

**EXPLORING EFL STUDENTS RECOUNT TEXT BASED ON GENERIC  
STRUCTURE AND SYSTEMIC FUNCTIONAL LINGUISTIC (SFL): A CASE  
STUDY OF SECOND SEMESTER STUDENTS AT DEE OF MUHAMMADIYAH  
UNIVERSITY OF SURAKARTA**



**Submitted as a Partial Fulfilment of the Requirements For Getting Bachelor  
Degree in Education in English Department School Teacher Training Education**

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**2021**

## APPROVAL

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## PUBLICATION ARTICLE

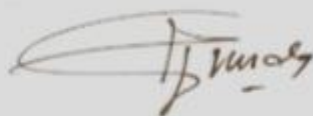
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## ACCEPTANCE

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Accepted by Board Examiner of English Education  
School of Teacher and Training Education  
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On, 11 June 2021

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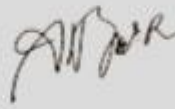
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## TESTIMONY

I testify that in this publication article there is no plagiarism of previous literary works which been raised to obtain bachelor degree of certain university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing is referred to the manuscript and mentioned in literary review and bibliography.

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Surakarta, 11 June 2021

The Researcher



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# **EXPLORING EFL STUDENTS RECOUNT TEXT BASED ON GENERIC STRUCTURE AND SYSTEMIC FUNCTIONAL LINGUISTIC (SFL): A CASE STUDY OF SECOND SEMESTER STUDENTS AT DEE OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

## **Abstrak**

Tujuan penelitian ini adalah mendeskripsikan bagaimana penulisan siswa berdasarkan tiga representasi, (!) struktur generik, (2) ciri kebahasaan menggunakan analisis transitivitas dan (3) fungsi sosial. Penelitian ini menggunakan deskriptif kualitatif. Data dalam penelitian ini adalah teks recount siswa. Data diambil dari 50 siswa pada semester dua di jurusan pendidikan bahasa Inggris Universitas Muhammadiyah Surakarta. Metode pengumpulan data dalam penelitian ini adalah metode elisitasi. Hasil penelitian ini menunjukkan bahwa sebagian besar teks recount siswa sudah menggunakan struktur yang mengikuti karakteristik dalam teks recount atau struktur generik yang meliputi orientasi, rangkaian peristiwa, dan reorientasi. Dalam fitur linguistik berdasarkan transitivitas, teks recount siswa umumnya menggunakan proses materi untuk menyampaikan kegiatan yang telah mereka lakukan. Siswa menulis teks recount sesuai dengan dunianya, topik yang mereka angkat kebanyakan berkaitan dengan wisata alam yang mana topik yang ingin disampaikan sudah sampai kepada pembaca.

**Kata Kunci:** Teks Recount, Struktur Generik, Transitivitas, Fungsi Sosial

## **Abstract**

This study aimed to describes how the recount texts wrote by students are based on three representations, (1) generic structure, (2) linguistic features using transitivity, and (3) social function. This study used descriptive qualitative. The data of this study were students recount text contains the generic structure and linguistic feature based on transitivity process and social function. The data were taken from 50 students at second-semester students at the Department of English Education of Muhammadiyah University of Surakarta. The data collection method in this study is the elicitation method. The results of this study indicate that most of the students' recount text already use a structure that is following the characteristics in the recount texts or the generic structure includes orientation, series of events, and re-orientation. In the linguistics features based on transitivity, students recount text mostly used material process to convey the activities they have done. Students wrote recount texts according to their world, the topics they mostly raise are related to nature tourism that the topic to be conveyed has reached the reader.

**Keywords:** Recount Text, Generic Structure, Transitivity, Social Function

## **1. INTRODUCTION**

At the university level, where writing is taught for English foreign language, it can be seen that students still have difficulties when they reach college. Observable phenomena indicated that most students who enter college do not have enough adequate writing skills (Green & Foster, 2003). In writing, one of the texts that must be generated is recount text. In Indonesia, teaching writing has been included in the curriculum with considerations and goals to be achieved.

Recount text is one kind of English text genre that is learned in the second semester in the paragraph development writing course. Writing also has an important role for students who are in the process of learning languages, especially foreign languages. It is important for students because it is widely used in higher education, in the world of work to communicate with partners or just about anyone else. Most students who apply to college are not accompanied by adequate writing skills (Greene & Foster, 2003).

According to Mayangsari (2020), a recount text is a text that retells or recounts an event or an experience in the past. The term of experience is what we do, feel, hear, read, even what we dream. According to Gerot and Wignell (1995), the goal of writing recount text is to entertain or retell the reader what, who, and when an event occurs in the past. The social function of recount text is to retell passing experiences. Furthermore, the researcher examines the Recount text of the learners. It is due to the fact that when producing Recount text, students should be conscious of the generic structure of Recount text, which includes orientation, sequence of events, and reorientation (Anderson and Anderson, 2003).

Systemic Functional Linguistics (SFL) is concerned with how language makes meaning. While Eggins and Slade (1997) stated that the three types of meaning or metafunctions can be glossed as follows: According to Fauziati (2016), ideational metafunction (propositional content) is concerned with the natural world in its broadest sense. Another definition, Ideational meaning is the meaning about the world, Interpersonal meaning is the meaning about roles and relationships, and textual meaning is the meaning about the message. Ideational meaning is realized through a transitivity system. Transitivity is express meaning about phenomena, living things, goings-on, and the circumstance surroundings these happenings and doings (Gerot and Wignell, 1994). The transitivity system consists of three elements, namely participant, processes, and circumstances. Processes, also known as predicative verbs, refer to verbs found in the research that describe the material, mental, verbal, behavioral, relational, or existential processes.

Therefore, it is critical to address this issue in order to create instructional materials for teaching writing. Regarding previous research, several studies have examined recount text and Systemic Functional Linguistics (SFL) in students' writing. In the research conducted by Nurhidayat (2011), Senjawati (2016), Ganti (2018), Sayukti & Kurniawan (2018), and Anggini (2020), tried to analyze students' recount text by looking at the generic structure, language features, and social purpose. Their research showed that generally, students were aware of the

social purpose of recount text and how to recount text should be created based on its criteria, suitable on the generic structure and linguistic features. Furthermore, several previous studies analyzed student recount text by focusing on the three metafunctions or only on the ideational metafunction/transitivity. For example in research conducted by Nurohmah (2013), Rahayu & Efransyah (2020), and Purwaningrum (2018). The previous research only investigated students' writing ideas based on thematic progression, as done by Noviyanti (2015).

Several previous studies above have similarities and differences, such as having the same focus on generic structures, linguistic features based on SFL, and social functions in students' recount texts. Differences can also be seen from the research subjects and research focus in which the focus is on students' writing errors but are not based on system transitivity, while others only focus on interpersonal metafunctions.

Considering the issues, the objective of this research was to describe how students recount text to write in the perspective of generic structure and Systemic Functional Linguistics. Recount text wrote by second-semester students at the Department of English Education of Muhammadiyah University of Surakarta. The researcher investigated how students wrote recount text by described the (1) generic structure, (2) linguistic features based on transitivity, and (3) social function that focused on the topic developed by the students.

## **2. METHOD**

This research used a qualitative analysis approach called the descriptive qualitative method. The goal of this analysis was to examine the data for the intent, generic structure, and linguistic feature of recounting text that used transitivity and social function, particularly for the second-semester students in the Department of English Education of the Muhammadiyah University of Surakarta. The research used the characteristics of the case study approach. This approach was taken into account as it focuses on the definition, interpretation, prediction, and/or regulation of the entity (Woodside, 2010 ). This study used the elicitation method in collecting the data. According to Walsh and Li (2016), the purpose of the elicitation technique is to encourage students to write recount text and decide what learners already know. The research subjects were 50 students of second-semester students of the English Education Department of Muhammadiyah University of Surakarta. and only fifty data of the three-class were taken. While the object of this research is a sentence or paragraph in the recount text that contains a generic structure, linguistic features which focus on the analysis of ideational meaning/transitivity (process), and social functions.

This study used Miles and Huberman's theory for the analysis of the data. According to Miles and Huberman (1994: 10), analysis can be defined as three current streams of activity which are data reduction, data display, and conclusion drawing/verification. First, the researcher reduced data that did not contain the characteristics of recount text. In the second step in data display, the researcher will show which students' writings are following the rules of the recount text, such as generic structure, linguistic features based on transitivity (process), and social function based on the topics they discuss. In this last step or conclusion drawing, the researcher concludes the results of the research based on the theory used, namely, recount texts such as generic structure and social function and linguistic features based on systemic functional linguistic theory which focuses on transitivity (process).

### 3. FINDING AND DISCUSSION

This section offers the findings related to the study's topic. To clarify, the results section is separated into three major components; (1) the realization of generic structure (2) the realization of linguistic features from sfl perspective (transitivity process) (3) the realization of social function based on the topic developed by students in the recount text.

#### 3.1 The Realization of Generic Structure

The researcher found two patterns in writing students' recount text based on the generic structure (1) orientation and series of events (2) orientation, series of events, and reorientation.

##### a. Pattern One: Orientation & Series of Events

The text showed the pattern one of the recount text that has been written by students. Students wrote using only two structures in recount text, such as orientation and series of events. Below is an example of the pattern one in recount text written by students.

<i>Structure</i>	<i>Text</i>
<i>Orientation</i>	<i>: Two year ago, i went to Klayar beach in Pacitan. It was an Eid holiday. So my family and I decided to go on vacation there. It takes about three hours to travel in a private car. We left home at 6:00 a.m. I was sleepy and wanted to go back to sleep , but the early morning scene distracted me and I enjoyed it very much.</i>
<i>Series of events</i>	<i>: We arrived at 9:00 am. First, we seek a a place for brunch and enjoy the view. It is quite crowded there lots of people on vacation like us. After we took a little break, my sister and I tried to hire. We walked along the coast. White sand, blue sky, and the sound of waves made our holiday pleasant. We spent time socializing and eating enough food into the afternoon. Before returning home. We took photos of our time together for memories. It was almost 4.00 p.m, and we went back home. (txt s24)</i>



The student in the first paragraph told about his vacation experience last year at Klayar beach in Pacitan. Here students told about themselves and their families about an Eid holiday. This part of the introduction of characters, settings, and times in the text above. Then the second paragraph is part of a series of events. At the first event, they were looking for a place to have brunch and enjoyed the scenery around the beach. Then, after a while, they enjoyed the holiday until the afternoon and took lots of photos thereafter that they finally returned home. Series of events is the final part of the text written by students, where students did not add comments or re-orientation section. They wrote two main structures in the recount text. In the re-orientation section, which is not mandatory, students can add the part or not.

b. Pattern Two: Orientation, Series of Events & Re-orientation

The pattern two was the pattern that was mostly written by students. The text below is an example of the second pattern in recount text written by students.

<i>Structure</i>	<i>Text</i>
<i>Orientation</i>	<i>: Last week, i went to tawangmangu area. There, I was on vacation with my family. There is my sister, father, mother, and my self. I left at 8 a.m. I got there at 10 a.m.</i>
<i>Series of event</i>	<i>: There I stopped at restaurant called Restaurant Kemuning. There is a lot of cheap and of course, delicious food there. In restaurant also has a tea garden. It's fun to have a vacation with my family. After that, i went to a flower garden called Rumah Atsiri which is located in the Tawangmangu area. There are lot of flowers that are very beautiful. The restaurant is also delicious, hygenic, and clean. The place to take pictures is also good, even very writen porary for today. After vacationing to these 2 places, i came home feeling happy.</i>
<i>Re-orientation</i>	<i>: I wish I could have another vacation like that. It's fun and definately fun with my family too. This will be the most exciting holiday this march. (txt s1)</i>

The text written by the student showed the student's use of the three structures in the generic structure of recount text. The text retold her personal experience on her holiday in Tawangmangu in the first paragraph. The orientation of the text was written in the first paragraph to the introduction of the setting and characters. There were two events in the text, that happened at Tawangmangu area, especially Restaurant Kemuning, and Rumah Atsiri. Meanwhile, the setting of time was in the morning. In the text above, students added to their impressions and comments during the holidays or CODA. It can be said that students have

understood how to write recount text by applying the correct generic structure, and also divided the content into multiple paragraphs and provided the orientation section in one paragraph, while the sequence of events section was divided into one paragraph for each event.

From the table below, it can be seen that most students were able to make the recount text correctly by covering the three elements of generic structure in the recount text. The data were taken from the students' recount text with a total of 50 texts.

Tabel 1: Generic Structure of Students' Recount Text

No	Pattern	Number of case	Percentage
1	Orientation, Series of events and Re-orientation	40	80%
2	Orientation, Series of events	10	20 %
	Total	50	100

### 3.2 The Realization of Linguistic Features

In this study, the researcher analyzed linguistic features based on transitivity processes. Transitivity processes are an analysis of the structure of the clause that explains what is happening. Transitivity processes represented in the students' recount text were (1) material process, (2) relational process, (3) mental process, (4) existential process, (5) verbal process, (6) behavioral process, and (7) meteorological process. Some processes that did not realize in some students recount text. But the other missing process in the other text was found in another text.

#### a. Material process

The material process is the process of doing or working something either in the form of physical activity or real action done by someone or a group of people to other people. The text below is the example material process found in students' recount text.

On the last day, we *spent* our time with some of my friends who lived in Jogja. We *went* to one of mall in Jogja, then we *went* to the coffe shop too until 12.00 pm. After that, we *went* to Jogja station to go back to Solo at 03.00 pm. (txt s2)

The text above shows several clauses in which there was a material process related to the verb *went and spent*. The verb is a process of doing and where there is an action (physically

doing something) that is done by the subject. That is what causes the clause to enter into the material process.

#### b. Relational process

The relational process is a process of connecting, having, characterizing, or marking "being", which means that something is considered to have an attribute and an identity marker. The text below is an example of the relational process written by students.

Last holiday, i went to the Lawu mountain in Karanganyar city, central java. I've never climbed it before, I went there with some of my friends. We started climbing at 7 p.m. it *was* so dark but I felt no worry because all of my friends *were* professional climbers. (txt s3)

#### Picture 1. Data of the research

In the text above, several sentences are included in the relational process because the use of *was* and *were* is one of the markers of the sentence which is included in this process. In addition, this process is usually characterized by the use of the words *is*, *am*, *are*, *was/were*, *has/have*, and *maybe*. Then the sentence above was a sentence that identified something or gave quality to something.

#### c. Mental process

The mental Process is a process of feeling, thinking, and perceiving. A verb can be categorized as a mental process if it has one of these four types of sensors, namely, perceptive, cognitive, affective meanings. Perceptive meaning is done by perceiving through the five senses, cognitive meaning is obtained by the process of thinking, guessing, thinking, or deciding (thinking), affective meaning is shown by feeling. The text below is an example of a mental process written by students.

Then the next morning we *saw* a very bright and beautiful sunrise and cooked for us breakfast There we spend a lot of time on the beach to sleep, take photos together, play game, and have other fun . At 13.30 we *decided* to leave the beach because we were going to Teletubbies hill. (txt s8)

The example above shows that the students used verbs *saw* and *decided* which are examples of verbs that are included in the mental process. *Saw* and verb are mental processes that go into thinking and perceiving. Another example is presented below to show the mental process in the students' recount text.

#### d. Existential process

An existential process represents the existence of a person, thing, or another object. The existential process is characterized by the existence of Being. The example of the existential process from students' recounts text.

After traveling for about 2 hours we finally arrived at our destination. It turned out that it was very crowded there so we couldn't enjoy the beauty of the beach because of the many people. At that time, *there was* a long holiday which made all the beaches very crowded. But that does not reduce the beauty of the sound of the waves and the beach air. (txt s10)

The text above is an existential process sentence in which the sentence identifies the existence of something that shows its form, for example, *there was* a long holiday which made all the beaches very crowded. This process is usually indicated by the word "There".

#### e. Verbal Process

The verbal process is a process of saying. The verbal process is usually realized by the verbs say, talk, tell, speak. The example of the verbal process from students' recounts text. The example of the verbal process from students' recounts text.

Adel, my older sister, *told* me one day that she really wanted to go to the beach. So I *told* her that we will go to Mutun Beach in Lampung the following week. (txt s28)

#### Picture 2. Data of the research

The example above showed that the students used verbs *told* to express their spoken action.

#### f. Behavioral Process

The behavioral process is a process that is rarely found in students' recount text. Behavioral processes have some characteristics of material processes and some characteristics of mental processes. Semantically, the behavioral process is a combination of the experience of "feeling" (sensing) and "doing" (doing). The behavioral process in question is human behavior that is carried out with full awareness, such as smiling, breathing, coughing, or watching. It is recognized that behavioral processes have an unclear definition because they can contain a combination of two processes. The following is an explanation of the behavioral process contained in the student's recount text.

I spent my time on vacation with my big family from father. After we arrived in Pacet, at that time i and my family were welcomed by other families. On 31 st of Desember 2020 we stayed one day one night there. There was very fun, i *laughed* with my brother, my sister and many other. (txt s4)

The behavioral process is realized by verbs or verb behavior phrases, which in this case are the physiological and psychological aspects of humans. In the example above, several words are included in behavioral processes such as laughed because of a habit that usually occurs because of doing an activity together.

g. Meteorological Process

Meteorological Process is a process that occurs in the Earth's atmosphere or is focused on weather conditions that are happening in a sentence. This process is the least bit process found in the students recount text. Below is an example that used this process.

When we arrived, we looked for the homestay on foot along Malioboro street. *It was cloudy* but didn't break our spirits. After we found the place. There were also some beautiful tourists from Spain. They greeted us, I was nervous but happy too. Then we got acquainted and I taught them some Indonesian vocabulary. Even though *it was drizzling* in Jogja until the night, we spent the day playing and chatting together then ordering food via Gojek in a dormitory which was very comfortable and also aesthetic. (txt s16)

In the text above, it is very clear that the example of sentences identified the weather that occurred in the text which there are several examples such as; *It was cloudy* and *it was drizzling*. The clause identifies the meteorological process.

The table below shows that 50 students used the transitivity process in each sentence or clause. The researcher found seven types of processes in students' writing from the most found to the least. The summary of the process found in the 50 students' recount text is presented in the table below.

Table 2 . Linguistic Feature-Based Transitivity Process

No	Types	Example	No of Case	Percentage
1	Material	We went to one of malls in Jogja.	724	54,56%
2	Relational	It was so dark.	288	21,70%
3	Mental	We decided to leave the beach.	226	17,03%
4	Existential	There were six of us.	46	3,47%
5	Verbal	So, I told her that we will go to Mutun Beach in Lampung the following week.	19	1,43%
6	Behavioral	I laughed with my brother.	16	1,21%
7	Meteorological	It was very sunny day.	8	0,60%

	<b>Total</b>		<b>1.327</b>	<b>100%</b>
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### 3.3 The Realization of Social Function

The social function of recount text is to retell the past experience which aims to entertain, inform about what has happened in the past. Most of the student writings have achieved the social function of recount text. Here the author found several topic of the story based on the vacation theme told by students, namely (1) nature tourism (2) modern park tourism (3) history tourism (4) vacation to Family (5) culture tourism. The representation below is the topic of story that were found in students' recount text.

#### a. To Retell Nature Tourism

Students retell their vacation to nature tourism that nature tourism was a recreational and tourism activity that utilized the potential of natural resources to enjoy the natural beauty or more easily travel to the natural environment such as beaches, mountains, and lakes. The text below is an example of the first pattern in the students' recount text.

Last holiday, I went to the *Lawu mountain in Karanganyar city*, central java. I've never climbed it before, I went there with some of my friends. We started climbing at 7 p.m. It was so dark but I felt no worry because all of my friends were professional climbers.

We climbed slowly and enjoyed the moment. After climbing for about 7 hours, we could reach the top of the mountain. There were a lot of other climbers who reached the top faster than us. We waited the sun raised while cooking some food and drinking coffee to get warmed. After seeing the sun raised, we prepared tent because we wanted to stay there for three days. We really enjoyed the moment and did so many interesting activities there. After all, that was very great experience. It was tiring, but it was very happy. (txt s3)

Picture 3. Data of the research

The example of text that has achieved the social function of recount text. Students' information about their trips to nature tourism. Students retold about their vacation to the Lawu mountains for climbing.

#### b. To Retell Modern Tourism

The next topic of the story that the researcher found in the students' recount text is students retold about their vacation in the modern park. The text below is an example of the this pattern in the students' recount text.

In 2019 during the Eid Al-Fitr home coming season my family and i decided to vacation to *Batu, Malang*. because in 2019 we didn't go home to Palembang because of we went to felt the situation of eid home coming in Batu, Malang. (txt s19)

The example of text that has achieved the social function of recount text. Students retold about their vacation to modern park tourism. Students told about their vacation to Batu, Malang with their family during eid.

c. To Retell History Tourism

The researcher also grouped students' writing with the theme of vacation that retells history tourism. The text below is an example of this pattern in students' recount text.

One years ago, i and my family visited *Borobudur temple*. We went to *Borobudur Temple* by car. We left our house at nine o'clock. It took us 6 hours to arrive there. I arrived there at three in the afternoon. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists. After we arrived at Borobudur temple, my father went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur village, Magelang, Central Java by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. (txt s14)

Picture 4. Data of the research

The text above retells the vacation of students with their families who went to one of the history tourism, namely the Borobudur temple. It can be seen in the first sentence, students explain in detail about the holidays and the places they visited. The temple is a historical heritage building in the Hindu-Buddhist civilization.

d. To Retell Vacation to Family

This is the next pattern found by the researcher, where students retold vacations when visiting their families' homes. The text below is an example of this pattern.

Seven years ago, on 30 December 2014 *my mother and i decided to visit my brother's home in Batam*. It is located in Riau island and near with other countries like Singapore, Malaysia, and Brunei.(txt s15)

In the text above, the students retell about their vacation when they visited one of their families. The student visited his brother's home with his mother. He recounted his vacation trip and informed his destination in the sentence.

e. To Retell Cultural Tourism

The last pattern is to retell cultural tourism. The researchers found one text about cultural tourism. The text below is an example of this pattern from students' recount text.

December 2019, my schoolmates and I visited Bali Island. This was my second time to there, but this was my first time to be just with my friends. And also, this was my trip before the COVID-19 pandemic.

We went there by a bus. We left the school at 10.00 AM. We sang along in the bus we talked so many things until we felt tired and we fell asleep. At 01.00 AM we started crossing Bali Strait. We were excited because it means that we almost there. We enjoyed the crossing time by seeing around the strait from the ship. Eventually, we got there. We prepared our stuff before we go to the first destination. First, *we went to Adat Panglipuran Village. We saw a lot of Balinese Traditional Culture*, we saw a lot of temple, we also bought some souvenirs. (txt s21)

In the text above, students have reached the social function of the recount text, in which students informed their vacation at the cultural tourism. The student told that he visited a tourist spot that had a story about culture. For example, in the text above where students visited the *Adat Panglipuran Village*. Students there saw about *Balinese Traditional Culture* and also the culture there such as traditional Balinese houses and others.

In terms of social function, it can be concluded that the students' writings have told about past experiences. They conveyed the topic that they will raise in the text they wrote. It can be seen from the students' writings which expressed their experiences that day and they also highlighted what was the most important activity they had that day. The text above is also entertaining where it can bring the reader into the story, like imagining the events that occur to the reader.

From the table below, all learners had achieved the social aim of the text, which was to repeat the events that occurred in the chronological order in which they occurred. All the students were aware of the social purpose of recount text and they reach the topic that students want to tell the reader with vacation theme. The data were taken from students' recount text with a total of 50 texts. Table number showed mostly students retell about their vacation to nature tourism and modern park tourism. The table below is the percentage of social function in the students' recount text.

Table 3. Social Function of Students' Recount Text

No	Topic of the story	Example	No of case	Percentage
1	Nature tourism	Parangtritis beach and lawu mountain	30	60%
2	Modern park tourism	Dusun semilir eco park	10	20%



3	History tourism	Borobudur temple and cetho temple	6	12%
4	Family	Grandparents' house and brothers' house	3	6%
5	Culture tourism	Adat Panglipuran Village	1	2%
	<b>Total</b>		<b>50</b>	<b>100%</b>

### 3.4 Discussion

The researcher provides the discussion of the finding of this research about the representation of the (1) generic structure, (2) linguistic features based on transitivity process or ideational and (3) social function.

#### 1. The Realization of Generic Structure

In this research, the writer found the representation of the generic structure of students' recount text. There were orientation, series of events, and re-orientation. This supports the theory of the generic structure of recount text discussed by Gerot and Wignell (1995:194) and Dirgeyasa (2016). The findings declared the most students organized their recount texts based on the generic structure of the recount text. The students wrote the text with the completed structure. This finding correspond with the result of the works of Nurohmah (2013), Sayukti & Kurniawan (2018), Senjawati (2016), Ganti (2018), Nurhidayat (2011), Noviyanti (2015) and Purwaningrum (2018). The current research corresponds with the previous because they also found that students already understood and they wrote based on the generic structure of recount text. However, this finding does not correspond with the work of Anggini & Kurniawan (2020) because they found that most students wrote the text just indicated orientation and series of events and they missed the last part, which was a re-orientation.

#### 2. The Realization of Linguistic Features

In this research, the writer found the depiction of linguistic features based on the transitivity process that the most dominant process in the recount text, which was a material process. This finding corresponds with the result of the works of Senjawati (2016), Sayukti & Kurniawan (2018), and Rahayu & Efransyah (2020) because the material process is the most common process found in students recount text in their research and also found some transitivity processes in their research, they are material process, mental process, relational process, verbal process, behavioral process, an existential process. The current writer supports the theory by Gerrot & Wignell (2014) and Anggini & Kurniawan (2019) who clarify that In recount text,

the most common process appear are material process. However, the finding does not correspond with the works of Wachyudi & Miftakh (2018), because they did not find one of the transitivity processes in the students' recount text, namely the meteorological process.

### 3. The Realization of Social Function

The results of this study indicate that students have reached the social function of recount text. This finding corresponds with the result of the research from Kurniawan (2020), Senjawati (2016), and Dewi & Kurniawan (2018). The social function of recount text is to retell past experiences. According to Gerot and Wignell (1995), the goal of producing recount text is to entertain or enlighten readers about what happened and when it happened in the past. It supports the theory by Anggini & Kurniawan (2020). This finding supports the theory of Hanafiah et, al (2017) and Dirgeyasa (2014:25) that define that social function recount text is to retell personal stories which can be either factual or imaginative. Hidayat (2011) stated that some students do not achieve social function and have a low ability to achieve the goal of recount text.

## 4. CLOSING

Based on the finding, several conclusions can be drawn. First, it can be concluded that generally students' recount text already use a generic structure that is following the characteristics in the recount texts, which are orientation, series of events, and re-orientation. Second, in term linguistic features based on transitivity in students' recount text, the researcher found that the material process was the most process found in students' recount text and it can be seen from students' writing that the process material in recount texts is to convey the activities they have done. Lastly, the social function of students recount text, the researcher found that most students wrote recount text by taking a vacation to nature tourism, all students had realized the social goal of recount text, which was to repeat previous events in the temporal sequence in which they occurred based on their word. This conclusion only applies to students who have the same context and should not be generalization. In other words, transverbal for subjects who have a similar context.

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