

An Analysis of Students' Recount Text by Using Systemic Functional Grammar

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ABSTRACT

The present study entitled *An Analysis of Students' Recount Text by Using Systemic Functional Grammar* aims at investigating students' writing Recount text by identifying *schematic structure* and *linguistic features* of the text. The data resources were six pieces of Recount text written by the eighth semester students of English Department who were treated as respondents. To analyze the texts, *transitivity of functional grammar* developed by Halliday (1994) was applied to identify *the linguistic features* of the texts. Meanwhile, *the schematic structure* of Recount is adopted from Anderson and Anderson (2003) which was used to analyze *the schematic structure* of the text. The findings show that most students seemed to be able to apply *the schematic structure* of Recount because they put the schematic structure correctly in different paragraphs. However there was still one student (the writer of text 6) who put *the schematic structure* in one paragraph only. Dealing with *the linguistic features*, most students likely found problems in differentiating between *the use of simple present tense, past tense, prepositional phrases, regular and irregular verbs*. Therefore, it is recommended for the students to improve their knowledge and practice more in writing, particularly in writing Recount.

Keywords: *functional grammar, linguistic features, schematic structure, recount text*

INTRODUCTION

Writing is one of the basic skills which must be mastered by students of English Department in Indonesia University of Education. One of writing texts which must be produced by students is Recount.

In a Recount text, the students must retell the sequence of events or experiences which they have ever got in the past (Nafisah and Kurniawan, 2007:65). Retelling past event intends to entertain or inform others what happened and when it happened (Gerot and Wignell 1995:194). It means that the students are expected to be able to write their past experience by learning Recount. It can be their personal diaries, letters, biographies, and speeches (Anderson and Anderson, 2003:49).

Even though Recount text had been studied since junior high school, sometimes the students had problems in writing it. Therefore, the researcher investigates students' Recount text. It is because in writing Recount text, the students should be aware in using *the schematic structure* of Recount text including

orientation, record of events, and reorientation (Anderson and Anderson, 2003:50). Besides that the students should apply *the linguistic features* of Recount in their text including *specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense* (Gerot and Wignell, 1995:194), (Nafisah and Kurniawan, 2007:71).

Considering the issues, the research is focused on analyzing Recount texts written by the eighth semester students of English Department. Students' Recount texts were investigated by analyzing *the schematic structures* and *the linguistic features* of the Recount texts. In this case, *the linguistic features* of Recount texts were analyzed by using *transitivity* of Functional Grammar developed by Halliday (1994). The reason for selecting *transitivity* is that *transitivity* can discover *the linguistic features* of a certain text since the participant, process, and circumstance time and place can be investigated by using *the transitivity* (Eggin, 2004:211). In this case, *the*

transitivity system is used to uncover *the linguistic features* of the Recount texts. Meanwhile, the structure of the texts was analyzed based on *the schematic structures* of the Recount texts as suggested by Anderson and Anderson (2003:50) and Emilia (2008:17). The research is expected to increase and enrich students' knowledge in *writing* so that they can write English well.

A descriptive qualitative method was used, since the data resources of the research is in the form of written texts rather than number Rudestam & Newton (Emilia 2008:253), Bogdan and Biklen (Sugiyono, 2008:20).

The data were six pieces of Recount texts that were taken from the eighth semester students of English Department.

FINDINGS AND DISCUSSIONS

The findings show that all students (the writer of text 1-5) organized their Recount texts based on *the schematic structure* of Recount as suggested by Nafisah and Kurniawan (2007:17). It includes *orientation*, *record of events*, and *reorientation* written in different paragraphs (Anderson and Anderson, 2003:50). The following table represents other tables which were organized based on *the schematic structure* of Recount texts.

Table 4.5 Recount Text Written by Student 1

Orientation	<p>I have an experience which I still remember and it makes me feel sinful if I memorize it. I would like to tell you about that. It happened when I was still studying English at LIA course_it was 2006.</p>	<p>Containing descriptive words (whom, when, where)</p> <p>The use of circumstantial of place and time</p>
Record of events	<p>It was about the conflict between I and my mother. The conflict began when my mother forgot to ask me to pray ashar and I was angry because I felt my mother do not pay attention to me. Hmm, I felt so childish_ I was 17 years old, anyway. I was angry to her by wanted nothing to eat. For two days, I did not want to eat even when my mother asked me. It was Saturday and Sunday.</p> <p>When Monday was coming, I went to LIA course as usual. I went there without had a breakfast even my mother asked me. When I arrived to LIA, I took a sit. It was watching time, anyway. When the movie began, I and the other students watched. In the middle of the story, suddenly I felt something unpleasant with my body. I had got headache. Then, I decided to get permission from teacher to the toilet (that actually I wanted to go to canteen to buy a slice of bread). I standed up from my chair, walked to the teacher who sat in the chair which was near to the out -door class. When I reached there, I fell down. They helped me, they took me to the teachers' room. Then, after I woke up from being down, some teachers took me home.</p> <p>I was ashamed at that time. When we arrived in my home, a teacher told my mother that I fell down in LIA.</p>	<p>The use of conjunction to connect one sentence to others.</p> <p>The use of word that shows the order of events.</p>
Reorientation	<p>Then after they leaved us, I apologized to my mother that I had great wrong did to her. I was so sorry. I did not want to do such a childish thing anymore.</p>	<p>Evaluative</p>

In terms of text organization, the text above has the element of Recount text, namely *orientation*, *record of events*, and *reorientation* as suggested by Gerot and wignell (1995:194), Anderson and Anderson (2003:50), and Derewianaka (2004:15). The student of text 1 was

aware how to apply *the schematic structure* of Recount text which should be written in different paragraphs.

There were some *linguistic features* found in the text 1 as suggested by Gerot and wignell (1995:94), such as *the use of specific participants* (I, my mother, and my

teacher), *simple past tense* (verb of happened, began, forgot, felt, decided, wanted, helped, and etc), *circumstance of time and place* (it was 2006 and when I was still studying English at LIA course), *the use of first person* (I and We), *temporal and additive conjunction* (**When** I arrived to LIA, I took a sit, and Then, **after** I woke up from being down, some teachers took me home), and *material processes* (verbs of went, arrived, buy, go, sat, fell, took, and etc).

When the student 1 applied *the linguistic features* in her text, it was found inappropriate irregular past tense such as the verbs ‘leaved’ and ‘standed’ are not appropriate irregular past form of the verbs ‘leave’ and ‘stand’. The student used inappropriate prepositional phrase in the sentence ‘when I arrived to LIA’. According to Oxford dictionary (2008:20) the verb ‘arrived’ is appropriate with the use of *at*.

The first ungrammatical structures made by the student were *incomplete application of rules*. It happened because when the student

failed to use *the past* form of the terms ‘leave’ and ‘stand’. The second ungrammatical structure was the student could not use *prepositional phrase* appropriately. The term ‘arrived to’ should be ‘arrived at’ (Oxford dictionary, 2008:20). This ungrammatical structure was influenced by *ignorance of rule restriction*. Both *ignorance of rule restriction* and *incomplete application of rules* were caused by *intralingual* factor. *Intralingual* is when the student does not really understand the grammatical structure of her second language (English) Richards (1971:172). In other words, she had lack of knowledge about grammar.

However, one student still faces a problem of mapping *the schematic structures* of Recount text. She put *the schematic structure* of Recount text in one paragraph only. It is not appropriate with Anderson and Anderson (2003:50) which state that *the schematic structure* of Recount text must be written in different paragraphs. It can be seen in the following table.

Table 4.10 Recount Text Written by Student 6

Orientation	When I was in fifth semester, I had <i>Apresiasi Bahasa dan Seni</i> Subject. I was really confused because I had to show my skill in front of my friends and lecturer. Some of my friends showed their voices, their ability to play music, and read poetry. I only could dance but actually I was not confident. The show was divided into two parts, so I had a chance to prepare the dance and costume. I tried to practice and remember to peng dance. When the time I had to show my dance, I tried to be confident. I used the costume and <u>turn</u> on the music. Then after I finished, the judgment and the lecturer gave me <u>comments</u> . I thought they like my performance and I was so happy. I <u>turned</u> off the music and took my handphone on the table. Few <u>minutes</u> later, I got my handphone out from my pocket. I was so surprised because my handphone was so smooth. That I remembered, my handphone had bad casing. Then I opened my bag and I found my handphone. I knew that handphone in my pocket was not mine. I thought hard to know what was going on. I was conscious that it was my lecturer's handphone. Then I raised my hand and said "sorry sir, this is your handphone". My lecturer looked confused and then he <u>laught</u> . All of my friends also <u>laught</u> . That was an embarrassing story for me.	The use of circumstantial of time.
Record of events		The use of conjunction
Re-orientation		The use of word that shows the order of events.
		Evaluative

The student of text 6 wrote Recount text in one paragraph only. Although she wrote the text into one paragraph, the text contained three elements of Recount text namely *orientation*, *record of events*, and *reorientation*.

There were some *linguistic features* of Recount found in the text 6, such as *the use of specific participants* (my friends, my lecturer), *simple past tense* (shown, thought, had, tried, used, got), *circumstances of time* (When I was in fifth semester, I had *Apresiasi Bahasa dan Seni* Subject), the word

'I' as the first person, *temporal and additive conjunction* (When the time I had to show my dance, I tried to be confident; then after I finished, the judgment and the lecturer gave me comments, and *material processes* (verbs of got, took, turned off, turned on, opened, found, finished, gave, got, and etc).

Unfortunately, there were ungrammatical structures found when the student 6 applied *the linguistic features* in their Recount text: the first ungrammatical structure or error was inappropriate regular past tense. The term *laught* is

frequently used by the student 6. It is because she did not know *the past participle* of the term *laught* is *laughed*. The second was inappropriate spelling of the word 'embrassing' which should be written 'embarrassing'.

Ungrammatical structures found from the student 6 were *intralingual*, *false concept hypothesized*. The ungrammatical structures happened because the student failed to comprehend distinction regular and irregular past forms (Richards, 1971:177). For example in English past form, the use of the word 'laught' should be 'laughed'.

Based on the result of students' texts analysis, it can be seen that all students applied *the linguistic features* in their texts including *the use of specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense*. Unfortunately, there were ungrammatical structures (errors) found in students' texts. They cannot differentiate between *the use of simple present, past tense, irregular, regular verb, and prepositional phrase*. According to Richards

(1971) as cited in Sanal (2007:599) ungrammatical structure, sometimes is called an error, which is influenced by two major factors namely *interlanguage* and *intralingual* factors. Richards (1971) as cited in Sanal (2007:599) further explains that *interlanguage* is when the students of foreign language make structure deviation by the effect of their mother tongue, while *intralingual* derives when the students make ungrammatical structure since they do not have enough knowledge of their second language. Therefore, it can be concluded that the cause of ungrammatical structures mostly made by the students was *intralingual*. It was found this way because of the students' grammatical knowledge deficiency. It is in line with Richards's theory (1971:174).

CONCLUSIONS

Based on the data analysis result discussed in the previous section, it reveals that most of the students (the writer of text 1-5) used *the schematic structure* of Recount in

their texts correctly. It consists of *orientation, sequence of events, and reorientation* written in different paragraphs as suggested by Anderson and Anderson (2003:50). However, one student (the writer of text 6) still put *the schematic structure* of Recount in one paragraph only.

Dealing with *the linguistic features*, all students applied *the linguistic features* in their texts including *the use of specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense*. Unfortunately, there were ungrammatical structures (errors) found in students' texts. They cannot differentiate between *the use of simple present, past tense, irregular, regular verb, and prepositional phrase*. The ungrammatical structures discovered in students' Recount text are caused by knowledge deficiency (Richard, 1971:174). It happen because the students may have lack of practice and knowledge about English grammar which is different from their first language grammar.

Therefore, it is recommended for the students to improve their knowledge and practice more in writing, particularly in writing Recount texts.

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