

## TRANSITIVITY SYSTEMS IN WRITING NARRATIVE TEXT AT TENTH GRADE STUDENTS OF SMA NEGERI 3 PEMATANGSIANTAR

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### Abstract

This research is an attempt to analyze transitivity in writing narrative text. Development of Grade 10 English Competency based on Halliday's systemic functional linguistic theory, and to find out the factors that influence the results of the analysis and the benefits that can be obtained. This research is expected to provide insight into understanding the text to improve linguistic competence. This study uses a qualitative descriptive technique to interpret each type of process. Data were collected from the results of students' narrative text writing. The subject of the research is tenth grade at SMA Negeri 3 Pematangsiantar exactly in class X-4 which consists of 25 students. The researcher's knowledge of the transitivity system is the key instrument. As a complementary tool to the instrument, the form of a data sheet was used during the research analysis. Based on the results, six processes were really made by students in writing narrative text. They are: Material, Mental, Verbal, Behavior, Existential, and relation processes. The percentages score of the test were The Mental process 34.10%, followed by Material process is 30.13%, Relation process is 15.90%, Existential process is 7.28%, Behaviour process is 6.62%, and Verbal process is 5.97%. The benefits that can be obtained are that genre transitivity can stimulate writing skills to understand ideas and information in a text, and content enriches knowledge of writing skills that can be applied in spoken and written texts.

**Keywords:** Writing, Narrative, Transitivity, Unity

### Abstrak

*Penelitian ini merupakan upaya untuk menganalisis transitivitas dalam menulis teks naratif. Pengembangan Kompetensi Bahasa Inggris Kelas 10 berdasarkan teori linguistik fungsional sistemik Halliday, dan untuk mengetahui faktor-faktor yang memengaruhi hasil analisis dan manfaat yang dapat diperoleh. Penelitian ini diharapkan dapat memberikan wawasan dalam memahami teks untuk meningkatkan kompetensi linguistik. Penelitian ini menggunakan teknik deskriptif kualitatif untuk menafsirkan setiap jenis proses. Data dikumpulkan dari hasil menulis teks naratif siswa. Subjek penelitian ini adalah kelas X di SMA Negeri 3 Pematangsiantar tepatnya di kelas X-4 yang terdiri dari 25 siswa. Pengetahuan peneliti tentang sistem transitivitas adalah instrumen kunci. Sebagai alat pelengkap instrumen, bentuk lembar data digunakan selama analisis penelitian. Berdasarkan hasil, enam proses benar-benar dilakukan oleh siswa dalam menulis teks naratif. Mereka adalah: Proses Material, Mental, Verbal, Perilaku, Eksistensial, dan hubungan. Persentase skor tes tersebut adalah Proses Mental sebesar 34,10%, diikuti oleh Proses Material sebesar 30,13%, Proses Relasi sebesar 15,90%, Proses Eksistensial sebesar 7,28%, Proses Perilaku sebesar 6,62%, dan Proses Verbal sebesar 5,97%. Manfaat yang dapat diperoleh adalah transitivitas genre dapat merangsang keterampilan menulis untuk memahami gagasan dan informasi dalam sebuah teks, dan konten memperkaya pengetahuan keterampilan menulis yang dapat diaplikasikan dalam teks lisan dan tulis.*

**Kata Kunci :** Tulisan, Deskripsi, Koherensi, Kesatuan

### INTRODUCTION

Writing is an activity to transfer ideas, opinions and experiences which involves writer and reader. Writing is a social act that occurs within particular situations. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place (Marpaung, 2022). In writing, we

communicate with letter only (Utami, 2021). We just write what we want to write. Writing text has thirteen genres namely spoof text, recount text, report text, analytical exposition text, news item text, anecdote text, narrative text, description text, hortatory exposition text, explanation text, discussion text, review text and commentary text. And the researcher focuses in narrative text. This thesis is about analyzing the transitivity systems in narrative text. And the subject is the grade ten at SMA Negeri 3 Pematangsiantar.

Narrative is a series of related events a story. It is used to arrange the events in a sequence of time and to reveal their significance (Mardin Silalahi & Yusri Puspita Sari, 2021) The social function of Narrative Text can be cultural values a crisis point in problem of the story and also the way to behave and solve the problem besides. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Herman et al., 2022). The aim of narrative text is to amuse, to entertain people with actual or vicarious experience in different ways (Anggara & Wennyta, 2018). The generic structure of narrative text is consisting five components, namely: orientation, evaluation, complication, resolution, and reorientation (optional). First, orientation. Orientation is the beginning of the text. Its function is to set the scene and introduces the participants. Second, evaluation. It is a stepping back to evaluate the plight. Third, complication. In this part, a crisis arises. Fourth, resolution in which the crisis resolved for better or worse. And the last is reorientation. It can be optional (Clinton et al., 2020).

And the significant lexicogrammatical features in narrative text (Gerot and Wignell, 1994:204), namely:

1. Focus on specific and usually individualised participants.
2. Using types of process (material process, mental process, verbal process, behavioural process, existential process and relational process).
3. Using temporal conjunctions and temporal circumstances.
4. Using past tense.

In narrative, there is the significant lexicogrammatical features. The researcher used transitivity systems to analyze the types of process in narrative text. The researcher wanted to find the transitivity systems in students' writing. That is why, the researcher would like to carry out the research which is entitled with "Transitivity Systems In Writing Narrative Text at Tenth Grade Students of SMA Negeri 3 Pematangsiantar".

Metafunctions are systemic clusters, that is they are groups of semantic systems that make meaning of a related kind. Halliday argues that the concept of metafunction is one of a small set of principles that are necessary to explain how language works. According to Halliday (Purba, 2018) there are three major functions of language, namely: the ideational, the textual, and the interpersonal. The ideational function is the use of language to express content and to communicate information. Halliday (FAJRIAH et al., 2021) states that transitivity is the meaning of clauses, which represent the pattern of experience. The system of transitivity belong to the experiential function and is the overall grammatical resource for constructing going on where it is the part of ideational function of clause and ideational. The experiential function concern with representing process, participant and circumstances. 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 (Noermanzah et al., 2018). There are six different types of process found in the English grammar, they are : Material, Mental, Verbal, Relational, Existential and Behavioral (Suryadi et al., 2022).

Material process is process of doing or action. Mental process is process of sensing, thinking and feeling. Verbal process is process of saying. Behavioral process is process of psychological behavior. Relational process is process of being. And the last is existential process is process of existing.

Systemic Functional Grammar (SFG) is a theory about language as a resource for making meaning which is situated in a context of situation and a context of culture. It is a language based theory which is used to investigate the phenomena of language. As in Halliday (Thuong & Phusawisot, 2020) says that the aim has been to construct a grammar for purposes of text analysis: one that would make it possible to say sensible and useful things about any text, spoken or written in modern English. The text that is analyzed, including literary, ethnographic, educational, pedagogical and so on.

In using language to express meaning, a speaker has a linguistic choice that allows him/her to change the order of groups of words or in other words, the speaker is given allowance to use many ways of language use, for example: when a speaker intends to know a place, he/she may use his/her own expressions the language offers such as:

1. Where's the place?
2. Where is the place, please?
3. Would you mind telling me the place?
4. Tell me the place, please.
5. I'd like to know the place.

Those are the different forms of expressions. The first and second one are interrogative forms, the third is requesting form. The fourth one is imperative and the fifth is declarative form. Most of the linguistics choices a speaker makes are unconscious. He/she never makes a conscious choice among the available language forms. He/she had chosen the best form to express or to convey the meaning (Spencer & Petersen, 2018).

Systemic Functional Grammar covers with metafunctions that has two sub functions: the experiential and logical function (Yusuf et al., 2022). Halliday's systemic functional grammar looks at how language works, how it is organised and what social functions are represented. Halliday invented the following scheme to describe language, however it also functions for other forms of meaning (semiosis).

Metafunctions are systemic clusters, that is they are groups of semantic systems that make meaning of a related kind. Halliday argues that the concept of metafunction is one of a small set of principles that are necessary to explain how language works. According to Halliday and Matthiessen (Ramadhan et al., 2020) there are three types of metafunctions, Namely : Ideational metafunction, Interpersonal metafunction and Textual metafunction.

Halliday (Sari Togero & Usman, 2024) says that the Ideational metafunction is one of the metafunctions that has two sub functions: the experiential and logical function. The experiential functions concerned with content or ideas, while the logical function is concerned with the relationship between ideas.

#### **a. Experiential Function**

The experiential function is concerned with the way reality is represented. It is based on experience and it expresses ideas, actions, events. Experiential is part of the grammar concerned with the expression of experience, including both the processes within and beyond the self – the phenomena of the external world and those of consciousness (Latifah & Rahmawati, 2019). The experiential function is realized by the transitivity system. It stands of meaning will involve one major system, that of transitivity (process type), with the choice of process implicating associated participant roles and configurations. We use term process/function and participant in analyzing what is represented through the use of language. Processes/functions are central to the transitivity. They are on the part of the clause which are realized by the verbal group. They are also regarded as what “goings-on” and suggest many different kinds of goings-on which necessarily involve different kinds of participants in varying circumstances, while participants and circumstances are incumbent upon the doings, happenings, feelings and beings.

Processes can be subdivided into different types. There are six different processes that are identified by Halliday and Matthiessen (Lintang et al., 2020) namely:

1. Material process is process of doing
2. Mental process is process of sensing
3. Verbal process is process of saying
4. Behavioral process is process of psychological behaviour
5. Relational process is process of being
6. Existential process is process of existing

The kinds of process/function are realized by verbs. Traditionally, verbs have been defined as “doings words”. Furthermore, in analyzing transitivity structure in a (Muchtar et al., 2020) namely :

1. The selection of a process/function: the process/function choice will be realized in the verbal group of the clause.
2. The selection of participants: participants will be realized in the nominal groups.
3. The selection of circumstances: circumstantial meanings which are expressed through adverbial group or prepositional phrase.

From those explanations above, we can conclude that the transitivity of a clause is its process/function type. Each types have associated with it certain functional participant roles. Any type can have circumstantial elements in it.

### 1. Material Process

Material process is process of material doing. It expresses the notion that some entity physically does something which may be done to some other entity and those involving physical actions such as: running, throwing, scratching, cooking, sitting down, and so on (Febriyanto & Yanto, 2019). Clauses with a material process obligatorily have a doing (process) and a doer (participant). Actions involve actors or participants. The entity who or which does something is called the actor. There optionally s an entity to which the process is extended or directed. This entity which may be done to is the goal, because some processes also have a second participant.

The man	Runs	
<b>Actor/Participant</b>	<b>Material Process</b>	
The boy	Kicks	the ball
<b>Actor/Participant</b>	<b>Material Process</b>	<b>Goal</b>

From the examples above, we can conclude that material process is indicating activities of event, which happen in the outside world of human beings.

### 2. Mental Process

Mental process is process of feeling, wanting, thinking and perceiving. They are not kinds of doing, and cannot be probed or substituted by do.

According to Thompson (Putri & Al Hafizh, 2020) mental process form a viable semantic category: there are clear differences between something that goes on the external world and something that goes in the internal world of mind; and there are many verbs which refers to these mental processes of thinking, imagining, liking, wanting, seeing, etc.

In mental process, the participants are senser and phenomenon . The senser is by definition a conscious being, for only those who are conscious can feel, think or see. We can of course attribute or impute consciousness to non-sensate beings. Here are the examples of the mental function:

I	Love	Him
<b>Senser</b>	<b>Mental Process</b>	<b>Phenomenon</b>

She	Hates	the man who calls her
<b>Senser</b>	<b>Mental Process</b>	<b>Phenomenon</b>

From the examples above, show us that in the first example “I” is called as the Senser and “the boy” as the phenomenon. It is also shown in the second example that “She” is called as the senser and “the man who calls me” is also called as the phenomenon.

### 3. Verbal Process

Verbal process is process of saying or of symbolically signaling . There are three participants in verbal process (Muliani et al., 2019), namely:

- Sayer: the doer of the action
- Receiver: the one whom the verbalization is addressed.
- Verbiage: a name of the verbalization itself.

Verbal process represents process of ‘saying’ but is category includes not only the different at modes of saying (asking, commanding, offering, stating) but also semiotic processes that are not necessary verbal (showing, indicating).

Here the examples of verbal process, are:

She	Tells	Me	a story
<b>Sayer</b>	<b>Verbal</b>	<b>Receiver</b>	<b>Verbiage</b>
<b>Process</b>			
He	Asks	the teacher	a question
<b>Sayer</b>	<b>Verbal</b>	<b>Receiver</b>	<b>Verbiage</b>
<b>Process</b>			

### 4. Behavioral Process

Behavioral process is process of physiological and psychological behaviour, like breathing, dreaming, snoring, smiling, hiccupping, looking, listening, watching and pondering (Khair & Misnawati, 2022). Halliday describes that this process semantically as a “half-way house” between mental and material function. It means that the meanings are realized midway between materials on the one hand and mental on the others. They are in part about action that has to be experienced by a conscious being. In behavioral process, there is one obligatory participant. It is behavior and is typically a conscious being (like a senser in the mental process clause). But, the process is one of doing, not sensing such as:

He	Lives	in a small village
<b>Behavior</b>	<b>Behavioral</b>	<b>Circumstance</b> :
<b>process</b>		<b>Place</b>
My brother	Snores	Loudly
<b>Behavior</b>	<b>Behavioral</b>	<b>Circumstance</b> :
<b>process</b>		<b>Manner</b>

Sometimes, it is very difficult to make a difference between behavioral process and mental process. But, if we pay attention both of them we can find that behavioral displays many features of mental process, the process ore like one of “doing” than one of “thinking/feeling”.

### 5. Existential Process

Existential process is process of existence. Halliday and Matthiessen (Astutik et al., 2021) said that the existential process represent that something exist or happens. Existential process typically

employ the verb “be” or synonyms such as exist, arise and occur. The only obligatory participant in existential process is called as existent. This participant which usually follows the “there is/there are” sequence, may be a phenomenon of any kind and often in fact an event (nominalized action). Circumstantial elements (particularly of location) are common in existential process. Here are the examples of existential process, are:

There was	a cat	in the kitchen
<b>Existential Process</b>	<b>Existent</b>	<b>Circumstance : Place</b>
There is	a unicorn	in the garden
<b>Existential Process</b>	<b>Existent</b>	<b>Circumstance : Place</b>

## 6. Relational Process

Relational process means process of being and having (Fauzi et al., 2021). Relational process serve to characterize and to identify. Relational process is typically realized by the verb be or some verb of the same class for examples: appear, become and seem. It can be classified according to whether it is being used to identify something or to assign quality to something. Relational process can be divided into two sub-categories, they are identifying process and attributive process. Each has its own characteristic participant role.

Identifying Process, it is not about ascribing or classifying, but defining. The meaning of an identifying intensive is that “X” serves to define the identity of “Y”. in this function, the participant roles are Token and Value.

France	Is	the cleverest one here
<b>Token</b>	<b>Identifying Process (Relational Process)</b>	<b>Value</b>

### (a) Attribute Process

In attribute process, a quality, classification or descriptive is assigned to a participant which is realized by a noun or nominal group. The participants here are Attribute and Carrier.

Mariah Carey	Is	a good singer
Carrier	Attributive Process (Relational Process)	Attribute
She	Is	very fat
<b>Carrier</b>	<b>Attributive Process (Relational Process)</b>	<b>Attribute</b>

From those examples and explanation above, the relational process has four participants that are closely related to the clauses which are have analyzed. Token,value, carrier, attribute are the participants and each participant has a function and position in a clause that has analyzed.

## Logical Function

Logical function refers to some general organizing relations expressed, for instance, by dependencies between elements in structure (e.g. hypotactic versus paratactic organization)

### Interpersonal Metafunction

Interpersonal metafunction expresses judgements, assessments, gives people, the relationship

between texts and readers/viewers and the relationships within texts: “interpersonal grammar of personal participation; it expresses the speaker’s role in the speech situation, his interaction with others” (Erniwati et al., 2022).

### Textual Metafunction

Textual metafunction refers to the actual form of the text, the way it is organizing, it deals with information management, resources and genres. Through the combination of resources at different textual levels it allows ideas and attitudes about thematic, actions and events to be expressed: “textual concerned with the creation of text; it expresses the structure of information, and the relation of each part of the discourse to the whole and to the setting” (Aslian & Umam, 2022).

### Narrative Text

Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The aim of narrative text is to amuse, to entertain people with actual or vicarious experience in different ways (Lisanty et al., 2023).

### Social Function

The social function of narrative text can be also called as purpose or aim, which is to entertain or amuse and to deal with actual or vicarious experience in different ways (Krishna, 2019).

### Generic Structure

Narrative text is a text that contains five components, namely: orientation, evaluation, complication, resolution, and reorientation (optional). Orientation is the beginning of the text. Its function is to set the scene and introduces the participants. Evaluation. It is a stepping back to evaluate the plight. Complication. In this part, a crisis arises. Resolution. In resolution, the crisis resolved for better or worse. Re-orientation. It can be optional.

### Significant Lexicogrammatical Features

Significant lexicogrammatical features in narrative text (Mariana et al., 2018), namely:

1. Focus on specific and usually individualised participants.
2. Using types of process (material process, behavioural process, verbal process, relational process, existential process and mental process).
3. Using temporal conjunctions and temporal circumstances.
4. Using past tense.

An Example of Narrative Text

### Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella did all the housework.

One day, an invitation to the hall came to the family. Her stepsisters could not allow Cinderella went to the invitation. Cinderella was sad because she wanted to go to the hall too. Her stepsisters went to the hall without her.

Fortunately, the fairy godmother came and helped her went to the hall. At the hall, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

### The analysis of the text above:

1. **There was** a girl called Cinderella (Existential process)
2. She **lived** with her stepsisters (Behavioral process)
3. They **were** very bossy (Relational process)
4. They **made** Cinderella did all the housework (Material process)
5. Cinderella **went** to the invitation (Material process)
6. Cinderella **was** sad (Relational process)
7. She **wanted** to go to the hall too (Mental process)

8. The fairy godmother **came** (Material process)
9. **Helped** her went to the hall (Material process)
10. Cinderella **dance** with the prince (Material process)
11. The prince **fell in love** with her then married (Mental process)
- They **lived** happily ever after (Behavioral process)

## METHOD

This research will be conducted with qualitative descriptive research. Qualitative descriptive research used to describe characteristics of a population or phenomenon being studied. It does not answer question about how/when/why the characteristics occurred (Pangestu et al., 2021). The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories (Zean, 2020). This research is to find out the processes in writing narrative text.

The subject of the research is tenth grade at SMA Negeri 3 Pematangsiantar exactly in class X-4 which consists of 25 students. They are 13 females and 12 males. The object of the research is the process in students' writing narrative text of grade ten at SMA Negeri 3 Pematangsiantar . In this research, the researcher used writing narrative test by asking the students to write narrative text as the instrument of research (Febiyanti et al., 2021).

In collecting data, the researcher used some techniques, namely:

1. The researcher observed the tenth grade. students at SMA Negeri 3 Pematangsiantar
2. The researcher explained the material of narrative text for reminding them.
3. The researcher asked the students to write a narrative text in a paper.then, after the students finish write the text, the researcher collects the students' writing.

After collecting the data, the researcher starts to analyze the data by some techniques, namely:

1. Reading the result of students' writing narrative text carefully.
2. Underlining the types of process.
3. Classifying according to the types of process.
4. Determining the dominant process of each text by counting the percentage of the result using percentage formula:

$$X = \frac{F}{N} \times 100\%$$

Note:

X = The percentage of obtained items

F = Frequency

N = The total of item

Making conclusion of using the finding process frequently

## RESULT AND DISCUSSION

The analysis revealed that the realization of processes of transitivity system are used in developing information from clause to clause. After analyzing all of processes based on their types are made by students in writing narrative text, there are some findings.

1. The writer found that the six processes were really made by students in writing narrative text. They are: Material, Mental, Verbal, Behaviour, Existential, and relation processes.

**Table 1. Representation All Processes**



Types of Process								Total of item
No.	Initial Name	Mental	Material	Relation	Existential	Behaviour	Verbal	
1.	AS	3	8	1	1	-	1	14
2.	TS	3	3	2	-	-	-	8
3.	YS	3	1	-	-	-	1	5
4.	RS	5	2	-	1	-	-	8
5.	SS	2	4	1	-	-	-	7
6.	ES	2	6	2	1	1	-	12
7.	IM	4	4	1	-	1	-	10
8.	AN	3	1	3	-	-	1	8
9.	GS	1	4	-	1	-	-	6
10.	DS	4	7	1	1	-	-	13
11.	FS	6	3	2	1	-	-	12
12.	RZ	2	3	-	-	1	2	8
13.	IS	7	3	2	2	2	1	17
14.	LS	10	7	4	-	2	-	23
15.	MS	6	4	3	-	1	1	15
16.	AF	4	7	-	4	-	1	16
17.	MS	1	2	1	1	1	1	7
18.	EP	3	2	1	1	1	2	10
19.	DS	9	4	5	2	-	-	20
20.	LS	9	2	6	1	1	1	20
21.	TP	2	3	1	1	3	-	10
22.	RP	3	-	-	1	1	1	6
23.	FS	3	3	6	1	4	1	18
24.	GS	5	6	5	1	-	1	18
25.	ES	3	2	1	1	1	2	10
<b>TOTAL</b>		<b>103</b>	<b>91</b>	<b>48</b>	<b>22</b>	<b>20</b>	<b>18</b>	<b>302</b>

2. Six Types of Processes were made by students in writing narrative text they are : Mental process is process of sensing, Material process is process of doing. Relation process is process of being and having, Existential process is process of existing, Behaviour process is process of psychological behaviour, , and the last Verbal process is process of saying,. From the data has been analyzed, the researcher makes the research finding as table below :

**Table 2. Percentage of The Process**

Types of Process	Frequency	Percentage
Mental	103	34.10%
Material	91	30.13%
Relation	48	15.90%
Existential	22	7.28%
Behaviour	20	6.62%
Verbal	18	5.97%
<b>TOTAL</b>	<b>302</b>	<b>100%</b>

From the table above, it showed that Mental process is dominantly used by students in writing narrative text. The Mental process 34.10%, followed by Material process is 30.13%, Relation process is 15.90%, Existential process is 7.28%, Behaviour process is 6.62%, and Verbal process is 5.97%.

## Discussion

Writing is an activity to transfer ideas, opinions and experiences wich involves writer and reader. Writing is a social act that occurs within particular situations. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place. In writing, we communicate with letter only. We just write what we want to write. This thesis is about analyzing transitivity system in students writing narrative text. Transitivity is an analysis conducted by the situation of the context. The system of transitivity belong to the experiential function and is the overall grammatical resource for constructing going on where it is the part of ideational function of clause and ideational. The experiential function concern with representing process, participant and circumtances. The process is the action around which the clause is structured. 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. There are six types of process found in the writing narrative text, they are: Material, Mental, Verbal, Relational, Existential and Behavioral (Writing et al., 2023) .Material process is process of doing or action. Mental process is process of sensing, thinking and feeling. Verbal process is process of saying. Behavioral process is process of psychological behavior. Relational process is process of being. And the last is existential process is process of existing. The researcher found the scores of the students, the six types of process made by students in writing narrative text and the percentages of the most dominant of the test given to study. Finally, the writer founds the answer of the problem namely to know the six types of process made by students in narrative text and most dominant process in writing narrative text by analyzing data.

Based on the discussion, this thesis aims to find out the types of process made by students and to determine the most dominant process made by students in writing narrative text. The population of the study was the grade ten students of SMA Negeri 3 Pematangsiantar. There were 25 students taken for trying out the instrument used in the study. The instrument of collecting the data was a narrative text. We can see from the result of calculation. The percentages score of the test were The Mental process 34.10%, followed by Material process is 30.13%, Relation process is 15.90%, Existential process is 7.28%, Behaviour process is 6.62%, and Verbal process is 5.97%

## CONCLUSION

From the analysis of Transitivity System in writing narrative text at tenth grade students of SMA Negeri 3 Pematangsiantar, the following conclusions can be drawn to complete the findings.

1. After analyzing all the text based on types of transitivity process on students' writing narrative text at grade ten of SMA Negeri 3 Pematangsiantar, there are six processes found on writing narrative text. They are mental process, material process, verbal process, behaviour process, existential process, and relation process are made students in writing narrative text. Mental process is process of sensing, material process is process of doing, relation process is process of being, existential process is process of existing, behaviour process is process of psychological behaviour, and verbal process is process of saying.
2. From 25 text of students' writing narrative text at tenth grade of SMA Negeri 3 Pematangsiantar, there were 302 processes of transitivity which were Mental was 102 clause, Material was 91 clause, Relation was 48 clause, Existential was 22 clause, Behaviour was 20 clause, and Verbal was 18 clause. Total occurrence from the result above, the most dominant made students in writing narrative text is the Mental process 34.10%, followed by Material process is 30.13%, Relation process is 15.90%, Existential process is 7.28%, Behaviour process is 6.62%, and Verbal process is 5.97%. The dominant process on students' writing narrative text at grade ten of SMA Negeri 3 Pematangsiantar was caused by most of the texts showed the process of feeling, wanting, thinking, and perceiving.

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