clauses using transitivity process. However, the next text in the middle to the low text found that there were less clauses in order to transitivity process found less as well. However, all of students agreed with the timing of writing process. Student 1 claimed that "*there is no enough time for us to learn more the text, we did not learn deeply about grammar and feature of text*". Regarding this Harmer (2007) claimed that "Classroom time is limited or because teachers want students' to write quickly as part of communication genre. To conclude, students' have a limitations time to write". Therefore, classroom time is necessary to be considered as the basic thing in writing difficulties.

The last question was asked to find out the waythat they did to handle the difficulties. This question was asked to make clear the previous answers.There was one student who said that he/she would ask to the friends and teacher if they are difficult to understand about something. The rest of examples dealt with using internet to help their problem in understanding the text. Student 1 said that *"I will ask to my teacher or my friends who have understood the subject."* The rest of students tried the solution by finding out on internet. It is in line with this statement "writing is not just an occasional once-a week affair but an activity which children are able to practice every day and this has certainly had a positive effect on the teaching and on the attitude to writing of both teachers and students (Colerson, 1989: 2-3, see also a more recent study reported by Pitchard and

Honeycutt 2006: 275-285 in Emilia 2010). Thus, teachers and students have role important thing in finding out the solution of writing difficulties.

1.2 Discussion

The failure may come from the different level of each student's English knowledge, the duration of the teacher explained the recount text criteria (since each topic in the syllabus can be conducted only in two meetings) Therefore, the result of interview clarified the analysis of transitivity regarding to students' difficulties in writing recount text.

Furthermore, the strength of this study was two instruments that conducted document analysis and interview. Document analysis was used to detect the process recount text, and interview to clarify the problem of difficulties in writing recount text. The students that their writings were analyzed also becoming the participants in the interview. Therefore, this study is stronger in analyzing than the previous study.

On the other hand, this study had the weakness as well. This study did not conduct teaching program in order to the knowledge of students about schematic structure and feature in particular transitivity was limited. In addition, the researcher did not teach them so the researcher did not know where students' weaknesses in learning process of writing recount text.

The other studies just used one instrument that was text analysis, but in my study I used text analysis and interview to clarify the difficulties that was students found in writing text. Meanwhile in the other study the process analysis just used schematic feature and schematic structure. Therefore, this study answered the research problem about students' difficulties in writing recount text.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter shows the conclusion and several suggestions of the study based on the analysis. The conclusion states the answer to the research questions about the process types was found in students' recount texts. There are also several suggestions for the teacher related to transitivity system analysis.

5.1 Conclusion

As conveyed in the chapter 1, the focus of the research was analyzing of difficulties students' recount texts in the analysis schematic structure to discover level achievement student and transitivity system. The data were six pieces of recount text written by eighth graders of junior high school in Garut. In conducting the research, it employed a form of qualitative research design with a case study approach.

Based on the analysis and discussion presented in the previous chapter the findings of this study can be summarized as follow:

The transitivity system in the texts being studied encompasses all six processes brought forward by Halliday and Matthiessen (2004). Among the processes, the most frequent process being used was material process with 14 occurrences, followed by relational process with 4 occurrences, continued by mental process with 3 occurrences, existential process with 1 occurrences, behavioral process with 1 occurrences, and verbal process with 2 occurrences. In recount text, the findings showed that the materialprocesses is processes frequently used.

However, the researcher identified three most frequent grammatical mistakes faced by the students. These three mistakes mostly appear in every student's text: chronological connection and past tense. These mistakes may come from the students' lack of reading, practice and knowledge about English grammar.

Regarding this, the students also admitted that they had some problems in writing the texts. They told that their problems were mainly in term of language.

This may mean that they had problems in English vocabulary, so they had to translate each word from their first language to English. It may also appear because English grammatical structure is different from their first language, but since their lack of knowledge about English grammar, they had difficulties in arranging the sentence structure. Next, the students also told that they still had no idea in writing the past tense form. The other problems that they felt are in terms of vocabulary, structure, writing and starting the story.

These results show that there was a relation between the problems found by the researcher, the problems which were told by the students and the result of students' final texts.Last, the indirect written feedback provided by the teacher presents that it has a great impact in students' writing quality and gives less grammatical mistakes.

In summary, generally, all the students were aware about the social purpose of recount text and how recount text should be written based on its criteria, appropriate schematic structure and linguistic features (the use of accurate participant, connectives, circumstances, past tense and relevant processes types). However, the fulfillment of recount text's criteria was still inadequate for some students. Some students still faced some problems and failures in writing the text, especially grammatical structure. The failure may come from the different level of each student's English knowledge, the duration of the teacher explained the recount text criteria (since each topic in the syllabus can be conducted only in two meetings) and/or unsuccessful application of teaching the genre based approach.

5.2 Recommendation

Based on the findings of the research elaborated above, there are some recommendations for teachers who teach English text types and for the future researchers who are interested in analyzing students' writings. First, teachers are recommended to apply all stages of genre-based approach learning in the classroom. First, the students should be given some explanation about the social purpose of particular text type, and then they should practice writing various text types. By practicing, the students will be more aware in terms of purpose, schematic structure, linguistic features and grammatical structure.

Moreover, teachers are highly recommended to give written corrective feedback towards the students' writings. Would be even better if the students were asked to write several drafts before getting the final text. This process will improve the students' English writing skill, especially in grammatical structure. Moreover, the teachers also can identify the differences of students' writings in their first drafts compared to the final drafts.

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APPENDICES

APPENDIX A

INSTRUMENTS

STUDENT'S TEXT 1 HIGH

No. .....

Date .....

Holiday to Jakarta

on october 28, 2017 my family and I visited my sister's house in Jakarta. I left home at 6:00 am and arrived at my sister's house at 10:30 am. When I got there I was warmly welcomed by my sister. after that we have lunch together after our meal rest and get ready for the night. Sundenly night we went to monas to see the attractions of our fountain also enjoy the fountain attraction is good and after seeing the attractions of my fountain and family see a restaurant and we also stop by the restaurant to diner. after dinner my family and I went home to rest as we were leaving in the morning arrived and we were soon geting ready to go to the old town and the zoo and as we got there we enjoyed the day off and had a great time.

SIDU

STUDENT'S TEXT 2 HIGH

I want to tell you about my memorable
in holiday to Beach pangandaran

I departed at 07.00 am, arrive
at 01.00 pm. I cam in the beach
in afternoon. In the first day,
I traveled to beach Samoto.
I brought photos in the beach
that the moment, I enjoyed
in the coast, I are with my
family in the coast, I drink a
coconut, I see meet volley ball
in the beach. Before I came
to home, I shopped some souvenirs,
there are, Shirt, Shoes, hat and so on.
I come home Gotek I happy in the beach
So, For holiday to beach pangandaran.
Very happy and interesting

STUDENT'S TEXT 3 MIDDLE

visit the house sodara

on march 6. 2018 my family and i visited my ouint's house in my laice left at home at 09.00. and arrived at my aunt's hoose at 13.00 after until our aunt's home to taice a break for lunch. after lunch we also went to the supermarket for a walk buy snacks after we walie the way we also go home to rest and dinner. after dinner immediately sleep. and after the morning arrived we soong get ready to go baci to gorut and we have arrived.

STUDENT'S TEXT 4 MIDDLE

Nh.

Data :

holidays to the zoo

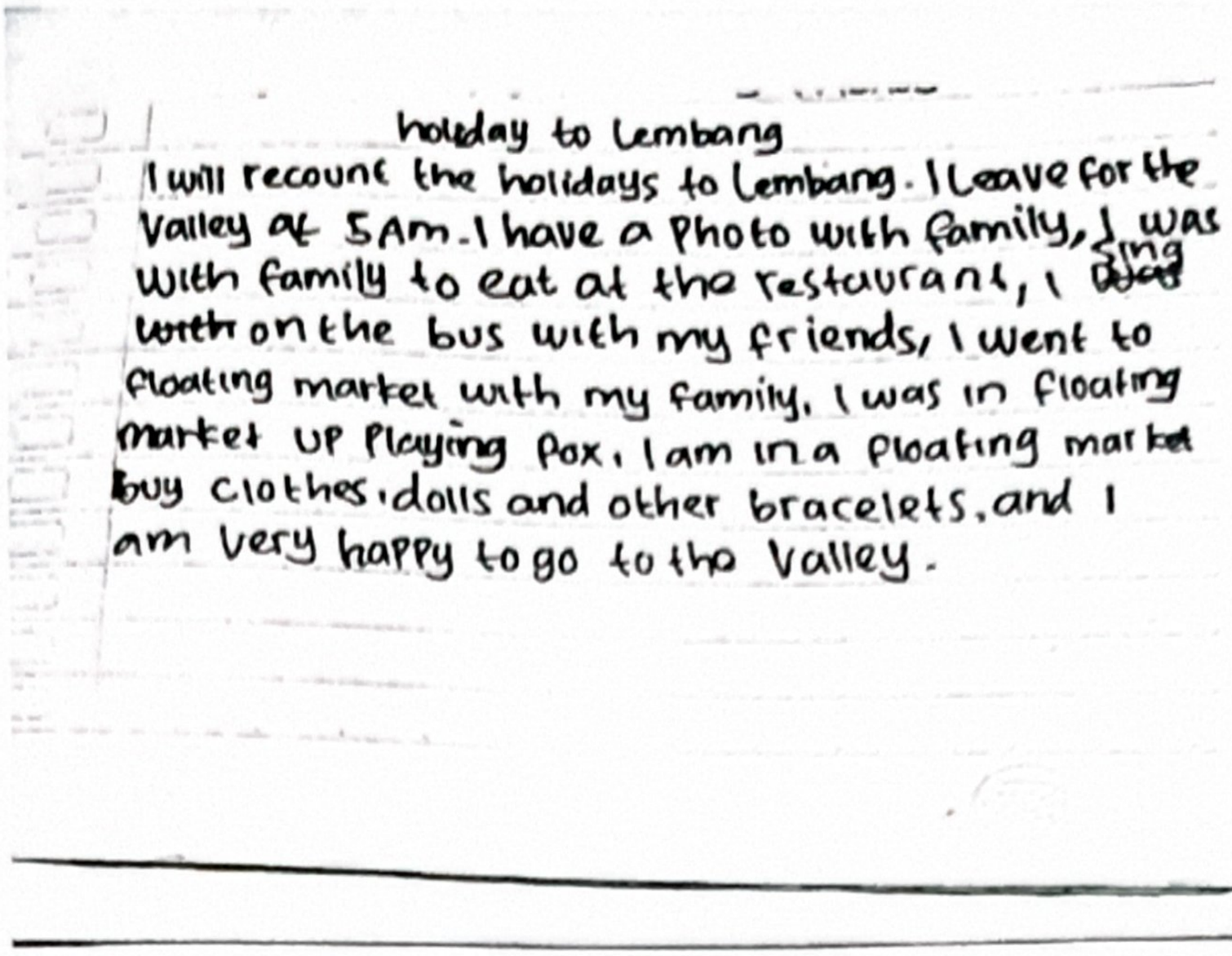
last years I went to the zoo. by the time I got there, I was many animals, I bought food to d love to fish I Photographed all the animals I was, where I rode my adolescent, climbed, on games like wakes, clerical and others. after that my family and I rested while eating snacks. I am very happy because I can take a vacation to the garden binarang with my family.

STUDENT'S TEXT 5 LOW

I went to Holiday
I went to zoo
I arrived at 11.00 am
I traveled in zoo
I was happy last year
I ate Bakso
I Drank orange juice
I saw Animals
I Enjoyed to zoo
I came home

paragraf
I went to tell you about my memoreable in holiday to the zoo. I departed at 09.00 am and arrive at 11.00 am. I traveled in zoo. In the zoo I saw animals as bird, tiger, monkey and snake. And in journey return home we ate Bakso and Drank orange juice After ate we go home. I was happy last year
So holiday very happy and intereStens

STUDENT'S TEXT 6 LOW



holiday to Lembang

I will recount the holidays to Lembang. I Leave for the valley at 5Am. I have a Photo with family, I was with family to eat at the restaurant, I sing with on the bus with my friends, I went to floating market with my family. I was in floating market UP Playing Pox. I am in a floating market buy clothes, dolls and other bracelets. and I am very happy to go to the valley.

APPENDIX B

ANALYSIS STUDENTS TEXT

SCHEMATIC STRUCTURE

Holiday to Jakarta

On october 28, 2017 my family and I visited my sister's house in Jakarta I left home at 6:00 am and arrived at my sister's house at 10.30 am. When I got there I was warmly welcomed by my sister. After that we have lunch together after our meal rest and get ready for the night. Sundely night we went to monas to see the attraction of our fountain also enjoy the fountain. The attraction is good and after seeing the attractions of ~~my~~ fountain ~~and~~ my family ~~see~~ a restaurant and we also stop ~~by~~ the restaurant to diner. After diner my family and I went home to rest as we were leaving in the morning ~~arrived and~~ we were soon geting ready to go to the old town and the zoo and as we got there we enjoyed the day off and had a great time.

Student text 2 (High)

I want to tell you about my memoreable ~~in~~ holiday ~~to beach~~ pangandaran.

I departed at 07.00 am, arrive at 01.00 pm. I cam in the beach in afternoon. In the first day I traveled to beach santolo. I brought photos in the beach ~~that~~ the moment, I enjoyed in the coast, I ate with my family in the coast. I drink coconut. I ~~see meet~~ volley ball in the beach.

Before I came to home. I shopped some souvenir ~~these~~ are shirt, shoes, hat, and so on. I came home ~~after~~ I happy in the beach. So, for holiday ~~of beach~~ pangandaran very happy and interesting.

Student text 3 (midle)

Visit the house sodara

On march 6, 2018,my family and I visited my aunt's house ~~in my lake~~ Left ~~at~~ home at 09 00 and arrived at my aunt's house at 13 00,after ~~until our~~ aunt's home ~~to take a~~ break for lunch.

After lunch we also went to the supermarket for a walk,buy snacks ~~after we walk the way~~ ,we also ~~go~~ home to rest and dinner. After dinner immediately ~~sleep~~ And after the morning. arrived we soon get ready to go back to garut and we ~~have~~ arrived.

Student text 4 (midle)

Holidays to the zoo

Last year I went to the zoo by the time I got there, I ~~was~~ many animals, I bought food to ~~love~~

~~the~~ fish, I ~~photograph~~ all the animals ~~I was~~, where I rode my adolescent, climbed, on games like waves, clerical and I rested while eating snacks, ~~I am~~ very happy because I ~~can~~ take a vacation to garden binatang with my family

Student text 5 (low)

Holiday to lembang

I will recount the holidays to lembang / I leave for the valley at 5 am I have a photo with family, I was with family to eat at the restaurant, I sing on the bus with my friends, I went to floating market with my family, I was in floating market up playing fox, I am in a floating market / buy clothes, dolls and other bracelets / and I am very happy to go to the valley

Student text 6 (low)

I want to tell you about my memoreable in holiday at the zoo I departed at 09.00 am and arrive at 11.00 am I traveled in zoo In the zoo I saw animals as bird, tiger, monkey and snake And in journey return home we ate bakso and drank orange juice. After ate we go home I was happy last year

So holliday very happy and interesting

ANALYSIS STUDENTS TEXT

TRANSITIVITY

Student text 1 (High)

Holiday to Jakarta

1 Orientation

a.

On october 28, 2017,	My Family and I	visited	My sister's house	in Jakarta
Circ : time	Actor	Process Material	Goal	Circ : Place

2 Record of events / Sequence of events

b.

I	left	home	at 6.00am
Actor	Process Material	Goal	Circ : time

c.

And	arrived	at my sister house	at 10.30 am
	Process Material	Goal/ circ Place	Circ. Times

d. When | I | got | there |
Actor | Process material | Goal
circ : place

e. I | was warmly welcomed | by my sister (Passive Voice)
Goal | Process : material | Goal actor

f. After that, | We | have | lunch | together
Actor | Process material | Goal
to Range

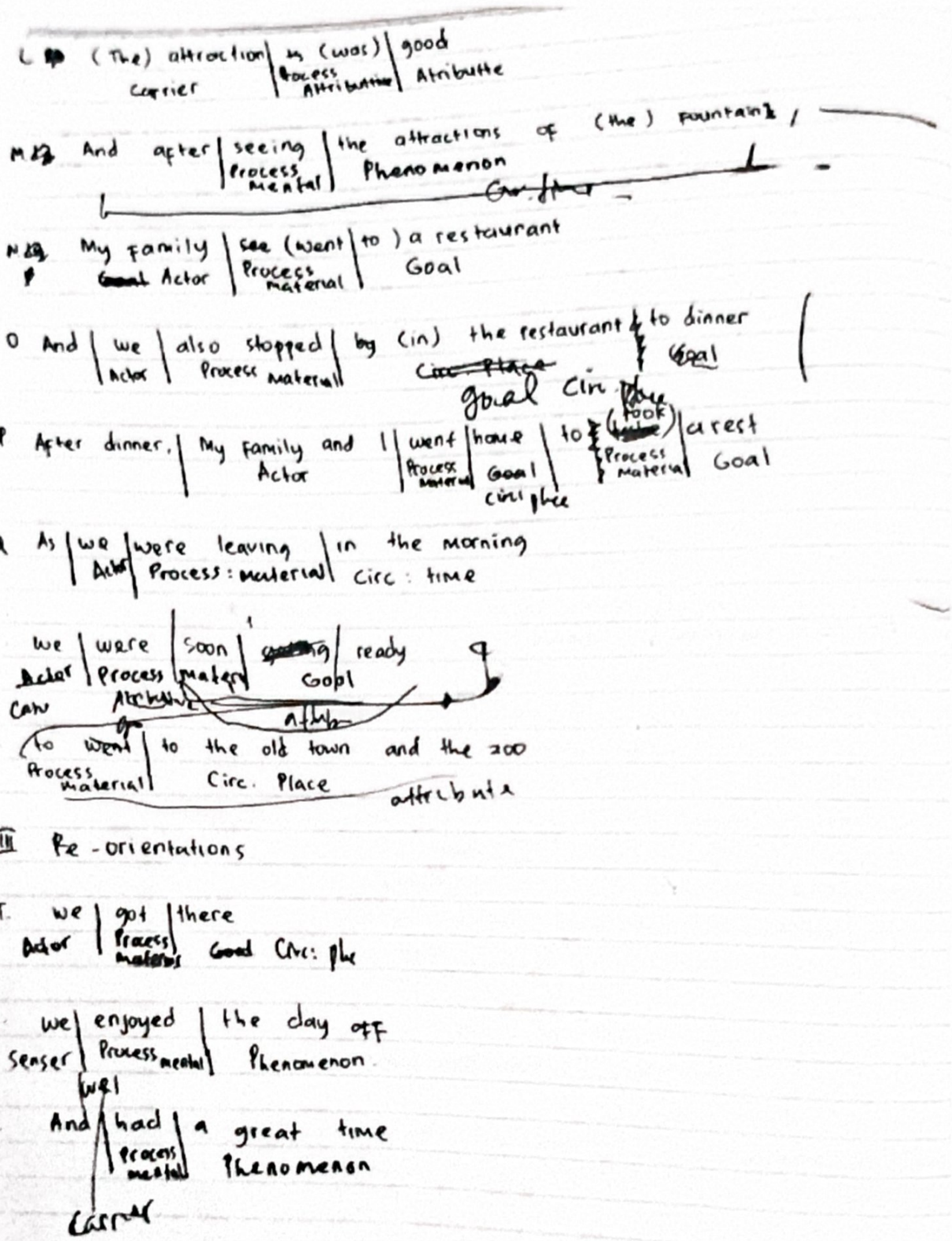
g. After | our meal | we (we | took | a) rest | and ~~get ready for the night~~
Goal | Process material | Actor | Process material | Goal
Circ. time | Range

~~h. (we took a) rest~~ h. | And | we | get ready | for the night
Process material | Goal circ. time.

i. | ~~suddenly~~ Suderly | at night | we | went | to Monas
Circ : time | Actor | Process material | Goal Circ

j. | we | to see (saw) | the attraction of our (the) Fountain
Process mental | Phenomenon

k. | We | Also enjoy | the fountain
Process mental | Phenomenon



Student's text 1 high 1

1. On october 28, 2017 my family and I visited my sister's house in Jakarta.

1	On october 28, 2017	my family and I	Visited	my sister's house	in Jakarta.
	Circ: time	Actor	Process: material	Goal	Circ: place

2. I left home at 6:00 am

2	I	Left	home	At 6.00 am
	Actor	Process: material	Goal	Circ: time

3. and arrived at my sister's house at 10.30 am.

3	And	Arrived	At my sister's house	At 10.30 am
		Process: material	Circ: Place	Circ: time

4. When I got there

4	When	I	got	There
		Actor	Process: material	Circ: place

5. I was warmly welcomed by my sister.

5	I	Was warmly welcomed	By my sister
	Goal	Process: material	Actor

6. After that, we have lunch together

6	After that	we	Have	lunch together
		Actor	Process: material	Range

7. After our meal, we took a rest

7.	After our meal	we	Took	A rest
	Circ. Time	actor	Process: material	Range

8. after our meal, we get ready for the night.

8.	after our meal rest	We	Get ready	For the night
	Circ. Time	actor	Process: material	circ: time

9. Sudenly at night we went to monas

9.	Sudenly	At night	We	Went	to monas
		Circ: time	Actor	Process: Material	Circ: Place

10. We saw the attraction of our fountdain

10.	We	saw	the attraction of our fountdain
	Senser	Process: mental	Phenomenon

11. We also enjoy the fountain

11.	We	Also enjoy	The fountain
	Senser	Process: mental	Phenomenon

12. the attraction was good

12.	the fountainattraction	Was	Good
	Carrier	Process: attributive	Atrribute

13. and after seeing the attractions of the fountain, my family went to a restaurant

13.	and after seeing the attractions of the fountain	My family	Went	To a restaurant
	Circ: time	Actor	Process: material	Circ: place

14. and we also stopped in the restaurant to dinner

14.	And	we	Also stopped	in the restaurant	to dinner
		Actor	Process: material	Circ: Place	Circ:

15. After dinner my family and I went home to took a rest

15.	After dinner	my family and I	Went	Home
		Actor	Process: material	Circ: place

16. We took a rest as we were leaving in the morning

16.	We	took	a rest	as we were leaving	in the morning
	Actor	Process: Material	Goal	Circ: Role	Circ: Place

17. we were soon ready to go to the old town and the zoo

17.	We	were	Soon readyto go	to the old town and the zoo
	Carrier	Process: attributive	Attribute	Circ: place

18. we got there

18.	We	got	There
	Actor	Process: material	Circ: place

19. we enjoyed the day off and had a great time.

19.	We	Enjoyed	The day off and had a great time
	senser	Process: mental	Phenomenon

Student text 2 (High)

I Orientation

A. I | want to tell | you | about my memoreable holiday | ~~to beach~~ | in ~~toea~~ Pangasinan beach
Sayer | Verbal | | ~~Circ. cause/manner~~ Verbiage | | circ. Place

II Record of events

B. I | departed | at 07.00 am
Actor | Process material | Circ: time

C. I | Arrived | at 01.00 PM
Actor | Process material | Circ. time

d. I | came | in the beach | in afternoon
Actor | Process material | Circ. Place | circ. time

e. In the first day | I | traveled | to beach santolo
circ. time | Actor | Process material | Goal Circ' place

F. I | ~~brought~~ (took | some | in the beach | ~~at~~ | that the moment
Actor | Process material | Goal | Circ. Place | | circ. time

G. I | enjoyed | in the coast
Senser | Process mental | ~~Phenomenon~~ Circ

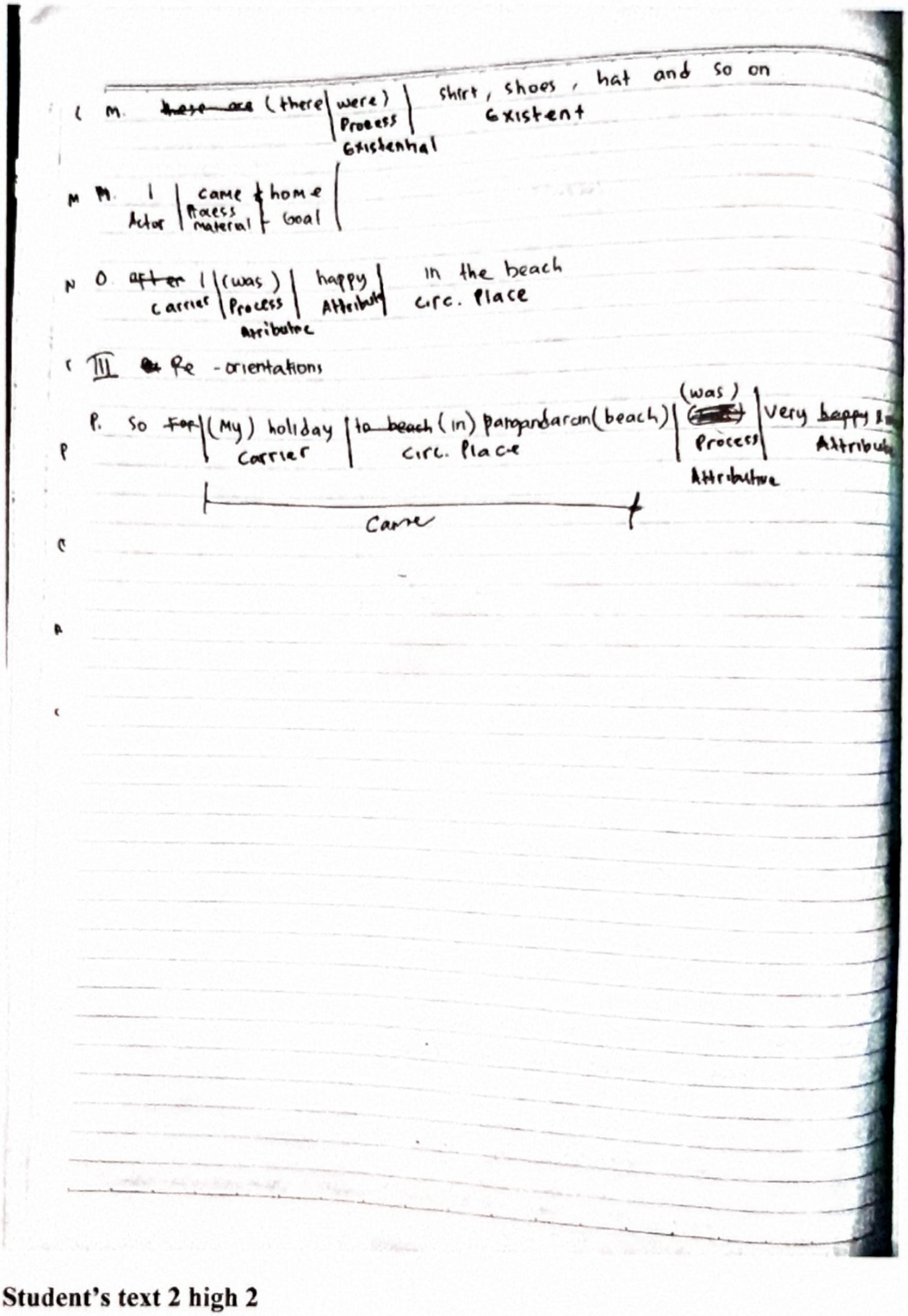
H. I | ate | with my family | in the coast
Actor | Process material | ~~Goal~~ Circ : - | Circ. Place

I. I | ~~drink~~ (drank) | coconut
Actor | Process : material | Goal

J. I | ~~see~~ meet saw | volley ball | in the beach
Senser | Process : mental | ~~Phenomenon~~ | Circ. Place

K. Before | I | came | to home
Actor | Process material | Goal Circ

L. I | shopped | some souvenir ~~there, there, shirt, shoes, and so on~~
Actor | Process material | Goal



Student's text 2 high 2

1. I want to tell you about my memoreable in holiday to beach pangandaran.

1.	I	Want to tell	you	About my memoreable holiday	In pangandaran beach
	Sayer	Process: verbal	receiver	Verbiage	Circ. Place

2. I departed at 07.00 am

2.	I	Departed	At 7.00 am
	Actor	Process: material	Cicr. Time

3. arrived at 01.00 pm.

3.	Arrived	At 01.00 pm
	Process: material	Circ. Time

4. I came in the beach in afternoon.

4.	I	Came	~~In~~ the beach	In afternoon
	Actor	Process: material	Circ: place	Circ: time

5. In the first day I traveled to beach santolo.

5.	In the first day	I	Traveled	To beach santolo
	Circ: time	Actor	Process: material	Circ: place

6. I brought photos in the beach that the moment,

6.	I	Took	Some photos	In the beach	That the moment
	Actor	Process: material	Goal	Circ: place	Circ: time

7. I enjoyed in the coast,

7.	I	Enjoyed	In the coast
	Senser	Process: mental	Circ: place

8. I ate with my family in the coast.

8.	I	Ate	With my family	In the coast
	actor	Process: material	Circ: accompaniment	Circ: place

9. I drank coconut.

9.	I	Drank	Coconut
	Actor	Process: material	Goal

10. I saw volley ball in the beach.

10.	I	Saw	Volley ball	In the beach
	senser	Process: mental	Phenomenon	Circ: place

11. Before I came to home.

11.	Before	I	came	To home
		Actor	Process: material	Goal

12. I shopped some souvenir

12.	I	Shopped	Some souvenir
	actor	Process: material	Goal

13. There were shirt, shoes, hat, and so on.

13.	There	Were	shirt, shoes, hat, and so on.
		Process: Existential	Exixtent

14. I came home after

14.	I	Came	Home
	Actor	Process: material	Goal

15. I was happy in the beach.

15.	I	Was	happy	In the beach
	carrier	Process: attributive	attribute	Circ: place

16. So, my holiday in pangandaran beach very happy and interesting.

16.	So,	my holiday in pangandaran beach	Was	Interesting
		Circ:	Process: attributive	Attribute

Student tex 3 (Midle)

Visit ~~the house sodara~~ (My Aunt's house)

I Orientation

a. On March 6, 2018.	My family and I	visited	my aunt's house	~~in my~~ (near the lake)
Circ time	~~Circ~~. Actor	Process Material	Goal	Circ. Place
b. (we)	left	~~at (from)~~ home	at 09.00	
Actor	Process Material	Goal	Circ. time	
c. And (we)	arrived	at my aunt's house	at 13.00	
	Process material	Circ. Place	Circ. time	

~~II~~ Records of Event

d. After	~~until our~~	getting	aunt's home	
	Process: Material	Goal		
Circ.				
e. ~~to take~~ (we	took)	a break	for lunch	
Actor	Process Material	~~Goal~~	~~Circ. go~~	
f. After lunch~	we	also went	to the supermarket	For a walk
~~Process~~	Actor	Process material	Goal Circ	Range
g. ~~buy~~ (we	bought	snacks		
Actor	Process material	Goal		
h. we	also go (went to)	home	to rest and dinner	
Actor	Process: ~~Material~~	Goal	Range Circ: ~~by~~	
		Circ		
i. After dinner	(we)	imediately	~~Slept~~ (Slept)	
Goal	Actor	~~Range~~	Process: ~~material~~	
Circ time	behavior	Circ. manner	behavior	
j. And after the morning	we	~~soon~~ get	(go) ready to go back	to garut
Circ. time	Actor	Process: material	Goal	Circ. Place
	Circle		at the	
k. And	we	arrived		
	Actor	Process: material		

Student's text 3 middle 1

1. On march 6, 2018 my family and I visited my aunt's house near the lake.

1.	On march 6, 2018	my family and I	visited	my aunt's house.	near the lake.
	Circ: time	Actor	Process:		Circ: place

			material		

2. We left home at 09.00

2.	We	left	home	at 09.00
	Actor	Process: material	Circ: place	Circ: time

3. and wearrived at my aunt's house at 13.00

3.	and	we	Arrived	at my aunt's house	at 13.00
		actor	Process: material	Circ: place	Circ: time

4. after we getting aunt's home

4.	After	We	getting	Aunt's home
		Actor	process	

5. we took a break for lunch.

5.	We	Took	A break	For lunch
	Actor	Process: material	Range	Circ:

6. After lunch we also went to the supermarket for a walk

6.	After lunch	we	also went	to the supermarket	for a walk
		Actor	Process: material	Circ: place	Range

7. We bought snacks

7.	We	bought	snacks
	Actor	Process: material	Goal

8. we also went to home to rest and dinner.

8.	We	also went	to home	to rest and dinner
	Actor	Process: material	Circ: Place	Circ:

9. After dinner we immediately slept

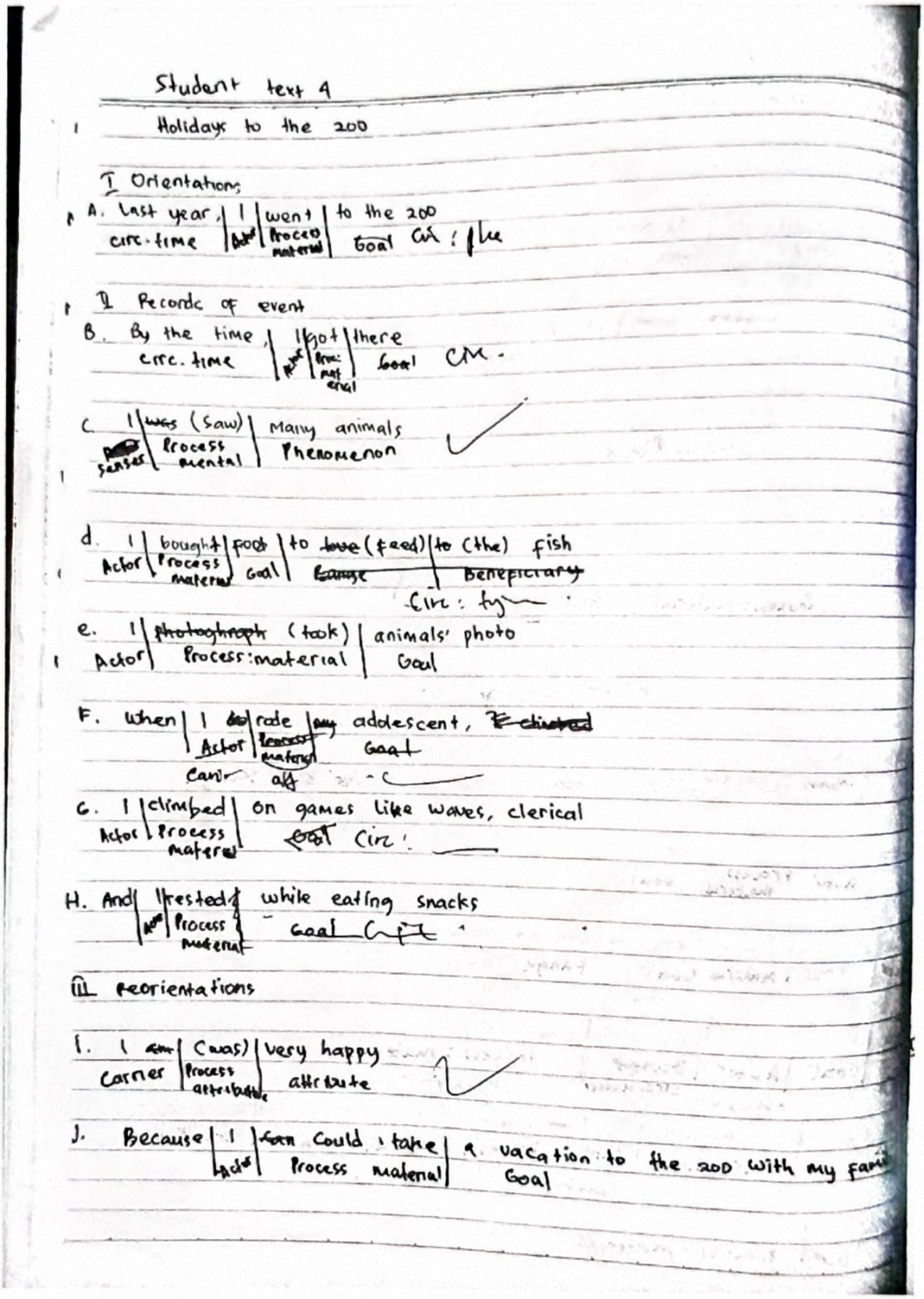
9.	After dinner	We	immediately	Slept
		Behaver	Circ: manner	Behavioural

10. And after the morning we got ready to go back to garut

10.	And after the morning	we	got	ready to go back	to garut
	Circ: time	carrier	Process: attributive	attribute	Circ: place

11. and we arrived.

11.	And	We	arrived
		Actor	Process: material



Student's text 4 middle 2

1. Last year I went to the zoo

1.	Last year	I	went	to the zoo
	Circ: time	Actor	Process: material	Circ: place

2. by the time I got there.

2.	By the time	I	got	there
	Circ: time	Actor	Process: material	Circ: place

3 I saw many animals,

3.	I	saw	Many animals
	Senser	Process: mental	Phenomenon

4 I bought food to feed the fish

4.	I	Bought	food	To feed the fish
	Actor	Process: material	goal	Circ:

5. I took animals' photo

5.	I	Took	Animals' photo
	Actor	Process: material	goal

6. When I rode my adolescent,

6.	When	I	rode	My adolescent
		Actor	Process: material	goal

7. I climbed, on games like waves, clerical

7.	I	Climbed	on games like waves, clerical
	Actor	Process: material	Circ:

8. and I rested while eating snacks.

8.	and	I	rested	while eating snacks
		Actor	Process: material	Circ:

9. I was very happy

9.	I	was	Very happy
	Carrier	Process: attributive	Attribute

10. because I could take a vacation to the zoo with my family.

10.	Because	I	Could take	A vacation	To the zoo	With my family
		Actor	Process: material	goal	Circ:Place	Circ: accompaniment

Students text 5 (low)

Holiday to lembang

I orientation

A. I	will tell	you	the holidays	to in lembang	
Sayer	Process: Verbal		Receiver	Circ. Place	
B. I	went	to the valley	at 5 am		
Actor	Process material	goal	Circ. time		
C. I	took	a photo	with family		
Actor	Process: material	Goal	Circ. Accompaniment		
d. I	was	with family	(eating)	at the restaurant	
carrier	Process attributive	circ. Accompaniment	Attribute	Circ. Place	
e. I	sing (sang)	on the bus	with my friends		
Actor	Process material	goal	Circ. Accompaniment		
F. I	went	to Floating market	with my family		
Actor	Process material	Goal	Circ. Accompaniment		
G. I	was	in floating market	(to) playing FOX		
Carrier	Process Attributive	Circ. Place	Attribute		
H. I	(was)	in Floating market			
Carrier	Process Attributive	Circ. Place			
I. I	buy (bought)	clothes, dolls, and other bracelets			
Actor	Process: material	Goal			

II Re-Orientation

I	(was)	very happy	to go	to the valley
Carrier	Process attributive	attribute		
I.	To went	to the valley		
	Process material	Goal		

Students' text 5 low 1

1. I want to tell you about my memoreable in holiday to the zoo.

1.	I	Want to tell	You	about my memoreable in holiday	to the zoo.
	Sayer	Process: verbal	Receiver	verbiage	Circ: place

2. I departed at 09.00 am

2.	I	departed	at 09.00 am
	Actor	Process: material	Circ: time

3. and I arrive at 11.00 am.

3.	and	I	arrive	At 11.00 am
		Actor	Process: material	Circ: time

4. I traveled in zoo.

4.	I	traveled	In zoo
	Actor	Process: material	Circ: Place

5. In the zoo I saw animals like bird, tiger, monkey and snake.

5.	. In the zoo	I	saw	animals like bird, tiger, monkey and snake.
	Circ: place	Senser	Process: mental	Phenomenon

6. we ate meatball

6.	We	ate	Meatball
	Actor	Process: material	Goal

7. and we drank orange juice.

7.	And	We	drank	Orange juice
		Actor	Process: material	Goal

8. After eating we went home.

8.	After eating	We	went	Home
	Circ: time	Actor	Process: material	Goal

9. was happy last year.

9.	I	Was	happy	Last year
	Carrier	Process: attributive	attribute	Circ: time

10. holliday was interesting

11	Holiday	Was	Interesting
	Carrier	Process: attributive	attribute

Students text 6 (low)

I Orientation

A. I | want to tell | you | about my memoreable holiday in the 200
Actor | process: Verbal | Receiver | Verbiage

II Records of events

B. I | departed | at 09.00 am
Actor | Process material | circ. time

C. And I | arrived | at 11.00 am
Actor | process material | circ. time

d. I | traveled | In 200
Actor | Process material | circ. place

e. In the 200, | I | saw | animals like bird, tiger, monkey and snake
Circ. Place | Actor | process mental | Phenomenon

f. when | I | was back | to home
Actor | Process material | goal

C. we | ate | meatballs | and | drank | orange juice
Actor | Process material | Goal | | process material | Goal

H. After eating | we | go (went) | home
Goal | Actor | process material | Goal

III Re-Orientations

I. I | was | happy last year
Carrier | Process attributive | Attribute

d. holiday | was | very happy ~~& interesting~~.
Carrier | process attributive | Attribute

Student's text 6low 2

1. I will tell you the holidays in lembang.

1.	I	will tell	you	the holidays	in lembang
	Actor	Process: verbal	receiver	Verbiage	Circ: Place

2. I went to the valley at 5 am.

2.	I	Went	to the valley	at 5 am.
	Actor	Process: material	Circ: place	Circ: time

3. I took a photo with family,

3.	I	Took	A photo	With my family
	Actor	Process: material	goal	Circ: accompaniment

4. I was with family eating at the restaurant,

4.	I	was	with family eating	at the restaurant,
	carrier	Process: attributive	Circ: accompaniment	Circ: place

5. I sang on the bus with my friends,

5.	I	sang	on the bus	with my friends,
	Behaver	Process; behavioural	Circ:	Circ: accompaniment

6. I went to floating market with my family,

6.	I	Went	To floating market	with my family,
	Actor	Process: material	Circ: place	Circ: accompaniment

7. I was in floating market to playing fox,

7.	I	Was	In floating market	To playing fox
	Carrier	Process: Attributive	Circ: place	attribute

8. I bought clothes, dolls and other bracelets,

8.	I	Bought	clothes, dolls and other bracelets,
	Actor	Process: material	Goal

9. and I was very happy to go to the valley.

9.	And	I	was	Very happy	To go	To the valley
		Carrier	Process: attributive	attribute	Circ:	Circ: Place

APPENDIX C

TRANSCIPT OF INTERVIEW IN BAHASA

Sample 1

1	*Recount text adalah teks yang menceritakan kembali suatu kejadian.*
2	*Untuk menghibur pembaca dengan cerita pribadi kita.*
3	*Saya hanya menulis apa yang saya alami atau teman-temanku alami, contohnya jika saya melihat kejadian saat sedang di perjalanan atau saat sedang liburan.*
4	*Kadang saya menulis tidak sesuai dengan harapan*
5	*Saya akan bertanya pada orang lian seperti guru atau teman yang lebih tahu, atau mencari tahu di internet.*
6	*Orientation itu untuk mengenalkan tokoh, tempat dan waktu.* *Event itu rangkaian kejadian* *Dan reorientation itu biasanya kesan penulis terhadap kejadian yang dia tulis.*
7	*Past tense, spesifik partisipan, conjunction, dan komentar di akhir teks.*
8	*Tidak terlalu, karena saya sudah tahu membedakan mana past tense dan present tense. Di samping itu unsur kebahasaan recount itu tidak terlalu rumit.*
9	*Past tense sih.*
10	*Karena kadang saya lupa bahwa penggunaan unsur kebahasaan untuk pengguanaan masa lalu dan masa sekarang itu beda. Saya mengatasinya dengan meminta koreksi dari guru.*

Sample 2

1	*Recount text adalah pengalaman pribadi atau kejadian yang dialami teman dan diceritakan dalam bentuk teks.*
2	*Untuk memberitahu pembaca tentang kejadian yang dialami oleh kita,*
3	*Karena ini adalah recount teks maka ide nya tidk terlalu sulit karena itu adalah pengalaman pribadi saya.*
4	*Kadang saya tidak bisa menyambungkan kalimat dengan ide baru, atau pun penggunaan unsur kebahasaannya.*
5	*Sama seperti sample 1, saya akan menanyakan kembali pada guru.*
6	*Orientation itu untuk mengenalkan tokoh, tempat dan waktu.* *Event itu rangkaian kejadian yang berisi kejadian menarik dari awal sampai akhir* *Dan reorientation itu penutup dari suatu teks isinya bisa kesan.*
7	*Past tense, spesifik partisipan, conjunction, dan komentar di akhir teks.*
8	*Ya saya merasa kesulitan.*
9	*Past tense.*
10	*Saya bingung dalam penggunaan masa lalu dan masa kini.*

Sample 3

1	*Recount text adalah teks yang menceritakan kejadian fakta yang sudah terjadi.*
2	*Untuk menghibur.*
3	*Aku mengingat kembali kejadian yang paling menarik yang pernah dialami.*
4	*Terkadang idenya mudah, tapi as dituankan dalam tulisan itu susah salnya pemilihan kata dan tata bahasanya.*
5	*Saya akan bertanya pada orang lain.*
6	*Orientation itu untuk mengenalkan tokoh, tempat dan waktu.* *Event itu rangkaian kejadian* *Dan reorientation itu biasanya kesan penulis terhadap kejadian yang dia tulis.*
7	*Past tense, spesifik partisipan, conjunction, dan komentar di akhir teks.*
8	*Pada saat pemilihan kata.*
9	*Past tense sih.dan konjungsi.*
10	*Suka bingung dengan verb 1 verb 2 seperti itu.*

Sample 4

1	*Recount text adalah teks yang menceritakan kejadian secara runtun yang terjadi di masa lalu.*
2	*Untuk menghibuar.*
3	*Aku hanya menceritakan kejadian menarik yang pernah dialami.*
4	*Pada saat membuat kalimat dalam bahasa Inggris.*
5	*Saya akan bertanya pada orang lain.*
6	*Orientation itu untuk mengenalkan tokoh, tempat dan waktu.* *Event itu rangkaian kejadian* *Dan reorientation itu biasanya kesan penulis terhadap kejadian yang dia tulis.*
7	*Past tense, spesifik partisipan, conjunction, dan komentar di akhir teks.*
8	*Pada saat membuat kalimat dalam bahasa Inggris.*
9	*Di past tense sih.*
10	*Penggunaan tensesny.*

Sample 5

1	*Recount text adalah teks menceritakan kembali cerita yang sudah terjadi.*
2	*Untuk memberi tahu kepada pembaca tentang kejadian yang dialami.*
3	*Aku hanya menceritakan kejadian menarik yang pernah dialami.*
4	*Saat menerjemahkan ke dalam bahasa Inggris.*
5	*Saya akan mencari di Internet.*
6	*Orientation itu untuk mengenalkan tokoh, tempat dan waktu.* *Event itu rangkaian kejadian*

	Dan reorientation itu biasanya kesan penulis terhadap kejadian yang dia tulis.
7	*Past tense, spesifik partisipan, conjunction, dan komentar di akhir teks.*
8	*Saat menerjemahkan ke dalam bahasa Inggris*
9	*Aturan bahasa Inggrisnya,*
10	*Saya akan menggunakan aplikasi penerjemahan lalu meminta guru untuk mengoreksi.*

Sample 6

1	*Recount text adalah pengalaman pribadi seseorang.*
2	*Untuk menghibur pembacanya*
3	*Mengingat kembali cerita menarik yang pernah dialami*
4	*Penggunaan bahasanya, soalnya saya kurang sekali di vocabularies.*
5	*Saya akan bertanya pada teman atau guru.*
6	*Orientation itu untuk mengenalkan tokoh, tempat dan waktu.* *Event itu rangkaian kejadian* *Dan reorientation itu biasanya kesan penulis terhadap kejadian yang dia tulis.*
7	*Past tense, spesifik partisipan, conjunction, dan komentar di akhir teks.*
8	*Bingung pas membuat kalimat apalagi dalam kalimat bahasa inggris.*
9	*Aturan bahasanya. Biasanaya saya menggunakan kamus atau google translate.*
10	*Aturan bahasanya kan beda ya saa bahasa Indonesia.*

Transcript of Interview in English

Sample 1

1	Recount text is a text who retells the events.
2	To entertain the readers about my own story.
3	I just write what I experienced or sometime the friends' experiences. For example, I saw the events on my way to holiday or school.
4	sometimes the idea was easy to find, but when I tried to write into the text, it was difficult to choose the words especially in grammatical.
5	I wil ask to the others; for example to the teacher or friends who were smarter or looking for source on internet.
6	Orientation: to introduce the characters, place and time. Event:sequence of events Reorientation: giving coment from the writer toward the text
7	Past tense, participant specific, conjunction, and personal comments.
8	Not really since I have known to differ past tense and present tense. In addition, the schematic feature of recount is not too difficult.
9	I think past tense is difficult.

10	Sometime I forgot that the use of schematic feature for the past and present is different. I handled by asking teacher to correct my writing.

Sample 2

1	Recount text is an experience or the events that experienced and it was retold in text form.
2	To give the information about the events that experienced by us.
3	To make recount text I was not too difficult to get the idea because that was my own experience.
4	Sometime I can't combine the sentences with the new idea or the use of schematic feature.
5	I will ask to my teacher.
6	Orientation: to introduce the characters, place and time. Event:sequence of events Reorientation: giving coment from the writer toward the text
7	Past tense, participant specific, conjunction, and personal comments.
8	Yes, I feel difficult in writing recount text.
9	Past tense.
10	I am confused in using past tense and present tense.

Sample 3

1	Recount text retells the events that have happened.
2	To entertain the reader.
3	Sometimesthe idea was easy to find, but when I tried to write into the text, it was difficult to choose the words especially in grammatical.
4	Sometimes the idea was easier, but when I wrote in text it was difficult because of diction and the rules of language.
5	I will ask to the other people.
6	Orientation: to introduce the characters, place and time. Event:sequence of events Reorientation: giving coment from the writer toward the text
7	Past tense, participant specific, conjunction, and personal comments.
8	When I have to choose the vocabularies.
9	Past tense and conjunction.
10	I am confused in using verb 1 and verb 2.

Sample 4

1	Recount text is the text that retell the events that happened in the past.
2	To entertain.

3	I just tell the interesting experiences that have happened.
4	When I make the sentence in English.
5	I will ask to the teacher.
6	Orientation: to introduce the characters, place and time. Event:sequence of events Reorientation: giving coment from the writer toward the text
7	Past tense, participant specific, conjunction, and personal comments.
8	--------
9	Past tense
10	The use of tenses

Sample 5

1	To retell the story that have happened in the past.
2	To tell the readers about my experiences.
3	I just tell the interesting experiences.
4	When I translated into English.
5	I will find out on internet.
6	Orientation: to introduce the characters, place and time. Event:sequence of events Reorientation: giving coment from the writer toward the text
7	Past tense, participant specific, conjunction, and personal comments.
8	When I have to translate into English.
9	The rule of English.
10	I will use translation application like google translate.

Sample 6

1	Recount text is about someone experiences.
2	To entertain the readers.
3	Remember the interesting that have ever experienced.
4	The use of language, because I am lack in vocabularies.
5	I will ask to teacher and friends.
6	Orientation: to introduce the characters, place and time. Event:sequence of events Reorientation: giving coment from the writer toward the text
7	Past tense, participant specific, conjunction, and personal comments.

8	I was confused **in making sentence** in **English**.
9	The **rules** of **language**. I **usually use dictionary** or **application** of **translation**.
10	The **rules** of **language** is **different with Bahasa**.s

CODING INTERVIEW

Student 1

Codes	Transcript	Themes
Retell the events	1. Apa itu recount text ? Recount text *adalah* teks yang **menceritakan kembali suatu kejadian.**	The *definition of* text
To entertain the readers	2. Menurut kamu apa fungsi/tujuan dari teks recount? **Untuk menghibur pembaca dengan cerita pribadi kita.**	Function of text
Getting Idea	3. Bagaimana cara kamu menuangkan ide untuk menulis teks recount? **Saya hanya menulis apa yang saya alami atau teman-temanku alami, contohnya jika saya melihat kejadian saat sedang di perjalanan atau saat sedang liburan.**	The difficulty of writing
Getting idea	4. Apakah kamu mengalami hambatan/kesulitan ketika menyusun ide untuk menulis? **Kadang saya menulis tidak sesuai dengan harapan**	The difficulty
Asking the other	5. Jika ada, kesulitan seperti apa yang kamu hadapi, dan bagaimana kamu mengatasinya? **Saya akan bertanya pada orang lian seperti guru atau teman yang lebih tahu, atau *mencari tahu di internet.***	Kind of difficulties
Orientation, events, and reorientation	6. Coba sebutkan fungsi dari setiap poin dalam generic structure? *Orientation itu untuk mengenalkan tokoh, tempat dan waktu.* *Event itu rangkaian kejadian* *Dan reorientation itu biasanya kesan penulis terhadap kejadian yang dia*	Schematic structure

	tulis.	
Past tense, conjunction and personal comment.	7. Apa saja unsur kebahasaan yang digunakan dalam teks recount ? **Past tense, spesifik partisipan, conjunction, dan komentar di akhir teks.**	Schematic feature
	8. Apakah kamu kesulitan dalam menggunakan unsur kebahasaan dari teks recount? **Tidak terlalu, karena saya sudah tahu membedakan mana past tense dan present tense. Di samping itu unsur kebahasaan recount itu tidak terlalu rumit.**	The difficulty
	9. Manakah jenis unsur kebahasaan yang menurutmu sulit? **Past tense**	The difficulty
	10. Kenapa kamu merasa bahwa unsur kebahasaan tersebut sulit? Bagaimana kamu mengatasinya? **Karena kadang saya lupa bahwa penggunaan unsur kebahasaan untuk pengguanaan masa lalu dan masa sekarang itu beda. Saya mengatasinya dengan meminta koreksi dari guru.**	The difficulty





