AN ANALYSIS OF STUDENT’S DESCRIPTIVE TEXT: SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVES

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Abstract
In Indonesia where different languages co-exist, and where English is used as a foreign language, the learners’ capabilities in writing toward English plays an important role in formulating effective learning method. This descriptive qualitative research aimed to investigate the student’s errors in writing descriptive text in SFL perspectives. A secondary, yet important, objective of this research is also to design the appropriate pedagogical plans that can be used for junior high school students in Indonesian education based on the result of the research. The results indicated that the student has good control about the schematic structure of descriptive text although many of his idea still uses Indonesian context which make the reader can be confused in understanding his meaning. It can be concluded that there is intervention from L1, that is Indonesian language, while he wrote his descriptive text.. Hence, the study highlighted that cooperative learning could be an option as an appropriate learning method to solve the students problem on writing descriptive text.

Keywords: Cooperative Learning, Descriptive text, Experiential Metafunction, Interpersonal Metafunction, Systemic Functional Linguistics, Textual Metafunction

Introduction
Language becomes one of tools to interact and communicate with other people because it will help us to transform the information that we want to tell to the listener. We tell other people things for a purpose: we may want to influence their attitudes or behavior, to provide information that we know they do not have, to explain our own attitudes or behavior, or to get them to provide us with information, and so on. Language in Halliday’s view is a tangled network of complex semiotic system that consists of five levels top-down textual, semantic, lexico-grammarm, phonetic and phonological. In this model, the speaker forms the meaning in texture by selecting available choices at each level. Halliday focuses on semantics, by putting emphasis on absence of any bound between grammar and meaning. Now it is obvious why this theory is called Systematic Functional Grammar. This theory is functional, for it based on the meaning; it is a grammar, therefore the outcome is semantic interpretation of language forms or the very grammar. And finally it is systematic because it is a tangled network of grammar and semantic choices (Halliday and Matthiessen, 2004).

Moreover, writing, like speaking, is such a common part of our everyday lives that we take for granted the writing we do on a daily basis. It can be a most frustrating task for anyone, particularly when circumstances interfere with it. Smalley et al. (2001) states that sometimes we are frustrated because we cannot think of anything to say about a topic. In line with this idea it can be stated that writing becomes one of the four language skills that play a vital role in this global community but many people still hate to do writing activities. They assume that writing is the difficult skill because they cannot develop their ideas into a good writing.

Furthermore, Leo et al. (2007) states that writing as a process of expressing ideas or
thoughts in words should be done at our leisure. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. From that explanation, we can conclude that people can be enjoyable to make a good writing by finding ideas and write it into good sentences and arrange those to be paragraph which has main idea and supporting sentences. It will make the reader easier to understand what the main topic/main idea is about.

Text and genre also have important role in Systemic Functional Linguistics. Descriptive text becomes one of genre that is learned by junior high school students. In this paper, it will be explained more in the term of the three metafunctions.

Thus, the main aim of this study is to investigate the student’s errors in writing descriptive text. A secondary, yet important, objective of this research is also to design the appropriate pedagogical plan that can be used for junior high school students in Indonesian education based on the result of the research. Hence, this article is simply a starting point in the much-needed research into the role and status of English in the Indonesia.

Methodology
This research used descriptive qualitative research which was aimed to analyze the student’s writing in descriptive text. It is conducted in the actual setting of the phenomenon (Hamied, 2017). Concerning on the focus of this study, the researcher used descriptive qualitative research because the data did not have any statistical procedure like those found in quantitative research. It was also an inductive approach and its goal was to gain a deeper understanding of a person’s or group’s experience.

Moreover, this research used research subject rather than sample - population because the research findings would not be generalized to the other students. Every student had their own style to organize their ideas and write it into a good order in writing a descriptive text about particular thing or person. Particularly, purposive sampling is used because it helps the researcher in finding out intended finding so this study as Creswell (2012) suggests that in a descriptive qualitative study, the sampling refers to the researcher’s intention to select participants and sites to understand the central phenomena. The rationale of the site selection is because the easy accessibility to get the information. In order that, researcher chose the seventh grade students of class B in the second semester at SMPN 40 Pekanbaru Riau. They became the research subject because the data could be accessed in this class. In other words, the accessibility of the data could be guaranteed when conducted in class B.

The main data of this research were the descriptive text writings or compositions which had already been done by all of the seventh grade students of class B of the second semester at SMPN 40 Pekanbaru Riau. Moreover, the data was mainly taken from the result of documentation (students’ composition text in writing descriptive text). The documents that were used by the researcher in this study was the descriptive text writing composition test which had already done by all of the seventh grade students of B class of the second semester at SMPN 40 Pekanbaru Riau.

In addition, there were some steps applied by the researcher in collecting the data. The steps of collecting of this study were as follows: (1) obtaining the result of the students’ descriptive text from the teacher, (2) copying the students’ composition from the teacher, (3) analyzing the students’ composition related to the three metafunctions in Systemic Functional Linguistics (SFL), those are experiential, interpersonal and textual, and (4) designing the appropriate pedagogical plans to solve the students’ problem based on the finding.
The data gained were analyzed qualitatively by employing the data analysis technique proposed by Miles and Huberman (1994) who set the analysis through three procedures: data reduction, data display, and conclusion drawing/verification.

1. Data reduction,
   The researcher sorted the data related to the students’ writing errors based on the three metafunctions in SFL.

2. Data display,
   The researcher displayed, verified, and interpreted the data into descriptive analysis and discussion.

3. Conclusion drawing.
   The researcher designed an appropriate pedagogical plan to be applied in the class based on the students’ problem found in their descriptive text.

**Finding and Discussion**

Based on Emilia and Christie (2013), descriptive text has social function, schematic structure and language features. Social function of descriptive text is to describe a particular person, place or thing. In addition, there are two points in schematic structure; identification and description. Identification will identify a phenomenon, person, place or thing to be described and it introduces what is being described in the beginning of the text. Description part will describe parts, qualities, characteristics of the phenomenon, person, thing or place introduced in the first element. Moreover, language features include: (1) focus on specific participant e.g. my friend, Bandung, (2) Use of being and identifying verbs e.g. my friend is a nice person; Bandung is the capital city of West Java, (3) Frequent use of nominal groups to describe e.g. a nice person, a beautiful city, and (4) Use of simple present tense e.g. he is a quiet person. Knapp and Watkins (2005) stated other grammatical features of describing text: (1) Use relational verbs when classifying and describing appearance/qualities and parts/functions of phenomenon (is, are, has, have), (2) Use action verbs when describing behaviours/uses, (3) Use mental verbs when describing feelings in literary descriptions, (4) Use adjectives to add extra information to nouns and may be technical, everyday or literary, depending on the next, and (5) Use adverbs to add extra information to verbs to provide more detailed description.

<table>
<thead>
<tr>
<th>Schematic Structure</th>
<th>Text</th>
<th>Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>My Father</td>
<td>A clear noun group</td>
</tr>
<tr>
<td>Identification</td>
<td>This is my father. He is about forty-two years old. My father's tall is about 160 cm. My father has tick hair and pointed nose.</td>
<td>Specific participant helps create the opening of the whole text.</td>
</tr>
<tr>
<td></td>
<td>(He is about forty-two years old, he refers to my father.)</td>
<td>Simple Present Tense. Use of having and being verbs to help identity items.</td>
</tr>
<tr>
<td></td>
<td>(My father has tick hair and pointed nose)</td>
<td>(My father has tick hair and pointed nose)</td>
</tr>
<tr>
<td>Description</td>
<td>My father likes badminton and playing football. My father champion in play the guitar and my father to gymnastics. My father car leave work. My father is a wiraswasta. My father happiness can sisting of rice steamed in a watermelon leaf and drink predication my father of coffee. My father hobby interior reading book and my father birght trim hair every day each saturday and sunday. My father leave and Sunday day we jogging with together.</td>
<td>Use the same specific participant in the opening description part.</td>
</tr>
<tr>
<td></td>
<td>(My father likes badminton and playing football)</td>
<td>(My father car leave work)</td>
</tr>
<tr>
<td></td>
<td>(My father car leave work)</td>
<td>Consistent use simple present tense.</td>
</tr>
</tbody>
</table>

Table 1. Data of Student’s Descriptive Text
Error Analysis

Social function of that descriptive text is to describe a particular person which is the student’s father.

Schematic feature of student’s writing shows that he cannot arrange the identification which is coming first than the description. He directly tells about his father’s hobby in the first paragraph while his father’s tall is in the second paragraph. So, the following table will show the correct one.

This student has so many misunderstanding sentences such as my father champion in play the guitar and my father to gymnastics, my father car leave work, my father happiness can sisting of rice steamed in a watermelon leaf and drink preditiction my father of coffee, my father hobby interior reading book and my fatherbirght trim harr every day each saturday and Sunday, and my father leave and Sunday day we jogging with together. Those sentences implied that student use Indonesian context rather than English in writing the descriptive text. It is proved by the arrangement of the sentence.

However, other problems come in the term of using similar subject ‘My Father’ in all sentences, actually student can change it and use ‘he’ as the subject refers to his father. Besides, student does not write connectives to connect his idea in describing his father because it can make his descriptive text are more interesting.

In addition, there is one example that student choose to write the Indonesian word because he does not know the translation of “wiraswasta”.

The sample of student’s text in three metafunctions:

Interpersonal

<table>
<thead>
<tr>
<th>Table 2. Data of Mood (Subject and Finite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My father is an expert in the guitar and he likes doing gymnastics</td>
</tr>
<tr>
<td>Subj ect</td>
</tr>
<tr>
<td>Mood</td>
</tr>
</tbody>
</table>

From that example, student wants to tell that his father is an expert in playing the guitar and he likes doing gymnastics. It implied that student just translate the Indonesian word into the English without thinking about the finite. That example still has the problem in the term of using finite “is” and there is no predicator before the word ‘interior’. Student cannot have an agreement with the present tense deals with declarative mood.

Experiential

Material Process

Table 3. Data of Material Process

| My father car leave work |
| Actor | Process: Material Goal |

Mental Process

Table 4. Data of Mental Process

| My father likes playing football |
| Senser | Process: Mental, emotive Phenome non |

Relational process

Relational attributive:

Table 5. Data of Relational Attributive

| This is my father |
| Carrier | Relational attributive Attribute |

| Intensive |

Relational identifying:

Table 6. Data of Relational Identifying

| He is about forty two years old |
| Token | Relational identifying Value |

| : Intensive |

Based on the student’s result, he only uses three types of experiential metafunctions in the term of processes, those are mental, material, and relational processes. He cannot explore other processes in his descriptive text.
Textual
In textual meaning, the theme usually occurs in beginning of a clause, according to Halliday in Eggins (2004), the definition of Theme as given by that is the element which serves as the starting point for the message: it is what the clause is going on to be about. In this descriptive text, student mostly uses ‘My Father’ as the theme of the text, so I can say that all of this descriptive text implies the simple and unmarked theme as the following example.

Table 7. Data of Textual Meaning

<table>
<thead>
<tr>
<th>Theme</th>
<th>Rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>My father</td>
<td>is about 160 cm tall</td>
</tr>
</tbody>
</table>

Regarding to the problems that already explained above which students have problem on lack of vocabularies and grammar knowledge, the researcher obtained the appropriate pedagogical plan for the student is using cooperative learning with jigsaw technique. It can facilitate and give deepens learning for the students, result in higher levels of understanding and reasoning and improve the performance of the weaker students when grouped with higher achieving students. Thus, students are directly engaged with the material, instead of having material presented to them and they can gain practice in self-teaching. The jigsaw structure produces long-term learning gains when the group engages in a culminating analytical group task.

According to Sonthara & Vanna (2009), they stated that “cooperative learning is usually understood to take in a wide array of learning techniques, which stress increased opportunities for critical thinking and creative learning, these training materials focus primarily on a somewhat lower set of expectations for teachers”. From that statement, it can be implied that cooperative learning will enable students to spend more time on task than is possible with more traditional teaching techniques. Because student achievement is usually correlated with time on task, it is hoped that interventions of this nature will facilitate reductions in student repetition rates, improved learning, more child friendly learning environments, as well as instill values of team work and helping behavior in young children.

Conclusions
From the text analysis, it is revealed that the student has good control about the schematic structure of descriptive text although many of his idea still uses Indonesian context which make the reader can be confused in understanding his meaning. It can be concluded that there is intervention from L1 that is Indonesian language while he wrote his descriptive text.

Furthermore, teacher as the one who knows his/her students better has to give attention on students’ needs in writing a text. Cooperative learning can be one of alternative methods to attract students’ interest in writing a descriptive text because this method emphasizes on the motivational advantages for low and middle achieving students that individual competition does not. By grouping students of different abilities into one team as is recommended in cooperative learning, the joy of success can be more evenly distributed to a greater number of students in the classroom.

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