TRANSITIVITY ANALYSIS OF TENTH GRADE STUDENTS' RECOUNT TEXTS

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Abstract: The focus of this study is to investigate the students' recount texts based on its criteria and to investigate the students' problems in writing the texts. This research employed qualitative research design with a case study approach. The data were six pieces of recount text written by tenth grade students of private school in Bandung. It is different from other previous studies which took the data on students' first texts. In this research, the students were assigned to write three drafts with two times feedback from the teacher, then their final texts were used as the main data. 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 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 sructure 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. 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, Transitivity System, Schematic Structure, Linguistic Features

Introduction

In the Indonesian Curriculum 2013, tenth graders of senior high school and vocational high school should master some of English texts, one of them is recount text which is the focus of this study. Recount text is a text which recalls and reconstructs events, experiences and achievements from the past in a logical sequence (Stubbs, 2010, p. 8). To be able to write a recount text is one of the basic competences that should be achieved by the students.

The students' recount texts should fulfill the schematic structure and linguistic features of the recount text.

One way to find out the students' ability in writing a text is by analyzing their texts or writings. One activity that helps teachers assess students' understanding of grammar terminology and structure is a task in which students examine a piece of writing and identify examples of grammatical structure, the goal is not only to see what students know, but also to get them to begin to talk about grammar in context using the appropriate metalanguage (Harklau, Roberge & Siegal, 2009, p. 246).

As mentioned above, the students' product can give the information about their abilities. Regarding this, there are many studies concerning the analysis of students' writings have been conducted, especially Systemic Functional Linguistics. Systemic Functional Linguistics (often abbreviated as SFL) is increasingly recognized as a very useful descriptive and interpretive framework for viewing language as strategic and a resource for making meaning (Egins, 2004; Gerot & Wignel, 1995).

Furthermore, based on the researcher's experience in her Teaching Practice Internship (PPL) in one of private high schools in Bandung, most of the students' fluency were relatively good. They could speak very well and were confident. But, once they wrote a particular English text, they had difficulties in terms of the text criteria itself, for example the purpose, linguistic features and schematic structure of the text. They were confused on how to write a good text due to their limited English mastery. Moreover, they also often made mistakes on the past tense.

Therefore, the researcher would like to investigate the students' recount texts since applying a particular text's criteria is the problem faced by the students in learning English in that school. Moreover, in collecting the data of students' texts, the students were asked to write several drafts before the final text.

Thus, this study aims to investigate the criteria of recount text such as the purpose, linguistic features and schematic structure of the text and the students' problems in

writing the texts. The analysis of the purpose as suggested by Barwick (1999) & Palmer (2011) is applied to analyze the purpose of the students' texts. Then, the schematic structure of recount text as proposed by Anderson & Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011) and Stubbs (2000) is applied to observe the schematic structure of students' texts. Meanwhile, the analysis of transitivity system by Halliday (1994), Gerot and Wignell (1995) and Eggins (2004) is applied to identify the linguistic features of the texts. Furthermore, the analysis of the problems uses the problems from the findings and interview.

Literature Review

- ### Recount Text

A recount is a text which tells the reader about something that has happened (Warner, 2009, p. 25). A similar opinion is stated by Evans (2002, p. 33) that recount text "is a chronological retelling events". Minar and Zitnay (2012, p. 2) argue that recount text also tells about a specific person or event and it is organized as a series through time.

Regarding to the purpose of the text, Palmer (2011, p. 38) states that the purpose of recount text is to retell several events and usually it is from the point of view of someone who was there in a certain situation. In recount text, it is much more interesting if the reader can be told about feelings and reactions such as fear, pride or disappointment by the author (Pyke, 2013, p. 211).

Stubbs (2000, p. 8) further classifies recount text into several types. First, a factual recount which is focused on recalling events accurately, it can range from an everyday task such as a school accident report to a formal, structured research task such as a historical recount. Second, a procedural recount which records the steps from completing a task or procedure. Third, a biographical recount which tells a person's story by using a third person narator. Fourth, literary recounts which entertain the reader by recreating the events of an imaginary world as they are real. Last, a writer's or speaker's own experiences which are the basis of a personal recount.

There are three elements of schematic structure of recount text, they are orientation, sequence of events and re-orientation (Anderson & Anderson, 1997; Barwick, 1999; Christie, 2005; Gerot & Wignell, 1995; Palmer, 2011 and Stubbs, 2000). In the orientation part, the element consists of the background information which introduces persons, time and place. Such an element often has a time reference (for example, *Last Thursday, one day)*. The next part is sequence of events which tells the series of events that are recounted. In this part, temporal and often addictive connections are important in creating the sequence. Some expression of attitude or emotional response to events is often introduced in the record of events, for this adds interest. Last part is re-orientation, this element closes the story. This part is not always necessary (optional), often by returning the participants to the point when they started.

Gerot & Wignel (1995, p. 194) state that the linguistic features found in recount text are: specific participants, temporal sequence, circumstance of time and place, material process and past tense.

• **Transitivity System**

Transitivity system refers to the predicate types of a language and the participant roles with which they combine (Teich 1999, p. 100). Eggins (2004, p. 206) states that transitivity choices will be related to the dimensions of field, with the choices of process types and participant roles seen as realizing interactants' encoding of their experiential reality: the world of actions, relations, participants and circumstances that give content to their talk.

In this context, Chamberlain (2016, p. 218) adds that within the Transitivity system, there are three main functional roles, they are participant, process and circumstance. Regarding this, those roles are realized as follows: processes by verbal grops; participants by nominal groups; and circumstances are by adverbial groups or prepositional phrases (Halliday & Mattheinsein, 2014, p. 222; Malmkjaer, 2003, p. 95).

a. **Participants**

The participants will be realized in the nominal group, for example: *Last year Diana gave blood* (Egins, 2004, p. 214).

b.   Processes

The process is the action around which the clause is structured (Unsworth, 2000, p. 35). The process is always realized by a verb and there is only one process in a clause, although there may be other verbs in the clause that do not play the role of process (Unsworth, 2000, p. 35). There are six different types of process found in the English grammar, they are: Material, Mental, Verbal, Relational, Existential and Behavioral (Christie & Derewianka, 2008; Eggins, 2004; Emilia, 2014; Fontaine, 2013; Halliday, 1994).

Table 1
Types of Processes
(Adopted from Christie & Derewianka, 2008, p. 9)

Process type	Aspect of experience	Example
Material Processes	Doings and happenings in the material world – 'outer' experience	*We went to the bus.*
Behavioural Processes	Physiological and psychological behaviour	*The crowd gasped.*
Mental Processes	Processes of consciousness – 'inner' experience	*They realized that she was right.* (cognition) *I liked the beds and the lounge room.* (affect) *We noticed that a big wave was coming.* (perception)
Verbal Processes	Processes of 'saying' and 'meaning'	*'Stop!' cried a commanding voice.*
Relational Processes	Processes of 'being' and 'having' creating relationships between elements of experience	*I was really excited. Cody had a kind heart but no money.*
Existential Processes	Existing	*In ancient times, there was a minotaur.*

c.   Circumstances

Circumstantial meanings are expressed through adverbial groups or prepositional phrases, for example: *Last year Diana gave blood* (Eggins, 2004, p. 215). Eggins (2004, p. 222) adds that circumstances can occur in all process types.

Methodology

- **Research Design**

This study employed a form of qualitative research method called descriptive qualitative method. This study was to analyze the data in the purpose, schematic structure and linguistic features of recount text, particularly to the tenth graders. It was qualitative because it tends to work with a relatively small number of cases (Silverman, 2005, p. 9). There are several approaches of descriptive qualitative design that have been termed. This study used characteristics of a case study approach. This approach had been taken into account since it focuses on describing, understanding, predicting, and/or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture or nationality (Woodside, 2010, p. 1).

- **Research Site**

This research was conducted in one of Private Senior High Schools in Bandung, Jawa Barat, Indonesia. The researcher conducted this research from April 4th to 11th of April 2016 (two meetings). It was two meetings because each topic of the syllabus only can be conducted in two meetings. The research involved six tenth-graders from one class in the academic year of 2015/2016. The researcher had chosen tenth grade because the curriculum of tenth grade contains recount text which is the focus of the research. Then, the selection of the class was based on how the teacher from the school allows the the researcher to do the research. So, the class was chosen randomly, there was no particular condition on how the class was chosen.

- **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.

In this research, the researcher used the data of recount texts written by tenth grader students. Before the students writing the text, the teacher

gave a clear idea about the classroom conditions. The teacher explained about recount text, it covers the purpose, schematic structure, linguistic features and example of the recount text. The teacher also explained the instructions about the assignments clearly. After the teacher explaining the recount text, the students were assigned to write their own personal experience and the students were free to choose any topic they want to.

The students were given a week to write the text. In writing the text, the students were assigned to write three drafts with two times feedback from the teacher. In their recount texts, they were asked to write about their own life experiences including what they did and what they felt. The teacher used indirect feedback for the students' drafts. Furthermore, the final of students' writings (the third draft) were collected as the main data of the research. However, the primary data were only six pieces of recount texts written by the students. By choosing the texts that will be analyzed, the researcher checked all of the students' writing in term of plagiarism. The texts which were free from plagiarism

were chosen by the researcher to be the main data of the research.

This research used interview as one of data collections. The students were interviewed in order to validate the data. 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 interview going well.

- **Data Analysis**

To analyze the data, the researcher applied two steps to fulfill the aims of the study. First, the analysis of the students' recount texts which included the purpose, schematic structure and linguistic features of recount text. Second, the analysis data of interview.

a. Analysis of the Purpose

The first step was the analysis of the purpose of recount text. The texts were analyzed based on the purpose of the recount text generated by Barwick (1999, p. 4) & Palmer (2011, p. 38) that is to retell the events that

happened in the time order in which they occurred.

b. Analysis of the Schematic Structure

The next step was the analysis of schematic structure. The texts were analyzed based on the schematic structure in students' recount texts as suggested by Anderson & Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011) and Stubbs (2000) as follows: Orientation, Sequence of Events and Re-orientation.

c. Analysis of the Linguistic Features

Next, was the analysis of linguistic features in students' recount texts. In analyzing this part, the researcher analyzed the texts by identifying the linguistic features of recount text, incorrect grammatical structures and the Transitivity system within the text. In analyzing the linguistic features of recount text, the texts were analyzed based on the linguistic features generated by Gerot and Wignel (1995). Then, the researcher analyzed the students' grammatical mistakes and those were edited to the correct grammatical structure by the researcher for the sake

of transitivity analysis. Last, was the Transitivity structure in a clause, the analysis concerned with describing three aspects of the clause: the selection of a process, the selection of the participants and the selection of the circumstances in students' recount texts (Eggins, 2004, p. 214). The result analysis of transitivity sistem related to the criteria of recount text by Gerot and Wignel (1995), which are: specific participant, material process, past tense, temporal sequence and circumstance place and time.

d. Analysis of the Students' Problems from the Findings and Interview

The analysis of the problems faced by students 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 problems based on the interview.

Data Presentation and Discussion

The findings show that generally, all students had fulfilled the purpose of recount text that is to to retell the events that happened in the time order in which they occurred (Barwick, 1999, p. 4 & Palmer, 2011,

p. 38). However, different from the other students, student 1 did not express his feelings and thoughts in his text, in which it makes the story less interesting (Pyke, 2013, p. 211). Then, with regard to the schematic structure analysis, it is shown in the table below.

Table 2
The Analysis of Schematic Structure of Students' Recount texts

Schematic Structure	Participants					
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Orientation	√	√	√	√	√	√
Sequence of events	√	√	√	√	√	√
Re-orientation	-	√	-	√	√	-

Based on the table above, students 2, 4 and 5 organized their recount texts based on the schematic structure as suggested by Anderson & Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011) and Stubbs (2000). On the other hand, the other three students did not organize their recount texts based on the schematic structure of recount text, since the re-orientation part which summarizes the story does not appear.

One of the students who organized their texts based on the appropriate schematic structure is shown in the table 3 below (the text is already divided based on the schematic structure of recount text and already broken down into numbered clauses).

Table 3
Student 2's Recount Text

Schematic Structure	Text	Notes
	My Favorite Holiday	
Orientation	I have many stories of my holiday. However this is one of my favorite (-s). On January 7th 2011, I went to Singapore. It was my first time to spend my holiday without my parents. I felt afraid to go there because I could not speak english well	This part presents the information of what, who, when and where. -Pink Highlight: The use of specific participant. -Yellow highlight: The use of circumstance

	But, I continued the trip.	of time. -Green Highlight: The use of past tense. -Torquise Highlight: The use of circumstance of place.
Sequence of Events	).when I arrived at changi Airport .I went to the Hotel by taxi .After resting, I went to Merlion Park .and then I had (went) to Singapore River Cruise" .took the (some) pictures .bought ice cream. .2nd day, I spent my Holiday in Universal Studio Singapore . It (There) was (were) so many rides in there .and my favorite ride is (was) "Jurrasic Park" . I felt so happy in there.).Because I (had) never come to this place before. .3rd day, I drove around Singapore City ..and I bought the (some) souvenirs. . After that, I went back to the Hotel .for (to) take a rest and prepare for (to) return to Indonesia tomorrow . because I must already (had to) start school	This sequence of events part gives the information about the series of the story. This answers the question of how. -Grey Highlight: The use of temporal conjunction -Red Highlight: The use of additive conjunction - Yellow highlight: The use of circumstance of time. -Pink Highlight: The use of specific participant. -Torquise Highlight: The use of circumsance of place. -Green Highlight: The use of past tense.
Re-orientation	).It was a wonderful holiday .and I really enjoyed my holiday.	This part closes the story.

In a glance, it can be seen that the text consists all of the elements of schematic structure of recount text. She also divided the text into several paragraphs and presented the orientation part in one paragraph while the series of events part is divided into three paragraphs based on each event. Student 2 put the introductory paragraph in the orientation part and in one paragraph. She began the paragraph by introducing what she

would tell in the text: *I have many stories of my holiday* (clause 1). *However this is one of my favorite*(s) (clause 2). The next clauses give the detail information, while the last clause shows the preview for the next paragraph. Regarding this, student 2's paragraph is considered has fulfilled the criteria of a paragraph in which each paragraph should have a beginning, a middle and an end (Cuesta et.al, 2003, p. 164).

In the orientation element, the detail information about what, who, when and where are presented. The description of what is about her favorite holiday to Singapore. The third sentence presents the circumstance of place and time which answer to the questions of where and when: <u>*On January 7th 2011*</u>, *I went to* <u>*Singapore*</u> (clause 3). However, the description of the participant is herself. Then, in the end of the orientation element, student 2 showed the preview of what will be presented in the sequence of events element by writing *But, I continued the trip* (clause 9).The presence of the preview makes the connection for the next paragraph.

Next, student 2 elaborated the events of her story in sequence of events element and it was divided into three paragraphs based on the events. She related each event by using some conjunctions and connections such as: *then, after that, when,* etc. It means that student 2 had fulfilled the criteria of sequence of events since temporal and often addictive connections are important in creating the sequence (Christie, 2005, p. 153).

The writer should close the recount by returning the participants to the point whence they started (Christie, 2005, p. 153). Conclusion and personal evaluation are presented in the last element of student 2's text. However, she did not separate the re-orientation part from the sequence of events element.

Based on the discussion above, it can be concluded that student 2's text successfully achieves the schematic structure generated by Anderson & Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011) and Stubbs (2000). This means she understood how a recount text should be written although this is the final text of her

and she made more mistakes in the first draft.

However, there are three students who did not organized their texts based on the appropriate schematic structure. The example is the text written by student 1 as shown in the table below (the text is already divided based on the schematic structure of recount text and already broken down into numbered clauses).

Table 4
Student 1's Recount Text

Schematic Structure	Text	Notes
	My Unforgettable Memories	
Orientation	~~With in years last~~ (Last year), I was on holiday ~~yesterday~~ I played with my friends to ~~CIKOLE JAWA BARAT~~ (Cikole Jawa Barat) ~~Me and my friends~~ (My friends and I) ~~to touring bikes~~ (had a bicycle touring) to ~~CIKOLE JAWA BARAT~~ (Cikole Jawa Barat).	This part gives the information of what, who, when and where. -Pink Highlight: The use of specific participant. -Yellow highlight: The use of circumstance of time. -Green Highlight: The use of past tense. -Torquise Highlight: The use of circumstance of place.
Sequence of Events	~~I~~ (We) took a rest at ~~the station bengsin~~ (gas station) west Bandung Then ~~I~~ (We) ~~was~~ (were) on ~~my~~ (our) way ~~go~~ (went) to Cikole west java And after (that) ~~I~~ (we) went at 08.00 am ~~And~~ ~~I~~ after (After that we went to) ~~for the~~ ~~CIKOLE~~ (Cikole) ~~west java~~ (West Java) ~~Me~~ (We) ~~those picture~~ (took some pictures) in the garden tea After ~~i~~ (we) ~~eaten~~ (ate) corn ~~sate~~ (ate) ~~a~~ (some) ~~rabit~~ (rabit sate), and ~~i~~ (we) drank some hot milk ~~I~~ (We) went to BANDUNG (at) 10.00 am.	This sequence of events part gives the information about the series of the story, this answers the question of how. -Grey Highlight: The use of temporal conjunction. -Red Highlight: The use of additive conjunction.

		- <mark>Yellow highlight</mark>: The use of circumstance of time. -<mark>Pink Highlight</mark>: The use of specific participant. -<mark>Torquise Highlight</mark>: The use of circumsance of place. -<mark>Green Highlight</mark>: The use of past tense.
Re-orientation	-	This part should close the story, but this element does not appear in the student 1's text.

In a glance, the text seems does not fulfill the schematic structure of recount text. It can be seen that the text only presents the orientation and sequence of events only. Student 1 put the introductory paragraph in the orientation part (paragraph 1). In orientation part, the description of what, who, when and where are included. The description of what is presented in this line: *to touring bikes to CIKOLE JAWA BARAT*. *Me and my friends* answers the description of who. While the description of when and where are provided in this sentence: *With in years last, i was on holiday yesterday i played with my friends to CIKOLE JAWA BARAT*.

Next, student 1 added the explanation of what he did in his holiday in sequence of events part. This part was written in two paragraphs with five series of events. Based on his text, it can be seen that student 1 related the series of events by using some conjunctions. It means that he had fulfilled the criteria of sequence of events since temporal and often addictive connections are important in creating the sequence (Christie, 2005, p. 153). Student 1 was also aware to write the series into two paragraphs. However, he did not conclude his story. Moreover, in this stage, the writer should close the recount by returning the participants to the point when they started (Christie, 2005, p. 153).

From the discussion above, in terms of schematic structure, student

1's text does not fulfill the structure of recount text that is only: (1) gives the information of what, who, when and where; (2) shows the series of events by using conjunction. In addition, the text is still insufficient since the student had written three text with two drafts, two feedback from teacher and one final text. By given two times feedback from the teacher, the student should be more aware on his mistakes.

With regard to the linguistic features, table 5 represents the linguistic features found in students' texts.

Table 5
The Analysis of Linguistic Features of Students' Recount texts

Linguistic Features	Participants					
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Specific Participants	√	√	√	√	√	√
Circ: time & place	√	√	Only time	Only time	√	√
Temporal Sequence	√	√	√	-	√	√
Material Process	√	√	√	√	√	√
Past Tense	√	√	√	√	√	√

Based on the table above, most of the students applied the linguistic features of recount text suggested by Gerot & Wignell (1995). However, student 3 did not include the circumstance of place while student 4 did not include the circumstance of place and temporal connectives in the texts.

Regarding to the transitivity analysis, the researcher found some types of processes in students' recount texts. Besides material processes which dominate the students' recount texts, the researcher also found the other processes that appear in the texts as the table 6 shows.

Table 6
Types of Processes Found in Students' Recount Texts.

Types of Processes	Participants					
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Material	9	17	12	6	10	12
Mental	-	3	-	1	2	1
Verbal	-	1	-	2	-	1
Behavioral	-	-	-	-	-	-

Relational	3	5	10	5	5	4
Existential	-	1	-	-	-	1
Total	**12**	**27**	**22**	**15**	**17**	**19**

The table above shows that material processes dominantly appear in the students' texts. This means that the students' texts have fulfilled the criteria of recount text, which material process is one of the linguistic features of recount text. Emilia (2014, p. 153) argues that in recounts, action processes are important in the retelling of the experience. However, there is no any mental process found in the student 1, 3 and 4's texts. Mental processes are often used in recounts and narratives where the writer or characters reflect upon and evaluate what has happened by expressing their thoughts and feelings (Emilia, 2014, p. 155).

One of the students who covered all aspects of the linguistic features as suggested by Gerot & Wignell (1995) was student 2. As seen in the table 3, she used the specific participant, *I*. The circumstance of time and place can be found in the first and second elements. Student 2 was also aware for the use of temporal connectives to relate the series of events. The presence of temporal connectives can be found easily in the

sequence of events. Next, student 2 wrote the events using material processes and simple past tense richly since she depicted the events completely.

Furthermore, student 2 also used relevant processes in writing recount text. She began the text with relational process of possession to open the paragraph: *I have many stories of my holiday* (clause 1). The next clause is also still in relational process of identification to introduce the story which will be told: *However this is one of my favorite (-s)* (clause 2). Another clause which is in relational process is the clause 4: *It was my first time*. The next processes are material processes, it indicates some preview actions that will be more elaborated in the next element: *On January 7th 2011, I went to Singapore* (clause 3); *I continued the trip* (clause 9). Then the mental process shows student 2's expression and opinion towards her story: *I felt afraid* (clause 6). Last process that appears is verbal process. She stated about her English skill: *because I*

could not speak english well (clause 8).

Table 7
Processes Types in the Orientation Element of Student 2's text

Process Types	Material	Mental	Relational	Behavioral	Verbal	Existential
Total	4	1	3	-	1	-

The participant roles which occur in this element are possessor, Identified, Token, Actor, Carrier, Senser and Sayer. All of the participants appear are assigned to the writer herself, since there is no another participant participates in this story. Meanwhile, there are some occurrences of circumstance of time and place which add the detail information of this element such as in the clause 3: *On January 7th 2011, I went to Singapore*. This means that student 2 understood that this element needs the detail information of who, where and when.

As seen in the table 8, there are four types of processes employed in the sequence of eventelement: Material, Mental, Relational and Existential. The material processes are dominantly used in this element, there are thirteen clauses in material processes while the other processes only one. By the use of material processes, it supports the purpose of the element itself, which is to tell the events sequentially which represents many actions by the participant (Emilia, 2014). The material processes can be found in the clauses: *I arrived...* (clause 10); *I went...* (clause 11, 12, 13 and 23); *...took some pictures* (clause 14); *bought...* (clause 15 and 22); *I spent...* (clause 16); *I (had) never come...* (clause 20); *I drove...* (clause 21); *to take... to return* (clause 24); *I had to start...* (clause 25). The mental process is also found in this element, where the student 2 expressed her feelings towards the events: *I felt so happy in there* (clause 19). Meanwhile, the relational process is found in identification to introduce her favorite thing: *my favorite ride is (was) "Jurrasic Park"* (clause 18). Last, the existential process is used to introduce the participant in the clause (Christie & Derewianka, 2008; Emilia, 2014): *It (There) was (were) so many rides in there* (clause 17).

Table 8
Processes Types in Sequence of Events Element of Student 2's Text

Process Types	Material	Mental	Relational	Behavioral	Verbal	Existential
Total	13	1	1	-	-	1

Participants' roles which occur in this element are Actor, Token, Identified, Identifier, Value and Senser. Since the type of processes which dominantly occurs in this element is material processes, the main participant used in this element is Actor. The actor is student 2 herself since it is a solo trip. Furthermore, there are many occurences of circumstance of place, time and cause found in this element to give the information in the story. The circumstance of place can be found in the clauses: *...Changi Airport* (clause 10); *...the Hotel...* (clause 11 and 23); *...Merlion Park* (clause 12); *...Singapore River Cruise* (clause 13); *...Universal Studio Singapore* (clause 16); *...in there* (clause 19) *...this place...* (clause 20); *...Singapore City* (clause 21); and *...to Indonesia* (clause 24). While the circumstance of time can be found in the clause 16 and 21: *2nd day* and *3rd day*. Last, the circumastance of cause is found in two clauses: *Because I (had) never come to this place before* (clause 20) and *because I ~~must~~ already (had to) start school* (clause 25).

According to the table 9, there are two types of processes appear in re-orientation element. The first process occurs in the element is relational attributive process which gives the conclusion about the story: *It was a wonderful holiday* (clause 26). Furthermore, the mental process also realizes the conclusion by giving the readers about student 2's feeling, emotion and expression: *I really enjoyed my holiday* (clause 27).

Table 9
Processes Types in Re-orientation Element of Student 2's Text

Process Types	Material	Mental	Relational	Behavioral	Verbal	Existential
Total	-	1	1	-	-	-

In this element, Carrier and Senser are the only participants' roles. Carrier is assigned to her holiday, while the senser is student 2. However, there is no any circumstance assigned in this element since she only concluded the story in this element.

However, even though the text has fulfilled the criteria of linguistic features of recount text, some mistakes in other grammatical aspects still occurr, the mistakes which frequently appear in her texts are the use of past tense, plural, article, verb agreement and past participle.

On the other hand, one of the students who did not cover all aspects of the linguistic features as suggested by Gerot & Wignell (1995) was student 4. Student 4's text does not cover all aspects of the linguistic features of recount text as suggested by Gerot & Wignell (1995). In his text, he used the specific participant *I*. However, there is also other specific participants found in the last paragraph, *my friends.* The circumstance of time is found in the orientation part: *Last year.* Next, student 4 was also aware for the use of material processes and simple past tense. Those can be found easily especially in the sequence of events part. However, the student did not add the information of place. Furthermore, he also did not relate each event by using temporal connective. In addition, he inappropriately used additive conjunction *and* to relate each event instead of temporal connective.

However, the analysis of Transitivity system shows that the student 4 is still incapable in focusing the story since there are two stories found in his text. On the other hand, he fulfilled the use of relevant participant and processes types.

As seen in the table below, the orientation element of student 4's text only consists of one process, that is Relational process.

All of the clauses in this element are in relational intensive processes. The relational processes occur to present the introduction of the story, such as in the first clause: *Last year was an unforgettable year for me*. The rest clauses which are still in relational processes also used to introduce the topic. However, the student inappropriately concluded the story in this element and used relational intensive processes: *so in 2015 that was a sad year.*

Table 10
Processes Types in the Orientation Element of Student 4's text

Process Types	Material	Mental	Relational	Behavioral	Verbal	Existential
Total	-	-	4	-	-	-

The participant roles which occur in this element are Carrier and Attribute. The participants appear here are assigned to the writer himself, *Last year* and *2015*. Meanwhile, there are some occurrences of circumstance of time which add the detail information of this element.

The table below shows that there are three types of processes found in sequence of event element: Material, Mental and Verbal. The material processes dominantly used in this element, there are six clauses in material processes while verbal processes in two clauses and mental process only in one clause.

The dominant use of material processes represent the multiple action processes made by the participants such as: *...because God cleaned...* (clause 7); *I will keep...* (clause 9); *...I passed...* (clause 10); *I played...* (clause 11); *(watched)...* (clause 12); and *(swam)* (clause 13). Those action processes are important in many text types, particularly those are "event-based" (Droga & Humphrey, 2003, p. 30 in Emilia, 2014, p. 153). In addition, Emilia (2014, p. 153) adds that in recounts, action processes are important in retelling experience. While the mental processs which occurs in this element is not the expression of the student 4 in his story, but this appears when the he told that God very loved him (clause 6). Last, there are two verbal processes which occur here: *but for ~~any~~ (lots of) sickness like that I can conclude* (clause 5) and *this year I promise* (clause 8).

Table 11

Processes Types in Sequence of Events Element of Student 4's Text

Process Types	Material	Mental	Relational	Behavioral	Verbal	Existential
Total	6	1	-	-	2	-

Participants' roles which occur in this element are Actor, Sayer and Senser. Since the type of processes which dominantly occurs in this element is material processes, so the main participant used in this element is Actor. The actor is mostly himself. Furthermore, there are no any circumstance time and place found in this element.

According to the table below, there is only one type of process appears in this element since this element only occurs in one clause. That process is in relational intensive clause which used to present conclusion and feelings toward the story.

Table 12

Processes Types in Re-orientation Element of Student 4's Text

Process Types	Material	Mental	Relational	Behavioral	Verbal	Existential
Total	-	-	1	-	-	-

In this element, Carrier is the only participants' role. Carrier is assigned to his holiday. However, there is no any circumstance assigned in this element since he only concluded the story in this element.

With regard to the analysis of the students' problems in writing the text, the researcher found three most frequent grammatical mistakes faced by the students. These three mistakes mostly appear in every student's text: plural, past tense and article. Moreover, the researcher also discovered the other ungrammatical structures in the students' texts, such as verb agreement, limited vocabulary, diction, preposition, noun phrase, possessive pronoun,

capitalization, gerund, to infinitive, past participle and first language effect. 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 is a relation between the problems found by the researcher, the problems which were told by the students and the result of students' final texts.

Conclusions

Based on the findings of the research elaborated in the previous section, 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 sructure 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 result of problem analysis shows that there are three most frequent grammatical mistakes in students' texts: plural, past tense and article. 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.

Therefore, teachers should be more aware in students' problems in writing and also should help the students to enhance their writing skills.

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