

TRANSITIVITY ANALYSIS OF STUDENTS' RECOUNT TEXTS

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Abstract

This study identifies the process types that characterize students' recount texts, the dominant type used, the circumstantial elements, and mistakes or errors experienced by the students. The recount texts written by class XI at SMK Wira Harapan were used as the sources of data. The data were analyzed based on transitivity system. The problems experienced by the students in writing the texts were discussed through focus group interview to determine whether the students made mistakes or errors. The study discovers that, first, the process types that characterize the students' recount texts are material process, intensive attributive process, mental process, circumstantial attributive process, verbal process, possessive attributive process, intensive identifying process, existential process, circumstantial identifying process, and behavioral process. Second, the process type dominantly used in the students' recount texts is material process. Third, the circumstantial elements characterizing the students' recount texts are location, cause, manner, extent, accompaniment, matter, and role.

Keywords: functional linguistics, transitivity, recount text

Abstrak

Penelitian ini mengidentifikasi jenis proses yang menjadi ciri teks recount siswa, jenis yang dominan digunakan, unsur-unsur sirkumstan, dan mistakes atau errors yang dialami oleh siswa. Teks recount yang ditulis oleh siswa kelas XI di SMK Wira Harapan digunakan sebagai sumber data. Data dianalisis berdasarkan sistem transitivitas. Masalah yang dialami oleh siswa dalam menulis teks dibahas melalui wawancara kelompok terarah untuk menentukan apakah siswa membuat mistakes atau errors. Penelitian ini menemukan bahwa, pertama, jenis proses yang menjadi ciri teks recount siswa adalah proses material, proses atributif intensif, proses mental, proses atributif sirkumstan, proses verbal, proses atributif posesif, proses identifikasi intensif, proses eksistensial, proses identifikasi sirkumstan, dan proses tingkah laku. Kedua, jenis proses yang dominan digunakan dalam teks recount siswa adalah proses material. Ketiga, unsur-unsur sirkumstan yang menjadi ciri teks recount siswa adalah lokasi, sebab, cara, tingkat, penyerta, masalah, dan peran.

Kata kunci: fungsional linguistik, transitivitas, teks recount

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INTRODUCTION

Writing is one of the four skills that students learn in English (Weigle, 2002:14). Alterman (2005:17) states that writing is a form of communication which functions to distribute and provide a message through lettering. The process of writing is more complicated than other English skills since there is a set of competencies that students need to master to make a single piece of writing (Brown, 2001:335). Therefore, they need to know the right spelling, punctuation, word choice, and grammar in writing a text. In curriculum 2013, recount text is a text genre that needs to be learned by the eleventh-grade vocational high school students. A

text which recites an event or experience in the past is called recount text (Stubbs, 2000:8). One basic competence that must be accomplished by the students in this topic is that the students are able to write recount texts independently. If students are able to speak English fluently, it is possible for them to write it down with the same flow of fluency.

Before conducting this research, observation and interview were carried out in order to figure out the students' problems in writing a text. In accordance with the result of observation which had been done, one of the common problems that were usually faced by the eleventh grade students of SMK Wira Harapan was developing ideas to written form. When the students wanted to start writing a paragraph, they usually wrote it freely. Many students did not know how to write a paragraph based on paragraph structure. Furthermore, the problems commonly faced by the students were related to sentence pattern, cohesion, and coherence. These problems were associated with how the sentences in students' writings were combined and arranged in the appropriate order to make the readers obtain the genuine meaning of the texts precisely.

Based on the interview which had been carried out, it was found that the teacher did not use scoring rubric to assess the paragraphs that had been made by the students. Besides, writing assessment which was implemented was commonly monotonous and lack of stimulus in gaining students' interests in writing. Moreover, the teacher said that, when the students were asked to make paragraphs, some students did not understand the paragraphs that they made because they were lazy to develop ideas; therefore, they looked for ideas through other sources and the paragraphs were not original from their own thoughts.

Referring to the result of observation and interview, the majority of the students still had problems in writing recount texts, even though it had been studied since junior high school. Therefore, this study investigated the students' recount texts and focused on the transitivity process applied by the students. Besides, the students must conceive the schematic structure of recount text including orientation, record of events, and reorientation (Anderson & Anderson, 2003:50). In addition, the students should employ the linguistic features of recount in their texts, including specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense (Gerot & Wignell, 1995:194).

There have been several studies of transitivity system perspectives on newspapers, speeches, debates, and songs. These researches investigated the application of Halliday's theory of transitivity and the distributions, functions of the transitivity processes and the main participants. Among them, the relational process and material process were the most frequently

occurring process types which indicated that the whole processes were concerned with actions and events (Ong'Onda, 2016; Yuqiong & Fengjie, 2018; Zhang, 2017; Zahoor & Janjua, 2016). Furthermore, there were several studies of transitivity system perspectives on students' writing analysis in junior high school, senior high school, and university levels. These researches investigated the use of transitivity process in students' writing in accordance with its criteria and students' problems in writing the texts and to find out the most dominant process types being used. The results of those studies showed that the majority of problems on the students' writings consisted of social functions and language features. There were still several errors in terms of language features such as spelling, punctuation, and capitalization. In terms of interpersonal metafunction, errors generally emerged in the finite as there was an overlap of past tense and present tense. In addition, the results of the researches in analyzing the texts showed that all of the texts consisted of material process, mental process, relational process, existential process, behavioral and verbal process. The most dominant process found was relational process. It signified that students were aware of how the texts should be written since one of the language features in all of the text genres was the employment of the clauses with relational process (Rohmat, Nurhaeni, & Anggraeni, 2018; Sayukti & Kurniawan, 2018; Senjawati, 2016). Moreover, Jelimun, Suarnajaya, & Adnyani (2020) investigated transitivity process in students' writings and found out that six transitivity processes were applied in the students' writings, namely material process, mental process, verbal process, behavioural process, relational process, and existential process.

Considering the issues, the research was focused on the use of process types, the process types which were dominantly used, and circumstantial elements in vocational high school students' recount texts. In this research, the linguistic features of recount texts were analyzed by using transitivity of functional grammar developed by Halliday (1994). Transitivity analysis system was used because it could discover the linguistic features of a particular text since the participant, process, and circumstance of time and place could be probed by applying the transitivity analysis (Egins, 2004:211).

The research results are expected to advance students' knowledge in writing with the result that they are able to write English properly. Furthermore, it is expected to provide development of teaching writing for future teachers' lesson plans. Therefore, the information in this study can be used as a reference for future researches on similar interest. Based on the research background, the problems are formulated into (a) What are the process types that characterize the students' recount texts?, (b) What are the process types which are dominantly used in the

students' recount texts?, and (c) What are the circumstantial elements that characterize the students' recount texts?

Hence, the research objectives are to identify the process types that characterize the students' recount texts, the process types which are dominantly used, and the circumstantial elements that characterize the students' recount texts.

METHOD

Design of Study

This study employed a descriptive qualitative method with a case study research model (Arikunto, 1993; Ary, Jacob, Razavieh, & Sorensen, 2002; Nunan, 1993). It describes the phenomena found in the students' recount texts through transitivity analysis. Moreover, this study focuses on the use of transitivity process types, the process types which were dominantly used, and circumstantial elements that characterize the students' recount texts.

Participants

The participants of this study were the eleventh-grade students in SMK Wira Harapan class XI *Usaha Perjalanan Wisata (UPW)*. The total number of the students in that class were 26 students. They were considered as the research subjects under the study. The eleventh-grade students were selected since a recount text is included in curriculum 2013, and this type of text became the focus of the research.

Data Collection

The data collections conducted in several steps, first, providing the nature of recount text to the research subjects. For the first meeting, the students were given a brief explanation about the nature of recount text in terms of purpose, schematic structure, linguistic features, and example of the recount text. Second, giving four instructions to the research subjects, namely the recount text topics were about the students' last vacations and the best experiences, it should consist of 10-15 sentences, a recount text should have complete and tidy format, correct uses of spelling and punctuation, unified and coherent ideas, complete generic structure of a recount text (orientation, event, re-orientation), and grammatical sentences, and the last instruction that was given to the research subjects is a recount text should be written in a worksheet provided by the researcher and should be finished in 40 minutes. Third, collecting the students' recount texts and it was checked in terms of its schematic structure and language features. The mistakes or errors found in the students' recount texts were used as topics in conducting the interview to make the sources of the data accurately obtained. Fourth, after verifying the students' recount texts, focus group interview was carried out in the second meeting to validate the data.

Focus group interview is an interviewing technique, in which the subjects are selected by reason of being purposive and focusing on a particular topic to be discussed together (Barbour & Schostak, 2005; Stewart & Shamdasani, 1990:140). In interview activity, the students were asked to correct their mistakes and errors into a correct grammatical word, phrase, and sentence in order to validate the obtained data. As stated by Corder (1967), the students could be said to make an error when the students did a deviation because of the ignorance of the rules in creating a recount text. Nevertheless, the students were said to make a mistake when they knew the rules of creating a recount text properly, but they did a deviation. Eventually, they were able to correct their mistakes by themselves. Hence, the interview results were differentiated into a category whether the students made a mistake or an error in their texts.

Furthermore, as stated by Richard (1973:173), deviations made by learners in writing recount texts can be caused by the influence of native language (Interlingual errors). Moreover, the complexity of English rules that are not well understood by the learners are also the aspects that affect them in making deviations in learning English (Intralingual errors) (Richard, 1973:6). In this study, the students' deviations in writing recount texts were analyzed in terms of interlingual and intralingual sources of errors. It was carried out in order to make the students have a deep understanding in creating recount texts grammatically.

Instruments

There were two instruments used in this study. The first instrument is the writing task. The second instrument was the table of data distribution sheet used for accumulating and analyzing the data based on the theories used in this research. In this study, 26 recount texts written by the eleventh-grade students were used as the sources of data collection of the study.

Data Analysis

There were several steps carried out in order to analyze the data. First, collecting the students' recount texts in order to be checked in terms of its schematic structures and language features. The mistakes or errors found in the students' recount texts were used as the topics in conducting the interview to make the sources of the data accurately obtained. Second, after obtaining the students' recount texts, the texts were divided into sentence modifications and clause modifications. All clauses were put into tables in order to be analyzed. Then, they were analyzed by using transitivity analysis. The interview results of the students' problems found in their recount texts were explained in detail after analyzing each clause. Third, the process types were tallied to discover the most appearing process type in the students' recount texts.

Fourth, the research results were reported in written form and they were provided in findings and discussion parts.

FINDINGS AND DISCUSSION

Findings

There are three categories in these findings. They are the process types that characterize the students' recount texts, the process types which are dominantly used, and the circumstantial elements that characterize the students' recount texts. The first finding can be seen in Table 1.

Table 1. Process Types of the Students' Recount Texts

No.	Process Types	Frequency of Occurrence	Percentage (%)
1	Material Process	566	60.66%
2	Intensive Attributive Process	149	15.97%
3	Mental Process	100	10.72%
4	Circumstantial Attributive Process	35	3.75%
5	Verbal Process	29	3.11%
6	Possessive Attributive Process	21	2.25%
7	Intensive Identifying Process	17	1.82%
8	Existential Process	9	0.96%
9	Circumstantial Identifying Process	4	0.43%
10	Behavioral Process	3	0.32%
	TOTAL	933	100%

Referring to Table 1, it can be stated that the recount texts written by the students of class XI *Usaha Perjalanan Wisata (UPW) 2* at SMK Wira Harapan involve the use of process type like material process that occurs 566 times (60.66%) in the students' recount texts. It refers to the actions that had been done by the subjects. Then, intensive attributive process that deals with the similarity in relationship between two objects, appears 149 times (15.97%). Mental process occurs 100 times (10.72%) which refers to perception, affection, cognition, and volition processes. Circumstantial attributive process that describes the objects in terms of location, time, and manner, appears 35 times (3.75%). Furthermore, verbal process or it is typically called as a process of uttering occurs 29 times (3.11%). Possessive attributive process appears 21 times (2.25%) and it represents one object that owns another. Intensive identifying process that recognizes an object in detail occurs 17 times (1.82%). Existential process occurs 9 times (0.96%). It refers to the existence of something. Circumstantial identifying process occurs 4 times (0.43%) that describes an object in terms of time and place specifically. The last

is behavioral process occurs 3 times (0.32%) that deals with physiological and psychological behavior. All processes found are discussed in detail in the following part.

The first process type found is material process. Students used clauses with material process to convey their activities during their vacations and their best experiences. For example, from the clause *'Every morning we ate vegetables like gimbap, kimchi, and others Korean traditional vegetables'*. It can be revealed that *'Every morning'* is circumstantial element of this clause. The type of circumstance in that clause is location, particularly time because the process occurred in a specific time. Furthermore, *'we'* as an actor, the verb *'ate'* is material process that refers to the activity carried out by the subject, the words *'vegetables like kimbap, kimchi, and other Korean traditional vegetables'* are the goal. Furthermore, intensive attributive process is the second process type found in the students' recount texts. In using this process, the students described relationship between two objects. It can be seen from the clause *'My grandfather and grandmother are farmers'*. The words *'My grandfather and grandmother'* are described as farmers and it is classified as carrier. The word *'are'* is intensive attributive process that relates carrier and attribute. Besides, the word *'farmers'* is categorized as attribute.

The third process type found is mental process. The students employed mental process to express their feelings during their activities. For example, from the clause *'and we felt happy'*. Based on that clause, the one who feels is *'we'*, the word *'felt'* is the process of perceiving something, and the thing that is felt is *'happy'* which is called phenomenon. The next process type that characterize the students' recount texts is circumstantial attributive process. The students made descriptions of their activities in terms of times and places by using this process. It can be seen from the clause *'because it was 1 pm'*. The word *'it'* is a carrier, and *'1 pm'* is an attribute that describes the object in terms of time. Besides, there is a circumstantial element found that is categorized as cause since it explains a reason.

Moreover, the verbal process or it is called as the process of uttering is the fifth process type that occurred in the students' recount texts. One of the clauses found that used verbal process is *'Around 4 pm, my grandma told me'*. The words *'Around 4 PM'* is categorized as circumstantial element, particularly location in terms of time since it talks about a specific period. Furthermore, the word *'My grandma'* is a sayer that expressed something to *'me'* that behaves as a receiver. Moreover, possessive attributive process is the sixth process type that occurred in the students' recount texts. The students used this process to classify ownership of an object. It can be seen from the clause *'We only have one month'*. The carrier in that clause

is 'we' that acts as the owner of an object. The word 'have' is categorized as possessive attributive process. Moreover, the attribute or the object which is owned of that clause is 'one month'.

The seventh process type found is intensive identifying process. In using this process, the students defined the equality relation of the participants specifically. This process is shown from the clause 'Dejavu is the biggest event in Bali'. Referring to that clause, 'Dejavu' is token, it is an object that is defined. The word 'is' is classified as intensive identifying process since it defines the equality relation of the participants. The value of that clause is 'the biggest event' because it is a thing that defines the object. There is only one circumstantial element found in that clause, namely location. It is shown by the words 'in Bali' that are related to a specific area. The next process type that occurred is existential process. The students employed this process to signify something existence. This process can be seen from the clause 'If there is another night market'. The word 'is' indicates something existence. Thus, it can be said that 'is' belongs to the existential process. Moreover, the thing that exists is 'another night market' so that it can be categorized as existent.

The next process type occupying the ninth position is circumstantial identifying process that describes an object in terms of time and place specifically. One of the clauses found is 'So, at 18 November 2019 was the best day ever for this year'. The words 'at 18 November 2019' are categorized as token. Besides, the word 'was' signifies the circumstantial identifying process. The value of that clause is 'the best day ever'. It can be seen from the token and value that describe a specific time. Moreover, the clause contains circumstantial element from the words 'for this year' that is related to a particular time. The last process type that occurred in the students' recount texts is behavioral process. It can be seen from the clause 'Then we both screamed'. The participant who behaves or called behavior is 'We both'. The word 'screamed' is classified as a behavioral process because in doing that action, it expresses exhilaration, great emotion, and body movements that are instinctive expressions. Based on the analysis results, process type which is dominantly used in the students' recount texts is material process with the frequency of occurrence of 566 (60.66%). Hence, in retelling the past event, it frequently refers to the actions that had been done by the subjects.

Furthermore, there are 540 circumstances found in this research. The results of circumstantial elements that characterize the students' recount texts can be seen in Table 2.

Table 2. Circumstantial Elements that Characterize the Students' Recount Texts

No.	Circumstantial Elements	Frequency of Occurrence	Percentage (%)
1	Location	304	56.30%
2	Cause	72	13.33%
3	Manner	71	13.15%
4	Extent	36	6.67%
5	Accompaniment	32	5.93%
6	Matter	21	3.89%
7	Role	4	0.74%
TOTAL		540	100%

Table 2 shows that the circumstantial elements characterizing the students' recount texts are location, cause, manner, extent, accompaniment, matter, and role. Based on the analysis results, location is the highest usage of circumstantial elements found in the students' recount texts that occurs 304 times (56.30%). Many students described their activities that were related to the students' last vacations and their best experiences in particular places and times. The circumstantial element occupying the second position is cause that occurs 72 times (13.33%). The contexts of the students' recount texts contained the rationales, purposes, concessions in which the processes took place. The third position of the circumstantial element type is manner with the frequency of occurrence of 71 times (13.15%). In this type, the way of the process carried out was related to means, quality, and degree of the processes. Furthermore, the types of circumstantial elements that were less dominantly used in the students' recount texts are extent, accompaniment, matter, and role which respectively occurs 36 times (6.67%), 32 times (5.93%), 21 times (3.89%), and 4 times (0.74%). Furthermore, all circumstantial elements found are discussed clearly in the following part.

Location is the first circumstantial element found. The students used location when they described their activities in particular places and times. For example, from the clause *'In Tenganan village, we saw the traditional house from Bali, the weave of Gringsing Fabric'*. The location in that clause refers to a certain place that is followed by its proper name, namely *'Tenganan village'*, and it contains a preposition *'in'*. The next circumstantial element found is cause. This can be seen from the clause *'Because it was too high'*. It is straightforward to specify the use of cause in a clause since it has the sense of *'because'* that points out the rationale in carrying out the activity. The third circumstantial element that occurred is manner. For example, from the clause *'I went to school by motorcycle'*. The words *'by motorcycle'* are

categorized as means in which the way of the occurring process. Moreover, extent is the fourth circumstantial element found. It is shown by the clause *'We stayed in Seoul for 1 week'*. The words *'for 1 week'* refer to duration of the actor to stay in Seoul.

The fifth circumstantial element that occurred is accompaniment. The clause *'We lived with our teacher and her husband'* shows the use of this element type. Based on its context, the word *'with'* indicates people that accompanied the subject in carrying out the activity. The next circumstantial element found is matter. This can be seen from the clause *'It is a letter document about our identity'*. The word *'about'* in matter is related to the matter discussed by the subject. The last circumstantial element used by the students is role. For example, from the clause *'to join tourism quiz competition with Anna and Adellia as a team'*. The word *'as'* indicates the subject position in conducting an activity. In this case, the subject position is as a team in a tourism quiz competition.

Discussion

In this study, the topics of the students' recount texts were about the students' last vacations and the students' best experiences. There were several aspects that the students expressed in their texts. First, they conveyed their activities during vacations and experiences that they encountered in particular places and times by using material process. It means that the students' recount texts have fulfilled a recount text's criteria in which material process is one of recount text's linguistic features. In a recount text, the use of actions is prominent in retelling the past event (Emilia, 2014:153). Second, the students evaluated and reflected what they encountered at that time by employing mental processes. Third, the students used behavioral processes when they strived to show their intrinsic emotions and reveal them by body movements. Fourth, the students explained what people said and what the students conveyed in certain activities through verbal process to convince other people that the things that they did or said genuine. Fifth, in retelling the past event, there were also explanations that represented the existence of objects, people, and animals that existed in their activities. Sixth, the recount texts' topics led the students to attribute and identify their activities in terms of time, place, manner, and possession. In addition, the students also portrayed the places, people, and objects that they saw in a specific way. It was done in order to make the readers perceive and imagine the contents of the whole story that were delivered.

Furthermore, in writing recount texts, the majority of the clauses written by the students were in terms of material processes. The researches that were carried out by Sayukti & Kurniawan (2018), and Senjawati (2016) also showed that the material process dominates all

of the process types because the descriptions of the students' activities in their vacations and experiences indicated that they comprehend the social functions of a recount text that retells an action in the past events by using material process in their texts. Moreover, transitivity analysis in terms of newspapers and debates also showed that material process dominates all of the process types. Transitivity analysis that discussed the whole process of terrorism in a newspaper was concerned with actions and events (Ong'Onda, 2016). In addition, transitivity analysis appeared in debate session between Hillary Clinton and Donald Trump (Zhang, 2017). In this part, the presidential candidates portrayed the circumstance of times and actions to society. If a new government was elected, the new president would protect the country and revive the economy. Hence, it can be interpreted that the material process was used in any kind of texts in order to express an activity that is dealt with physiological behavior.

Based on the theory of circumstantial elements of Eggins (2004:222) and Gerot & Wignell (1995:52-53), the circumstantial elements characterizing the students' recount texts are location, cause, manner, extent, accompaniment, matter, and role. Location is the highest usage of circumstantial elements found. The students described their activities in particular places and times. They attempted to give a clear depiction to the readers where and when the activity occurred so that the readers could understand the messages that were contained in the texts. The next circumstantial element characterizing the students' recount texts is cause. In this part, the students stated the rationales and the purposes of the students in conducting activities. In addition, the students' recount texts also contained manner in which the ways of the occurring processes, and quality of the activities that were done whether or not it is excellent. The next circumstantial element characterizing the students' recount texts is extent that was used to portray the duration of the activity that was done. In addition, the students also delineated the frequency of doing something in a period of time. Another circumstantial element that occurred is accompaniment. It explains with whom the students did the activities. Besides, it was followed by people that accompanied the activities. Furthermore, matter was found in the students' recount texts. It was marked by the word 'about' that recited what something is about. In this part, the students attempted to describe the activities that they did in a specific way so that the readers could figure out the topics that were delivered. The last circumstantial element found is role. Role was marked by the subject position in conducting an activity. For example, the student's position was as a team in a competition that was found in one of the clauses in the students' recount texts. Moreover, role was used in the students' recount texts that referred to a product in which there was a change in terms of shape before

and after the process that was done by the student. It can be seen from the clause found in the students' recount texts that changed the hairstyle into short hair. Thus, there was a transformation in the appearance of the previous hair through a process conducted by the student. To sum up, the circumstantial elements were used in a recount text to provide additional information to the readers with the result that the story told by the students can be understood clearly.

The students who wrote the recount texts were not native English speakers. Thus, there was a possibility that the students did deviations in their texts. Hence, after analyzing the students' recount texts, the errors and mistakes that occurred in their texts were corrected by all students of class XI *Usaha Perjalanan Wisata (UPW) 2* at SMK Wira Harapan through focus group interview. Based on the results of analyzing the students' recount texts and focus group interview, it was found that the students made many mistakes and errors in their recount texts, such as the uses of past tense, article, spellings, modal auxiliary, capital letter, plurality, and preposition in clauses that were caused by interlingual and intralingual sources of errors.

One of the students' deviations in using past tense was found from the clause '*We leave the house at nine o'clock at night*'. This case is categorized as intralingual error. The verb in the clause should be in terms of past tense, that is '*left*' since it talks about the past event. The second students' deviations that occurred is the use of article. This case can be seen from the clause '*It has an unique architecture*'. The appropriate article for the clause is '*a*'. The article '*a*' is used to a singular noun that begins with a consonant sound. The word '*unique*' is read as /ju'ni:k/, and that word is begun with consonant *j*. In addition, the use of spelling is the third students' deviations in writing recount texts. For example, from the clause '*I saw some segulls*'. The word '*segulls*' written by the student should be '*seagulls*'. The next deviations found is the use of modal auxiliary. It can be seen from the clause '*We must did our homework too*'. There is always bare infinitive after a modal auxiliary used in a clause. Thus, the correct clause is '*We must do our homework too*'.

The fifth deviations found is the use of capital letter in a clause, specifically for the name of place. For example, from the clause '*We immediately went to the jungud batu*'. The appropriate name of the place for that clause is '*Jungut Batu*'. The next deviation that occurred is the use of plurality from the clause '*And many friend said*'. The word '*friend*' should be added +s to indicate the plural noun. The right words are '*many friends*'. Moreover, the use of preposition was the last deviation found in the students' recount texts. This case can be seen from the clause '*On September I got best experience*'. There were several mistakes found from

the interview result that are classified as intralingual error. In stating a month, the appropriate preposition of time used is 'in'. In addition, in making a superlative degree sentence, it must begin with 'the' before the adjective. Based on the analysis results, the majority of the deviations made by the students in writing recount texts was the use of past tense in a clause. It was caused by the complexity of English rules that were not well understood by the students (intralingual errors). However, the influence of native language (interlingual error) occurred slightly in the students' recount texts. Thus, it can be interpreted that the students are realized that English and Indonesian are different in terms of its language rules.

CONCLUSIONS

The findings of the study show that the process types that characterize the students' recount texts are material process, intensive attributive process, mental process, circumstantial attributive process, verbal process, possessive attributive process, intensive identifying process, existential process, circumstantial identifying process, and behavioral process. The process type which is dominantly used in the students' recount texts is material process with the frequency of occurrence of 566 times (60.66%) since it is in accordance with the meaning of a recount text which recites someone's experience and it also tells an action or event that happened in the past. In addition, the recount text topics were about the students' last vacations and the best experiences. Thus, many students described their activities that involved physiological action during their vacations or their best experiences in a particular time and place. Moreover, the circumstantial elements characterizing the students' recount texts are location, cause, manner, extent, accompaniment, matter, and role. Based on the analysis results, location is the highest usage of circumstantial elements found in the students' recount texts that occurs 304 times (56.30%). Many students described their activities that were related to the students' last vacations and their best experiences in particular places and times.

Finally, based on the result of focus group interview, it can be concluded that the students made many mistakes and errors in their recount texts, such as the uses of past tense, article, spellings, modal auxiliary, capital letter, plurality, and preposition in a clause. The two aspects leading the deviations are interlingual and intralingual errors. The majority of the deviations made by the students in writing recount texts was the use of past tense in a clause. It was caused by the complexity of English rules that were not well understood by the students (intralingual errors). However, the influence of native language (interlingual error) occurred slightly in the students' recount texts. Therefore, it can be interpreted that the students realized that English and Indonesian are different in terms of its linguistic rules.

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