

THE ANALYSIS OF RELATIONAL PROCESS REALIZED ON DESCRIPTIVE TEXTS TAKEN FROM SENIOR HIGH SCHOOL TEXTBOOK

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Abstract

This study aimed at investigating the relational process which was realized in the descriptive text used in senior high school textbooks. Relational process systems which relate to the ideational meaning could reveal the role and involve state of being (including having) between the clauses (Gerrot and Wignell, 1994, p. 67). This study employed qualitative discourse analysis to analyze descriptive texts which were taken from senior high school textbook by the writer into relational process types. In analyzing the data, the writer analyzed it into relational process as suggested by Halliday and Matthiessen (2004; 2014); and Butt et al (2000). The results of this study showed that all types of relational process which covered identifying and attributive process were used in the first, second and third text. Furthermore the attributive process was produced mostly at which it indicated that the these texts contained only one participant which is called a carrier so it can not be in passive (reversible).

Keywords: Descriptive text, Textbook, Relational process

I. INTRODUCTION

Systemic Functional Grammar is one of the linguistics studies that provides language as a function and its function used to make meanings, these meanings are influenced by the social and cultural context that are exchanged through the use of language and semiotic processes. In addition, It learns how the meanings are realized in a text which is represented into the three metafunctions. Those are ideational, interpersonal, and textual meanings (Gerot and Wignell 1994, p. 6; Halliday and Matthiessen, 2014, p. 83).

Dealing with meanings aforementioned, there are three metafunctional lines of meanings that are developed by Butt et al (2000, p. 5) that meanings contained in a text consisted of Ideational meaning, interpersonal meaning, and textual meaning. Moreover, it construes meaning through applying a grammatical tool, namely transitivity system (Halliday and Matthiessen, 2014, p. 83-84). Due to transitivity system, it is construed by three constituents; process types, participant type, and circumstance type. Referring to the process type, it consists of six types: material process, behavioral process, mental process, verbal process, relational process (attributive and identifying processes), and existential process (Gerrot and Wignell, 1994, p. 54; Halliday and Matthiessen, 2004, p. 172-173). In line with the relational process aforementioned, it consists of attributive and identifying processes. Attributive process refers to process which is used to define a quality. Meanwhile, identifying process refers to process which is used to define an identity (Butt et al., 2000, p. 58). In SFG, both attributive and identifying

processes are used as a tool to analyze the text namely descriptive text. It is commonly quoted in the lexicogrammatical (linguistics) features of description text.

Moreover, descriptive text refers to a text that functions to describe a place or thing such as descriptive text. (Husna et al., 2013, p. 6). Descriptive text consists of identification and description. In Senior High School level, descriptive text becomes one of the subjects. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Emilia, 2011, pp. 84-86; Gerrot & Wignell, 1994, p. 244). learnt by the tenth grade students of senior high school in Indonesia.

In harmony with the previous studies aforementioned, for instance: Afrianto et al., (2014) and Kaffashi et al.2015). Their study is similar to the present study at which this study analyzed the relational process. Meanwhile the previous study conducted by Ong'onda (2016) and Sucipto (2014) are dissimilar to the present study. Those studies focused on an analysis of transitivity in the poem and newspaper. Those studies did not focus on the analysis of relational process in the text, but they focused on transitivity analysis in general.

II. METHODOLOGY

The writer selected some descriptive texts taken from the senior high school textbooks. The texts were collected from the 10th grade EFL Textbook' Descriptive texts entitled "*Bahasa Inggris/ Kementrian Pendidikan Dan Kebudayaan*".

After the data were obtained, the writer analyzed the texts by using functional grammar theory of relational process system as proposed by Butt et al., (2000). In particular, the data were analyzed into types of relational process forms that were found in the analyzing the descriptive texts. There are two main types of analysis in relational processes. The first is relational attributive, and the second is relational identifying.

III. DISCUSSION

After gaining the data, the writer then analyzed the types of relational process and the realization of relational process such suggested by Butt et al (2000). Then, the following table represented the total number of the types of relational process taken from first, second, and third texts.

Table 1: Data calculation of text one, two and three

Types of relational process	Total no. Of clauses percentage		
	Text one	text two	Text three
Attributive	23 (64%)	12 (50%)	23 (61%)
Identifying	11 (31%)	7 (30%)	11 (29%)
Total data	34 (95%)	19 (80%)	34 (90%)

As shown in the table above, the texts all types of relational process which covered attributive and identifying were used in these text. Meanwhile, there were also the clauses which were no categorized in both process. Therefore, there were three clauses (5%) in the first text, five clause (20%) in the second text, and four clauses (10%) in the third text which were not categorized as the types of relational

process. The reason is because the clauses aforementioned in incomplete clause at which it did not have “carrier” or “token” and so forth.

Besides, in the first, second, and third texts, the attributive clauses were dominantly produced because the active sentences were mostly produced in the first text. Furthermore, the following was the examples of the clause taken from text one.

Table 2: the examples of the clause of text 1 entitled : “Tanjung Puting National Park”

Clause	Types of relational process	Realization
1	Attributive	<i>Tanjung is an internationally famous ecotourism</i>
2	Identifying	<i>Which is located in the southwest of central kalimantan peninsula</i>
3	Attributive	<i>Visitors from foreign countries come to the park</i>
4	Attributive	<i>It is amazing nature</i>
5	Attributive	<i>This is called a park</i>
-	-	<i>(Reservation)</i>
6	Attributive	<i>You have seen in your city</i>
7	Attributive	<i>This is jungle!</i>
8	Attributive	<i>It is a real jungle</i>
9	Identifying	<i>Which is home to the most interesting animal in world: orangutans</i>
10	Attributive	<i>The park is home to many animals</i>
11	Attributive	<i>It is seeing orangutans</i>
12	Attributive	<i>Which literally mean the man of the forest are the large arboreal animal on the planet</i>
13	Identifying	<i>Most of their lives are spent in tree where orangutans travel from branch by climbing or swinging with their long arms</i>
14	Attributive	<i>It is to see orangutans</i>
15	Attributive	<i>We should go to camp leakey</i>

16	Identifying	<i>Which is located in the heart of tanjung puting national park</i>
17	Identifying	<i>Camp leakey is a rehabilitation place for ex- captive orangutans and also a preservation site</i>
18	Attributive	<i>It is also a famous center for reseacrh about orangutans</i>
19	Identifying	<i>Which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971</i>
20	Attributive	<i>Here visitors can see daily feedings to orangutans at jungle platform as part the rehabilitation process to their natural habitat</i>

Above all, taken from the first, the second and the third text, it can be inferred that all types of the relational process which covered attributive and

identifying process were realized in these text. Furthermore, the realization of relational process in these texts were described below.

Table 3: The realization of relational process

Text 1		
Types	Attributive	Identifying
No. Utterance	1,3,4,5,6,7,8,10,11,12,14,15,18,20,22,24, 26,28,30,31,32,33,34	2,9,13,16,17,19,21,23,25,27, 29,

According to the table above, the number of clause mentioned in the table was the number which realized the relational process whether attributive or

identifying. Furthermore, the followings were the examples of the segmentation analysis of relational process

Clause 1	Tanjung Puting National Park	is	an internationally famous ecotourism destination
	Carrier	Process: attributive	Attribute

Clause 11	^IT	^IS	Seeing	Orangutans
	Carrier	Process: attributive		Attribute

Figure 1: the segmentation analysis of identifying process.

The figure above was the the segmentation analysis of attributive process. As shown in table above, the clause is included in the relational attributive process because it has one participant called 'a carrier' so it can not be in passive. They can be classified

according to whether they are being used to identify something or to establish quality for something. This is explained by Gerrot and Wignell (1994, p. 67) which stated that they can be classified according to whether they are being used to identify some thing or to establish quality for something.

Clause 17	Camp leakey	is	a rehabilitation place for ex- captive orangutans and also a preservation site.
	Token	Process: identifying	Value

Clause 13	Most of their lives	are	spent	in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.
	Token	Process: identifying		Value

Figure 2: the segmentation analysis of identifying process.

The figure above was the segmentation analysis of attributive process. As shown in table above, the clause is included in the relational identifying process because it has two participant called 'Token (camp leakey)' and 'value (a rehabilitation place for ex-captive orangutans and also a preservation site)'. This process is included in the relational identifying process because it is reversible or passive.

The first section of discussion answered the first research question regarding the types of the relational process used in the descriptive text of senior high school textbooks. From the data showed in the previous sub-section, all types of relational process which covered attributive and identifying process was used in the descriptive text. Furthermore, attributive process was the types of the relational process which was used dominantly.

Turning to the second section which answered the second research question. It dealt with the realization of the relational process in descriptive text taken from senior high school textbooks. Thus, besides figuring out the types of the relational process, the present study also figure out the realization of the relational process at which it had been discussed in the table 1 In the sub-section aforementioned, the clauses which were mentioned in the table were the clauses which realized the relational process. Furthermore, the examples of the segmentation analysis were also highlighted in the table 1 and 2.

CONCLUSSIONS

In line with the data presented in the previous chapter, the conclusion was drawn by the writer at which relational process was related with being and having. The relational process, a process of being, serves to establish a relation between two separate entities.

For the present study, the writer took the data from descriptive text provided in senior high school textbook. Relational process is one of the generic structure in descriptive text, so it was analyzed in order to find out the types and its realization of descriptive text from senior high school textbooks. In

line with the previous statement all types of relational process which covered identifying and attributive process were used in the first, second and third text. Furthermore the attributive process was produced mostly at which it indicated that the these texts contained only one participant which is called a carrier so it can not be in passive (reversible).

Afterwards, the writer took evidence from the results of data analysis taken from the previous section, the realization of the relational process at which it had been discussed in 1 In the sub-section aforementioned, the clauses which were mentioned in the table were the clauses which realized the relational process. Furthermore, the examples of the segmentation analysis were also highlighted in 1 and 2.

Suggestions

Regarding to the topic under discussion, there are some suggestion which is intended both for further researcher and for educational matter which. Those are as follow.

For further research, this study is not perfect or complete because this study presented that is relational process in descriptive text taken from senior high school textbooks, It focused only on attributive and identifying process which related to relational process. The writer suggests for other researchers. It need to conduct further research in order to give more detail information of analyzing transitivity in genres that may support teaching reading and writing process. It need to conduct further research in order to give more detail information of analyzing transitivity in genres that may support teaching reading and writing process.

For a school, this study can be an input for the English teachers in teaching reading and writing, or to teach how to response and present the ideational meaning in a text. Moreover, English teachers have to be more open-minded about the use of alternative textbook and other learning sources as additional supports of knowledge in the teaching process.

For the English learners, it can be suggested to keep improving the linguistics competence. Hopefully, the learners need to more concern how to present idea in a text effectively by learning transitivity.

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