

THE ANALYSIS OF RELATIONAL PROCESS FOUND IN STUDENTS' NARRATIVE TEXTS OF SMP N 2 KEBUMEN IN THE ACADEMIC YEAR 2022/2023

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Abstract

This research aims to find the kinds of relational processes in students' descriptive texts. This research used a descriptive qualitative method. The data source of this research is the descriptive text written by seventh-grade students of SMP N 2 Kebumen. In collecting the data, the researchers used the writing test. The data was collected on 18, 20, and 28 March 2023 in SMP N 2 Kebumen. The researchers took 105 students as the subject of the research. In analyzing data, the researchers identified the data, classified the data, counted the data, discussed the data, and drew conclusions and suggestions. The result of this research shows that 488 sentences belong to the attributive relational process. There are 173 sentences (35%) as intensive of attributive, 236 sentences (48%) as a possessive attributive, and 79 sentences (17%) as a circumstance of attributive. Moreover, 372 sentences belong to identifying the relational process. There are 261 sentences (70%) as an intensive of identifying, 95 sentences (25%) as a possessive of identifying, and 16 sentences (5%) as a circumstance of identifying.

Keywords: *Relational process, attributive and identifying, descriptive texts.*

1 INTRODUCTION

Language is one of the communication tools used by people in daily life to convey information, knowledge, thoughts, and opinions to others[1]. One of the languages that must be mastered is English. English as an international language is used by almost people in the world[2]. English has an important role in various sectors such as medicine, engineering, and education[3]. In the world of education, English is used during the process of learning English subjects by teachers and students to communicate in class. In learning English, 4 skills must be mastered, namely listening, speaking, writing, and reading[1]. In Indonesia, English as a foreign language is taught at every level of education, from elementary school to university[4].

Learning English at the elementary and junior high school in the national curriculum provides opportunities for students to open insights related to social relations, culture, and job opportunities that are available globally[5]. Learning English at junior high school is very important to improve students' English skills[5]. This is in accordance with the focus of learning English which is based on the curriculum, namely focusing on strengthening spoken English and strengthening written language skills[5]. The approach used in learning is a text-based approach (genre-based approach), namely learning is focused on text[5].

Writing is a skill that must be mastered by students to express their feelings, experiences, thoughts[6]. Writing is difficult for most students because they lack motivation to learn how to write in English. They struggle to express their original ideas and feelings into sentences. Choosing the right words and sentence structures to convey their message in writing is another challenge for them.[7]. Grammar is a language system[8]. Grammar deals with the study of words that can explain the meaning[9]. Grammar is a description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentences in the grammar language[10].

Another reason is the student's lack of knowledge about functional grammar.[7]. According to Michael Halliday's functional grammar model, language is seen from a functional perspectives. "A network of

systems or related sets of meaning-making options" is what language is"[11]. According to [12], The aim of functional grammar is to understand how a language's grammar can be used to create and exchange meaning. Metafunction is the term for a language's functional for conveying meaning[14]. In Indonesia, the functional grammar approach is not commonly used. Students typically have a greater familiarity with formal language when describing the construction of a specific sentence. There are two types of processes: non-relational processes (processes of doing) and relational processes (processes of being and having)[13]. Non-relational processes are divided into the material, mental, behavioral and verbal processes. The relational process is divided into attributive and identifying processes[13]. According to [13], relational process is concerned with being, processing, or becoming. Relational processes are concerned with the process of being in the world of abstract relations. Relational processes show there are verbs, participants, and one on each side of the relationship[14]. According to [11], the relational process consists of two types namely attributive and identifying: (1) Attributive is a process to assign a quality to something[15]. The participants in the attributive process consist of two namely *Carrier* and *Attribute* [9]. There are four characteristics of attributive process state by [11] as follows: (a) The nominal functioning as an attribute. The quality of the attribute is typically expressed by an adjective or adjective group, while the class type attribute is typically expressed by a nominal or nominal group, (b) The lexical verb in the verbal group realizes the process of relational, (c) The interrogative clause for the such clause is what, how, and what like, (d) The clauses are not reversible. (2) The process of identifying something is the process of assigning it an identity[15]. The participants in identifying process are Token and Value. Identifying process has the following four characteristics: (a) The common noun with the, another particular determiner, a proper noun or pronoun, or another nominal group, (b) The verb group realizing the Process lexical verb, (c) Which is the interrogative probe for such clauses? Who, which, or who is... as?, (d) These clauses are reversible [13]. These three subcomponents in each of the types are intensive, circumstance, and possessive[11].

The researchers focus on the relational process in their research. The researchers interested in analyzing students' descriptive texts and focus to find the relational process in texts. The researchers only focus on finding and describing the kinds of relational processes carried out by class VII students of SMP N 2 Kebumen in the academic year of 2022/2023.

2 METHODS

According to [16], research design is a scientific way to obtain data with a specific purpose and use. According to [17], there are three types of research designs consists of qualitative research, quantitative research, and mixed method research. Qualitative research is descriptive. The data collected is in the form of words of pictures rather than number[16]. Based on the statements above, this research uses qualitative research to describe and analyze the data because the data being analyzed are data in the form of documents or texts.

According to [18], source of data on the research is the subject from where the data can be obtained. In this research, Descriptive texts written by seventh-grade students at SMP N 2 Kebumen in the academic year of 2022/2023 as a data source. The unit of analysis in this research are sentences of students' descriptive text contain the relational process. Instrument is a tool used to measure natural or social events or phenomena that are observed [16]. In this research, the researchers become the main instrument in analyzing the data. Meanwhile, to support this research instrument writing test were made by researchers. The researchers can be an instrument because they are tool to collecting data that be analyzed. According to [16], the data collection techniques are the most important step in research because the main purpose of research is to obtain data. the researchers use the documentation method to collect the data. The documentation method is a technique that is carried out systematically against the documents as a data source. Some steps will be taken by the researchers as follows: (1) Making instrument of writing test for students, (2) Consulting the instrument, (3) Giving the instrument to the students, (4) Reading the result of students' descriptive text, (5) Finding sentences that contain relational process. In doing the analyzis, the researchers use some steps to analyze the data as follows: (1) Identifying the data (identifying sentences that contain a relational process), (2) Classifying the data into their attributive and identifying relational process, (3) Counting the data, (4) Discussing the data, (5) Drawing the conclusion and suggestion.

3 FINDINGS AND DISCUSSION

a. Findings

The finding in this research can be seen in the table below.

Table of Frequency of Attributive Relational Process

No	Types of Attributive Relational Process	Frequency	Percentage
1.	Intensive of Attributive	173	35%
2.	Possessive of Attributive	236	48%
3.	Circumstance of Attributive	79	17%
	Total	488	100%

Based on the table above, the researchers have found 488 sentences of attributive relational processes that are classified into three types. There are 173 sentences (35%) as intensive attributive, 236 sentences (48%) as possessive attributive, and 79 sentences (17%) as circumstances of attributive relational process.

Table of Frequency of Identifying Relational Process

No	Types of Identifying Relational Process	Frequency	Percentage
1.	Intensive of Identifying	261	70%
2.	Possessive of Identifying	95	25%
3.	Circumstance of Identifying	16	5%
	Total	372	100%

Based on the table above, the researchers found 372 sentences identifying relational processes that are classified into three types. There are 261 sentences (70%) as an intensive of identifying, 95 sentences (25%) as a possessive of identifying, and 16 sentences (5%) as a circumstance of identifying.

b. Discussion

In the discussion part, the researchers will explain the data analysis in descriptive texts written by the students. In this part, the researchers present two kinds of relational process.

1. The analysis of attributive relational process found in students' descriptive texts.

There are 488 sentences using attributive relational process in students' descriptive texts. The sentences are divided into intensive, possessive, and circumstance sentences.

a. The sentences that are included in the intensive of attributive relational process.

There are 173 intensive sentences of attributive relational process found in students' descriptive texts. The examples are described as follows:

1) "I love my best friend" (S5)

In this sentence, *love* is an intensive attributive relational process because it defines the perception of the attribute. The participant of this clause is *I* as a carrier, while *my best friend* is an attribute. The phrase *best friend* indicates an entity of *I*.

2) "They look golden brown" (S8)

In this sentence, *look* is an intensive attributive relational process because it defines the perception of the attribute. The participant of this clause is *They* as a carrier, while *golden brown* is an attribute. The phrase *golden brown* indicates the quality of *They*.

3) "She is quiet and diligent" (S5)

To be *is* in this sentence is called an intensive attributive relational process. The participant of this clause is *She* as the carrier, while the attribute of this clause is *quiet and diligent*. The phrase *quiet and diligent* indicates the quality of *She*.

4) "We are classmates" (S14)

To be *are* in this sentence is called an intensive attributive relational process. The participant of this clause is *We* as the carrier, while the attribute of this clause is *classmate*. The word *classmate* indicates an entity of *We*.

5) "Elephants love helping each other" (S12)

In this sentence, *Love* is an intensive attributive relational process because it defines the perception. The participant of this clause is *Elephants* as a carrier, while *helping each other* is an attribute. The phrase *helping each other* indicates the entity of *Elephants*.

b. The sentences that are included in the possessive of attributive relational process.

There are 236 sentences of possessive attributive relational process found in student' descriptive text. The examples are described as follows:

1) “*He has a black hat*” (S3)

The verb *has* in this sentence is called possessive of attributive relational process because the process indicates that one entity owns another. The participant in this clause is *He* as a carrier and the attribute is *a black hat*. In this clause, the phrase *a black hat* shows his possession of *He*.

2) “*I have a best friend*” (S24)

The verb *have* in this sentence is called possessive of attributive relational process because the process indicates that one entity owns another. The participant in this clause is *I* is called carrier and the attribute is *best friend*. In this clause, the phrase *best friend* shows his possession of *I*.

3) “*She has some pets*”(S)

The verb *has* in this sentence is called possessive of attributive relational process because the process indicates that one entity owns another. The participant in this clause is *She* as a carrier and the attribute is *pets*. In this clause, the word *pets* shows the possession of *She*.

4) “*He has dark brown skin*” (S7)

The verb *has* in this sentence is called possessive of attributive relational process because the process indicates that one entity owns another. The participant in this clause is *He* as a carrier and the attribute is *dark brown skin*. In this clause, the phrase *dark brown skin* shows the possession of his skin.

5) “*I have a cat*” (S56)

The verb *have* in this sentence is called possessive of attributive relational process because the process indicates that one entity owns another. The participant in this clause is *I* as a carrier and the attribute is *a cat*. In this clause, the phrase *a cat* shows the possession of *I*.

c. The sentences that are included in the circumstance of attributive relational process.

There are 79 sentences circumstance of attributive relational process found in student' descriptive text. The examples are described as follows:

1) “*He is from Kebumen*” (S1)

To be *is* in this clause as a process called circumstance of attributive relational process. The participant in this clause is *He* as a carrier, while the phrase *from Kebumen* is a circumstance of place as an attribute.

2) “*He is from East Nusa Tenggara*” (S3)

To be *is* in this clause as a process called circumstance of attributive relational process. The participant in this clause is *He* refers to Andmesh as a carrier, while the phrase *from East Nusa Tenggara* is a circumstance of place as an attribute.

3) “*She was born on September 13, 2009*” (S5)

To be *was* in this clause as a process called circumstance of attributive relational process. The participant in this clause is *She* as a carrier, while the attribute is *born*. The phrase *on September 13, 2009*, as a circumstance of time.

4) “*I am from Kebumen*” (S9)

To be *am* in this clause as a process called circumstance of attributive relational process. The participant in this clause is *I* refers to Dini as a carrier, while the phrase *from Kebumen* is a circumstance of place as an attribute.

5) “*I am in seventh grade*” (S9)

To be *am* in this clause as a process called circumstance of attributive relational process. The participant in this clause is *I* as a carrier, while the phrase *in seventh grade* is a circumstance as an attribute.

2. The analysis of identifying relational process found in students' descriptive texts.

There are 372 sentences using identifying relational processes in students' descriptive texts. The sentences are divided into intensive, possessive, and circumstance of identifying sentences.

a. The sentences that are included in the intensive of identifying relational process.

There are 261 intensive sentences of identifying relational process found in students' descriptive texts. The examples are described as follows:

1) “*His name is Azka*” (S1)

To be *is* in this sentence is called intensive of identifying relational process because the process indicates of identifying something. The participant in this clause is *His name* as a token, while *Azka* is a value. The word *Azka* indicates the identity of *His name*.

2) “*Her favorite food is Rica-rica chicken*” (S5)

To be *is* in this sentence is called intensive of identifying relational process because the process indicates identifying something. The participant in this clause is *Her favorite food* as a token, while *Rica-rica chicken* is a value. The phrase *Rica-rica chicken* indicates the identity of *Her favorite food*.

3) “*My favorite snack is banana fritters*” (S8)

To be *is* in this sentence is called intensive of identifying relational process because the process indicates identifying something. The participant in this clause is *My favorite snack* as a token, while the value is *banana fritters*. The phrase *banana fritters* indicate the identity of *My favorite snack*.

4) “*I am Dini Puspitasari*” (S9)

To be *am* in this sentence is called intensive of identifying relational process because the process indicates identifying something. The participant in this clause is *I* as a token, while the value is *Dini Puspitasari*. The phrase *Dini Puspitasari* indicates the identity of *I*.

5) “*He is Bayu*” (S10)

To be *is* in this sentence is called intensive of identifying relational process because the process indicates identifying something. The participant in this clause is *He* as a token while the value is *Bayu*. The word *Bayu* indicates the identity of *He*.

b. The sentences that are included in the possessive of identifying relational process.

There are 95 possessive sentences of identifying relational process found in students' descriptive texts. The examples are described as follows:

1) “*His hair is black*” (S1)

To be *is* in this sentence is called possessive of identifying relational process because the process is a relationship between two entities. The participant in this clause is *His hair* as a token, while the value is *black*. The word *black* shows the possession of *His hair*.

2) “*Her lip is small*” (S2)

To be *is* in this sentence is called possessive of identifying relational process because the process is a relationship between two entities. The participant in this clause is *Her lip* as a token, while the value is *small*. The word *small* shows the possession of *Her lip*.

3) “*Her hair is black and straight*” (S14)

To be *is* in this sentence is called possessive of identifying relational process because the process is a relationship between two entities. The participant in this clause is *Her hair* as a token, while the value is *black and straight*. The phrase *black and straight* shows the possession of *her hair*.

4) “*Her body is tall*” (S24)

To be *is* in this sentence is called possessive of identifying relational process because the process is a relationship between two entities. The participant in this clause is *Her body* as a token, while the value is *tall*. The word *tall* shows the possession of *her body*.

5) “*His hair is short and straight*” (S30)

To be *is* in this sentence is called possessive of identifying relational process because the process is a relationship between two entities. The participant in this clause is *His hair* as a token, while the value is *short and straight*. The phrase *short and straight* show the possession of *His hair*.

c. The sentences that are included in the circumstance of identifying relational process.

There are 16 circumstance sentences of identifying relational process found in students' descriptive texts. The examples are described as follows:

1) “*It tooks 31 minutes*” (S98)

The sentence above used the verb *took* as an identifying circumstance relational process because the verb *took* is indicate the identifying something. The participant is called token *It* and the value is *31 minutes* as a circumstance of time to amplify the token *It*.

2) “*This is a beach*” (S99)

To be *is* in this sentence as a process called circumstance of identifying relational process. The participant in this clause *This* is as a token. The value is a *beach* as a circumstance of place to amplify the token.

4 CONCLUSIONS

There are 488 sentences of attributive relational process found in students' descriptive texts which are classified as intensive of attributive as many as 173 sentences (35%), 236 sentences (48%) as possessive of attributive, and 79 sentences (17%) as circumstances of attributive relational process. There are 372 sentences of identifying relational process found in students' descriptive texts which are classified as intensive of identifying as many as 261 sentences (70%), 95 sentences (25%) as a possessive of identifying and 16 sentences (5%) as a circumstance of identifying. Both attributive and identifying relational process contained in students' descriptive texts. The most common kinds of relational process in students' descriptive texts is attributive.

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