



THE REALIZATION OF IDEATIONAL MEANING OF JUNIOR HIGH SCHOOL
STUDENTS' DESCRIPTIVE TEXTS

(A Case of Seventh-Graders of Junior High School 3 Rembang
in the Academic Year of 2019/2020)

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in English Language Education

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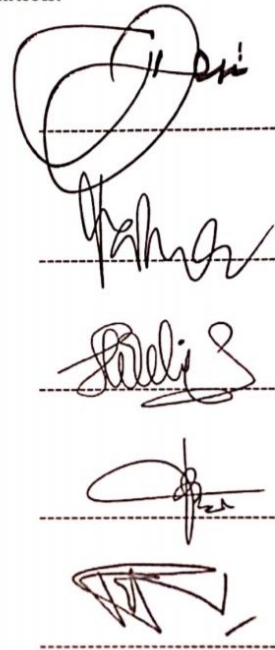
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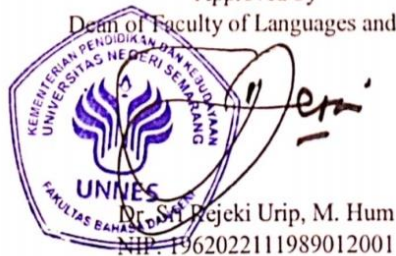
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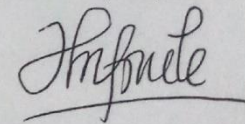
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THE REALIZATION OF IDEATIONAL MEANING ON JUNIOR HIGH SCHOOL STUDENTS' DESCRIPTIVE TEXT: A CASE AT SEVENTH GRADE STUDENTS OF SMP N 3 REMBANG IN THE ACADEMIC YEAR OF 2019/2020

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, pemaparan atau tujuan. Semua kutipan baik langsung maupun sumber lainnya telah disertai dengan keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 20 Juli 2020

Yang membuat pernyataan,



Qurratul A'yuni

MOTTO AND DEDICATION

ان مع العسر يسرا

“Indeed, with every hardship comes ease”

(Al.Qur’ an: 94:5)

“You must convince your heart that whatever Allah has decreed
is most appropriate and most beneficial for you”

(Imam Al-Ghazali)

To my dearest parents, teachers, brother, sister and friends

Thank you for the love, prayers and supports <3

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Alhamdulillahirabbil'alamin. All praises be to Allah, the Most Beneficent and Merciful, for all remarkable blessings and grace without which I would have never finished this final project. Thus, I would like to express my gratitude to those who have given many prayers, supports, guidance, and assistance to me in writing my final project.

First of all, I would like to extend my sincerest gratitude to my advisor, Prof. Dr. Dwi Rukmini, M. Pd, who has shared her valuable time, knowledge, and guidance during accomplishing this final project. I would also thank Ma'am Intan Permata Hapsari, S. Pd. M. Pd. for checking my analysis as my validator of my analysis result.

I would like to thank my parents and family for everything they have given to me, especially my beloved Mom and Dad for their endless love, supports, and prayers which always make me stronger. For *dek* Bahaa, *Mba* Pi, Abil, dan Hasna, thank you so much for their love and care.

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Finally, I realize that this final project is far for being perfect. However, I have tried hard to do my best. I hope this little piece can help those who were involved in this study. I would welcome any suggestions and comments for the betterment of this final project.

Semarang, 20 July 2020

Qurratul A'yuni

ABSTRACT

A'yuni, Qurratul. 2020. The Realization of Ideational Meaning on Junior High School Students' Descriptive Text: A Case at Seventh Grade Students of SMP N 3 Rembang in the Academic Year of 2019/2020. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Prof. Dr. Dwi Rukmini, M. Pd

The topic of this study is about the realization of ideational meaning in students' descriptive texts. It focuses on the Hallidayan theory of functional grammar through transitivity system which are the process, participant, and circumstance. The data were taken from descriptive texts written by 30 seventh-grade students of Junior High School 3 Rembang. The goal of this study is to describe the realization of process, participant, and circumstance types in descriptive texts written by Junior High School students. In conducting this study, the researcher used descriptive qualitative because it just collects the data and makes the conclusion. The findings of this research showed that the processes that realized in the texts are Relational, Material, Mental, Behavioral, Verbal, and Existential processes. The dominant process is Relational. It indicates that the process characterized in descriptive texts is Relational Process. The participants that realized in the texts are Carrier, Attribute, Token, Value, Actor, Goal, Range, Client, Senser, Phenomenon, Sayer, Verbiage, Behavior, and Existent participant. The dominant participants are Carrier and Token. It indicates that dominant participants are influenced by the dominant processes. The circumstances that realized in this study are Time, Place, Manner, Cause, Accompaniment, Matter, and Role. The dominant circumstance is Circumstance of Place. It indicates that the circumstantial deals with what the writer wants to emphasize in the text.

Keywords: ideational meaning, transitivity, descriptive text

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CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significance of the study, limitations of the study, definition of key terms, and outline of the report.

1.1 Background of the study

Language has a dominant role in our daily life. It becomes a method of communication, either spoken or written that is used by a nation or community to express and show their feelings and intentions to others. According to Banga & Suri (2015), Language is an especially important way of interacting with the people around us and becomes a vital tool for communication.

The example is English. English is known as an international language that is used by almost all countries over the world. It becomes a united language for us. We can see it in every public place, the name of products, advertisements, and many others. Seeing this importance of English, the government in Indonesia draws up this language as a compulsory subject to be learned at school and has been introduced since kindergarten until college.

As English teachers, we already know that we have to mastered four skills in learning English. These skills are listening, reading, speaking, and writing. The speaking and writing are productive skills while listening and reading are receptive skills. Based on Richard & Renandya (2002), writing is the most difficult skill for

second or foreign language learners to master. Writing becomes the most difficult skill because it takes more learning and practicing to evolve this skill. We need to cooperate with all features needed in the construction such as vocabulary, syntax, discourse, organization, and mechanics. These all are to make our text becomes meaningful. As teachers, we are aimed to help the students' problems and overcome the difficulties of writing meaningful text.

When we talk about meaningful text, we also talk about a theory of language that focused on the view of language function called Systemic Functional Language (SFL). In the context of SFL perspectives, we need to carried out the critical analysis. Consequently, it gives an extensive reflection of the real teaching result and the learning objective Sayukti & Kurniawan (2018). By using this perspective, it can help teachers understand whether the text made by the student already has contextual meaning or not.

SFL has given an important role and influence in discourse analysis. There are three types of meaning in SFL that usually called metafunction. They are interpersonal meanings, ideational meanings, and textual meanings. Gerot and Wignell (1994:22) state that ideational meanings are meaning about things and ideas are realized in the clause by options from Transitivity: Participants, Processes, and Circumstances. Interpersonal meanings are realized in the lexicogrammar through selection from the system of MOOD. Textual meanings are realized in lexicogrammar through thematic and information systems.

The meaning that will be analyzed in this study is Ideational meaning. The ideational meaning is mostly influenced by the field of discourse. The field is related to what the text is about. It includes what is happening, who or what is involved, and the circumstances in which it happens. Martin, Matthiessen & Painter (1997: 100) state that the ideational meanings are a meaning with how the reality is represented and the grammatical resources for interpreting our experience of the world around us, concerning to what is happening, who is engaged with the going-on, when, where, and how the goings-on are going on. One of its grammatical systems' is classified as transitivity.

According to Haratyan (2011) stated that transitivity is a significant semantic concept in the analysis of the representation of real world, in that transitivity enables us to analyze and represent the same event and situation in different ways. The transitivity patterns can also indicate a specific attitude or perspective. Mastering the concept of this meaning will make us become more aware of the dictions to represent what idea we exactly want to convey when communicating.

When we analyze a text, we need to pay attention to the context of the text itself. According to Gerot and Wignell (1994:10), all meaning is situated in a context of culture and context of situation. Context of culture is the total cultural background while context of situation. Context of culture is the total cultural background while context of situation is the environment of the text. Without context, it is very difficult to find out the intended meaning of a text.

This study investigates how ideational meaning is realized in text written by the students. On the other hand, if we talk about students' text, we have several text types that have to be learned by the students. They are narrative, recount, descriptive, report, exposition, etc. The text that will be analyzed by the researcher in this study is descriptive text. It is based on the researcher's experience when teaching students during PPL in Junior High School 23 Semarang. There are still many students who have difficulties in writing descriptive text. Besides that, the object of the descriptive text is the representative of the world that explains someone, something, or place.

Based on those facts, the researcher wants to know the ideational meaning realized in the Junior High School of 3 Rembang students' descriptive text writing. So, the teacher will find the best way to teach writing skill especially in the form of descriptive text.

1.2 Reasons for Choosing the Topic

In this study, the researcher is going to investigate the Ideational meanings in the descriptive text produced by the seventh-grader students based on the following reasons;

First, During PPL in Junior High School of 23 Semarang, the researcher found that many students still have difficulties in writing a text. Since it becomes one of the most difficult skills compared to other skills faced by the students, the researcher thinks that it would be interesting to analyze their writing to find out the solution to this problem.

Second, the descriptive text is chosen to be analyzed by the researcher because it becomes one of the texts that taught in school. Also, the descriptive text has a social function to explain an object or something to the reader, but in the reality many people including something they don't need to put it in. so that they will understand even also can feel the emotions of the writer.

Third, the researcher decides to analyze the students' descriptive text using ideational meaning because transitivity becomes an important semantic concept in the analysis of representation to reality and the transitivity itself can be found in the ideational meaning.

The last, the researcher rarely find research using this kind of study. Many researchers analyze using SFL in spoken form or even analyzing textbooks. The researcher rarely found research that analyzes in the form of students' writing. If we found this kind of type, usually we will also rarely find research that focused on ideational meaning of descriptive text writing in Junior High School.

1.3 Statements of the Problem

The problems that are discussed in this study can be stated as follows:

- a. How are the processes of ideational meaning realized in the form of descriptive text written by the seventh-grade students of Junior High School 3 Rembang?

- b. How are the participants of ideational meaning realized in the form of descriptive text written by the seventh-grade students of Junior High School 3 Rembang?
- c. How are the circumstances of ideational meaning realized in the form of descriptive text written by the seventh-grade students of Junior High School 3 Rembang?

1.4 Objectives of the Study

The objectives of conducting this study are defined as follows:

- a. To describe how the processes of ideational meaning are realized in the form of descriptive text written by the seventh-grade students of Junior High School 3 Rembang.
- b. To describe how the participants of ideational meaning are realized in the form of descriptive text written by the seventh-grade students of Junior High School 3 Rembang.
- c. To describe how the circumstances of ideational meaning are realized in the form of descriptive text written by the seventh-grade students of Junior High School 3 Rembang.

1.5 Significance of the Study

Hopefully, this study gives benefits to the readers as follows:

- a. Theoretically, this study will help the students, especially in Junior High School to pay attention to how they use language in writing. Therefore,

readers can understand the flow of each sentence in terms of processes, participants, and circumstances in ideational meaning.

b. Practically,

- English teacher

This study can be a reference for the teacher in teaching writing skills or analyzing text, especially in the types of processes, participants, and circumstances in ideational meaning. It also can be a guidance for them to prepare the strategy in teaching writing skills.

- English Department

This study can support the English department to give more attention to the importance of Systemic Functional Language (SFL), especially in the types of processes, participants, and circumstances in ideational meaning.

- English Students

This study can be helpful for English students who are interested in writing skills or even analyzing a text especially using types of processes, participants, and circumstances in ideational meaning.

c. Pedagogically, this study will help to give the readers guidance in doing writing text analysis especially in the form of processes, participants, and circumstances type in ideational meaning analysis in descriptive text.

1.6 Scope of the Study

This study would focus on analyzing the finding of participants, processes, and circumstances in the students' descriptive texts. The data that will be analyzed are from seventh-grader of Junior High School 3 Rembang in the academic year of 2019/2020 since there is a basic competency about descriptive text in seventh grade. So, the researcher will know how the students put their ideas and use the vocabularies in the form of descriptive text writing.

1.7 Definition of Key Terms

To prevent misunderstanding toward the term used in this study, here are the definitions of key terms that represented as follows:

a. Realization

In Systemic Functional Language (SFL), the terms of realization are used to discover the relationship of the abstract construction of language in the strand of meanings either experiential meanings, interpersonal meanings, or textual meanings Wardani, Sutopo, & Faridi (2019). In this study, realization refers to conduct an ideational meaning analysis of students' text.

b. Metafunctions

Haratyan (2011) stated that according to SFL, language has three metafunctions. They are ideational, interpersonal, and textual meaning. It is reflected in a huge system network of meaning potentials including subnetworks of transitivity, thing, and quality with a specific set of semantic features for an utterance production.

c. Ideational meaning

Gerot & Wignell (1994) stated that ideational meanings are meanings about phenomena, about things (living and non-living, abstract and concrete), about goings-on (what the things are or do) and the circumstances surrounding these happenings and doings.

d. Transitivity

Based on Halliday, transitivity as a major component in the experiential function of the clause deals with the "delivery of ideas representing 'processes' or 'experiences': actions, events, processes of consciousness and relations".

e. Descriptive text

Based on Boardman and Frydenberg (2002:6) descriptive text is a text that describes something that looks like. He also mentions that this text can give a clear about what is being described to the reader. Furthermore, Gerrot and Wignell (1994) define that the social function of descriptive text is to describe a particular person, place, or thing.

1.8 Outline of the Report

This study consists of five chapters, they are; Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter I deal with the introduction which explains the background of the study, reasons for choosing the topic, problems of the study, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the study.

Chapter II presents the review of related literatures which contains the theoretical reviews, the previous study, and the theoretical framework.

Chapter III elaborates on the method of investigation which includes the research approach, the object of the study, the procedure of data collecting, the unit of analysis, the procedure of data analysis, and the presentation of the result.

Chapter IV includes the findings and discussion of findings supported by the analysis.

Chapter V covers the conclusions of the study and also some suggestions concerning the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature, which has three subchapters: the review of previous studies, the theoretical studies, and the theoretical framework. A review of the previous studies contains some works that have been done by another researcher in the area of the study. A review of related literature talks about the theory from the expert used as the guidance to do this study. The theoretical framework is about how the researcher does this research.

2.1 Review of the Previous Study

Discourse analysis of ideational meaning is an interesting matter to be found out. This can be shown by the number of previous studies that have been dealing with metafunction analysis, especially ideational meaning. In this chapter, the researcher presents the previous studies about systemic functional linguistics which were conducted by scholars and experts. The studies are presented in groups based on the similarities with the present study.

2.1.1 Three Metafunction Analysis

Many studies have been done working on metafunction analysis. the first half of the studies in this group are analyzing the metafunction of written text, while the others half are focusing on the metafunction of spoken text. The first half is started by Pramesti (2019) entitled "The Realization of Meanings in Descriptive Texts by

Vocational High School Students" She analyzes all the metafunction on descriptive text in the form of personal letter written by vocational students. The second study is from Andaruli (2015) entitled "Interpersonal, Ideational, Textual Meanings Found in Students' Recount Texts". The object of study is the recount texts written by the eighth-grade students of SMP 2 Kudus. Another study is conducted by Arigusman (2018) entitled "An Analysis of Student's Narrative Text Writing: An SFL Approach". This research aims to investigate student's writing competence related to the structure of the narrative text in the SFL perspective, highlights the problems, and examines whether L1 interferes with the quality of the student's writing. The next is from Wardani, et al (2019) entitled "The Realization of Interpersonal, Ideational, and Textual Meaning in Graduate Students' Research Paper". this study is aimed to discuss the realization of metafunction in graduate students' research paper. Kurniawan (2018) conducted a study entitled "An Analysis of Student's Recount Text in Systemic Functional Linguistic Perspectives". The data were taken by collecting students' writing from two different classes of eighth-grade junior high school in Bandung. The last one in this half group is from Pertama (2018) entitled "Implementation of Three Metafunctions in Verbal Language and Visual Image of Students' Textbook". This study is aimed to explain the implementation of three metafunction in verbal language and visual image of students' textbook to see how the meaning is handled through various modes and how they relate each other to make a meaningful text.

The second half of this group is about the metafunction analysis of the spoken text. The first study is from Pramudyawardhani (2017) entitled "The Analysis of Metafunctions on the Song Lyric "Hero". This study aims to analyze the metafunctions realized in the song lyric "Hero". The writer analyzed three kinds of meaning: interpersonal, ideational, and textual meaning. The next study is from Fahlevi (2015) entitled "An Analysis of Metafunction And Context of Situation in Martin Luther King's Speech 'I Have a Dream'". Metafunction is analyzed through clauses of Luther King's speech, then these metafunction components reflect the register variable for analyzing the context of situation. The next is from Samsudin (2019) entitled "The Ideational, Interpersonal and Textual Meaning in Joko Widodo's Inauguration Speech". this study aimed to explain the realization of Metafunction in an Inauguration speech.

2.1.2 Ideational Meaning Analysis

Many studies only focus on ideational analysis. The studies in this group are divided into two subgroups. They are written and spoken text. the written text consists of poetry, newspaper, students' text, textbook. this first subgroup is started by Damanik (2017) entitled "An Analysis of Experiential Meaning in Poetry "William Wordsworth". This paper analyzes experiential meaning in poetry written by William Wordsworth. The second study comes from Hidayat (2014) entitled "The Ideational Meaning Realized in the Written Discourse in Online Newspaper on Abdul Qadir Jaelani (AQJ)". The aim of this study is to report the analysis of the ideational meaning realized in the written discourse in the online newspaper on Abdul Qadir Jaelani (AQJ).

The next study is from Mulatsih (2007) entitled “The Realization of Ideational Meanings in The Students' Recounts”. this study is conducted to know the realization of ideational meaning in the students' recount texts. The data were taken from 10 recount texts written by the students. The next study is from Anggraeni, et al (2015). Entitled “The Realization of Experiential Meanings in Students' Writing of Recounts”. The aim of this study is to explain the experiential meanings of participants, processes, and circumstances realized in the students' recount texts.

The second subgroup of this group is spoken text analysis. It is started by Dwi (2010) the study is entitled "Ideational Meaning and Thematic Analysis on Children's Songs in *BARNEY 'DANCING AND SINGING'* Series”. The next study is from Yuhriyah (2014) entitled “An Analysis of Ideational Meaning in the Evergreen Songs and Its Contribution to the Teaching Narrative Texts”. The next study is from Purpasari and Nurhayati entitled “The Construal of Ideational Meaning and Relational Meaning in Pop-Islamic Songs and Dangdut-Islamic Songs”.

2.1.3 Metafunction Analysis of Descriptive Text

There are some studies about the metafunction analysis of descriptive text. The first is from Sipayung (2016) entitled "Metafunction Realization on Students' Descriptive Paragraphs". The objective of this study is to describe and explain the experiential, interpersonal, textual meaning, and schematic structure of students' descriptive writing. The next is conducted by Triastuti (2018) entitled “Ideational Meaning Realization on the Students' Descriptive Texts in the Form of Personal

Letter”. The aims of this research are to explain how Process types, Participant functions, and Circumstantial elements are realized in the texts. The data were taken from descriptive texts in the form of personal letters written by the tenth-grade students of SEMESTA Bilingual Boarding School. Next is from Anggun (2016) entitled “An Analysis of Descriptive Text in English Textbook Using Transitivity System (A Case Study of Reading Passages)” The last is from Potradinata (2018) entitled “An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives”. Just like the research before, this research also aimed to analyze the students’ descriptive text writing through SFL perspectives. In addition, it also found out the pedagogical implication to deal with those problems.

Based on the previous studies above, the researcher would like to conduct a different object of Systemic Functional Linguistics analysis. It is about the ideational meaning analysis of junior high school students' descriptive text. Hopefully, this research will affect a positive notion to the researcher and the readers.

2.2 Review of Theoretical Studies

Some theories are discussing the study and those have a relation to the present study. Here there are some explanations about the terms that can give more understanding for the readers of this research. It provides about discourse analysis, text and context, systemic functional linguistic (SFL), ideational meaning, and descriptive text.

2.2.1 Discourse Analysis

Discourse analysis is called as discourse studies that is used to learn about how language is used between people around us, both in spoken and written text. This study was developed since 1970 by Halliday.

There are many definitions and description of discourse analysis by experts. One of them is Riley (1985) Discourse analysis is an analysis of meaning, but meaning seen not in the traditional 'semantic' sense of isolated concepts. Rather, discourse analysis studies meaning, but meaning as a construct either of an individual interpreting a text produced by another individual.

In addition, Stubbs (1983) stated that the term discourse analysis is exceptionally ambiguous. Roughly speaking, it refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts. It follows that discourse analysis is additionally concerned with language in utilizing in social contexts, and in specific with interaction or dialogue between speakers.

Moreover, Widdowson (2007) stated that the term discourse is taken to refer both to what a text and what a text means to the receiver. Of course what somebody implies by producing a particular text may well relate to broader issues of what social and ideological values they subscribe to, and another way of thinking of discourse is indeed to focus on such broader issues and look at how texts can be utilized to express, and force, certain ways of considering about the world.

From those, the researcher concludes that discourse analysis is a study that focus on analyzing written and spoken text concerning to its social context. It is aimed to get it how a language is utilized in real-life circumstances. Other than, it moreover gets to be a common qualitative research method in numerous humanity and social science disciplines, including linguistics, sociology, anthropology, psychology, and cultural studies.

2.2.2 Text and Context

According to Crystal (1992: 72) Text is a piece of naturally occurring spoken, written, or signed discourse identified for purposes of analysis. It is often a language unit with a definable communicative function, such as a conversation, a poster.

Text is a harmonious collection of meaning appropriate to its context. The length of a text is not important and it can be either spoken or written. This purpose gives a text both texture and structure. Texture comes from the way the meanings in the text fit coherently with each other. Structure refers to the way that most pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context (Butt et al. 1995).

A text occurs in two contexts. One within the other. They are the context of culture and the context of situation as shown in the figure below.

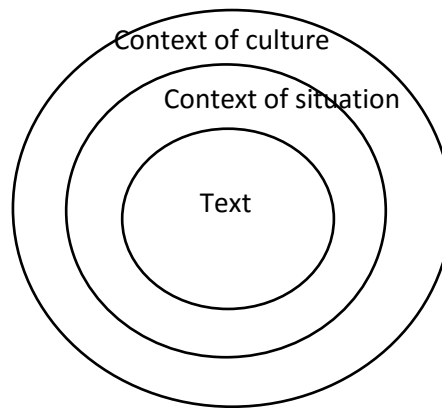


Figure 2.1: Text in context

(Butt et al, 1995, p.12)

The context of culture is described as the sum of all meanings it is possible to mean in that specific culture. Enclosed by the context of culture, speakers and writers utilized language in much more particular contexts and situations. Each of these is a context of situation, which called as an inner context.

In context of situation, it has three aspects or parameters. These three aspects are Field, Tenor, and Mode. It will be represented in the figure below.

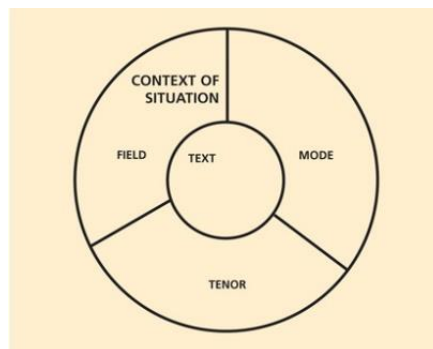


Figure 2.2: Aspects of context of situation

(Butt et al, 1995, p.12)

We can define the definition of those aspects as follows:

- a. Field: about something being talked or written in a text. It also can be called as the goal of the text in the long and short terms.
- b. Tenor: about the relationship between the writer with the reader or speaker with the hearer.
- c. Mode: the kind of text that is being made by the speaker or writer.

According to Gerot & Wignell (1995), we can reconstruct the text's context of situation when we read or hear a text since there is a systemic relationship between text and context. The relationship between them can be shown as the figure below:

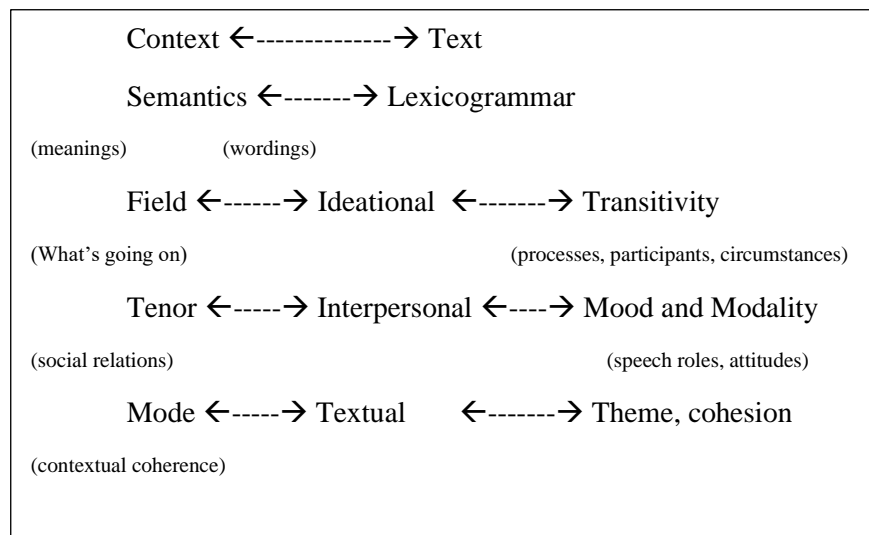


Figure 2.3 Relationship between text and context

Gerot & Wignell. 1995, p.15

2.2.3 Systemic Functional Linguistic

Grammar is a theory of language. About how language is put together and how it works to be a meaningful text Gerot & Wignell (1994). There are three kind of

grammars which have had a major impact on a school in the western world. They are Traditional Grammar, Formal Grammar, and Functional Grammar. Butt et al (1995) in their book entitled *Using Functional Grammar*, stated that in traditional grammar terminology, these are what are commonly known as parts of speech.

Formal grammar is used to explain the structure of each sentences. Such grammars view language as a set of regulation which allow or disallow particular sentence structures. This grammar is focused on the form and the function of a sentence. According to Gerot & Wignell (1994) the central question formal grammars attempt to address is “How is this sentence structured?”.

The last is Functional grammar. Since the researcher wants to analyze the ideational meaning of a text, it is so important to understand and know the meaning and the purpose of this grammar because systemic functional grammar becomes the root of it. It is a theory of language that centered on the notion of language function, and according to Gerot & Wignell (1994). Functional grammar view language as a resource for making meaning and start with a question, "How are the meanings of this text realized?"

We can see the summarize of the main differences between the traditional, formal, and functional grammar in table below:

Aspects	Formal (+ Traditional)	Functional
Primary concern	How should this sentence be structured?	How the meaning of this text are realized
Unit of analysis	Sentence	Whole text
Language level of concern	Syntax	Semantics
Language	=A set of rules for sentence construction =Something we know	= A source for meaning-making = Something we do

Table 2.1 Differences Among the Three Grammars

(Gerot & Wignell, 1994, p.7)

Systemic Functional Language (SFL) is a theory of language that focused on the language function. Based on this, there are three types of meaning in utterance or text. They are the interpersonal meanings, Ideational meanings, and Textual meanings. According to Butt, et al (1995) interpersonal meanings are meanings which use language to encode interaction and to show how defensible or binding we find our propositions or proposals, Ideational meanings which use language to encode our experience of the world and to convey a picture of reality. In fact, these meanings are split into experiential meanings encoding experiences, and logical meanings connecting those experiences, while Textual meanings use language to organize our experiential, logical, and interpersonal meaning into a coherent and meaningful text.

2.2.4 Ideational Meaning

According to Gerot & Wignell (1994), the ideational meanings are meaning about something as the participant that is living or not, abstract, and even concrete, about process of how something is done, and circumstance that surrounded the process.

Halliday and Matthiessen (2004:61) stated that the ideational meaning deals with explaining a model of experience. Ideational meaning can also be expressed using the system of transitivity or process types. (Eggins, 2004:206)

These meanings are realized in the clause by options from transitivity through participants, processes, and circumstances. Meanings of this kind are most centrally influenced by the field of discourse.

Thus, the writer concludes that ideational meanings reflect the contextual value of the field (what's going on) where the language is used to talk about the experience in the world.

2.2.5 Transitivity

According to Martin, et al (1997), transitivity system belongs to the ideational meaning and is the overall grammatical resource for construing going on. These are represented as an arrangement of a process, participants involved in it, and attendant circumstances. The descriptions of each element are stated as follow:

2.2.5.1 Processes

According to Gerot and Wignell (1994), process is the central of transitivity system. This process also traditionally called as 'doing word'. There are seven kinds of process types in transitivity system. They are Material, Mental, Behavioral, Verbal, Relational, Existential, and Meteorological. It usually realized by the form of clauses. The differences among the process types are presented in the following table:

Process Type	Name of process	Target
Material	Doing	Bodily, physically, materially
Mental	Sensing	Emotionally, intellectually, sensory
Mental	behaving	Physiologically and Psychologicaly
Verbal	Saying	Lingually, signaling
Relational	Being	Equal to, or some attribute of
Existential	Existing	There exist
Meteorological	Weathering	

Table 2.2 The Differences of Process Types

(Gerot and Wignell, 1994, p.54)

a. Material Processes

Butt et al (1995:47) stated in their book entitled ‘Using Functional Grammar’ that material processes are about doing: they could answer the question ‘What did X do?’ or ‘What happened to X?’. The main participant is an Actor or Agent, and there may be a Goal as well. Here are material processes with just an actor:

Joan	Arrived
Actor	Process: Material

They	Ate	At noon
Actor	Process: material	Circumstance

The army	Retreated
Actor	Process: material

Here are material processes with an Actor and a Goal, it can be either active or positive as shown below:

Active

Theo	Cleared	the table
Actor	Process: material	Goal
They	'll eat	a light lunch
Actor	Process: material	Goal

The dog	was chasing	The cat
Actor	Process: material	Goal

Passive

The table	Was cleared	By Theo
Goal	Process: material	Actor/Agent

A light lunch	Will be eaten	By them
Goal	Process: material	Actor/Agent

The cat	Was being chased	By the dog
Goal	Process: material	Actor/Agent

b. Mental Processes

According to Gerot and Wignell (1994:58), Mental Processes are process of sensing: feeling, thinking, perceiving. There are three types of process, they are affective or reactive (feeling), cognitive (thinking), and perceptive (perceiving through the five senses)

The participants in Mental Processes are Senser and Phenomenon. The senser is characterized by conscious being who can feel, think, or see. The phenomenon is what is being sensed by the senser: felt, thought, or seen. Here are some examples of Mental Process:

We can have clauses with senser and phenomenon:

Mark	Likes	New clothes
Senser	Mental: Affect	Phenomenon

Senser only:

Mark	Understood
Senser	Mental: Cognitive

Phenomenon only:

Loneliness	Hurts
Phenomenon	Mental: Affect

c. Behavioral Processes

According to Gerot and Wignell (1994:60), Behavioral Processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. There is one obligatory participant: like a senser, behavior is a conscious being, but the process is one of doing, not sensing. So, we can have:

The fish	Lives	In the sea
Behavior	Behavioral	Circumstance: Place

He	Smiles	happily
Behavior	Behavioral	Circumstance: manner

We can also have a range in Behavioral Processes

He	Heaved	A great sigh
Behavior	Behavioral	Range

He	Threw	A tantrum
Behaver	Behavioral	Range

Range shows the scope of the process, defining its coordinates or domain. It appears in several Range specifies the range or scope of the process, defining its coordinates or domain. Range appears in several processes but in behavioral processes, Range names the behavior enacted.

d. Verbal Processes

Gerot and Wignell (1994: 62) asserted that the Verbal Processes are processes of saying, or symbolically signalling. It usually realized by two different clauses: the projecting clause and the projected clause. The projecting clause encodes a signal source (sayer) and a signaling (verbal process). The projected clause realizes what we said. Halliday (1985) categorizes the projection of verbal process as follows:

- 1) Stating: statement, report, news, rumors, claims, assertion, argument, insistence, proposition, assurance, and imitation.
- 2) Questioning: question, query, inquiry argument, despite.
- 3) Offering: offer, suggestion, proposal, threat, promise.
- 4) Commanding: order command, instruction, demand, and request.

According to Gerot and Wignell (1994), three are three participants that may be necessary upon the verbal process:

- 1) Receiver: the one to whom the verbalization is addressed

- 2) Target: one acted upon verbally (insulted, complimented, etc)
- 3) Range/verbiage: a name for the verbalization itself.

John	Told	Jenny	A rude joke
Sayer	Verbal	Receiver	Verbiage

Keating	Slurred	Howard
Sayer	Verbal	Target

e. Relational Processes

Based on Gerot and Wignell (1994:67), Behavioral Processes are process that involve the states of being and having. This process can be classified into Identifying Process and Attributive Process, it is based on to whether it is being used to identify something.

The Identifying Process is a process that establish the identity, while Attributive Process is a process that assign the quality.

Tsubasa	Is	A good football player
Carrier	Attributive	Attribute

Tsubasa	May be	The best football player
Token	Identifying	Value

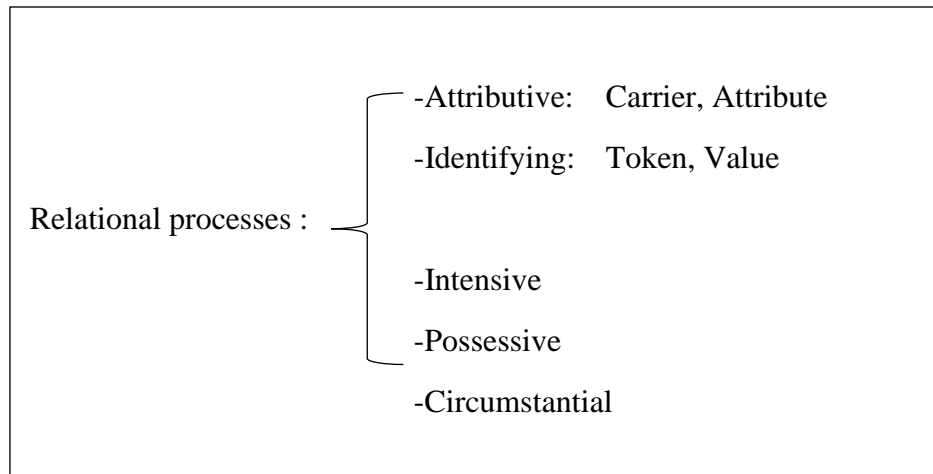


Figure 2.4 Relational Processes

(Gerot and Wignell, 1994, p.68)

This network indicates that all Relational Processes are either Attributive or Identifying and at the same time, are either intensive, possessive, or circumstantial.

This gives a paradigm of six possibilities.

Cytoplasm	Is	Sort of a jelly-like material
Carrier	Attributive: intensive	Attribute

Plant cells	Have	A cell wall
Carrier	Attributive: possessive	Attribute

Pluto	Is	the smallest planet
Token	Identifying: intensive	Value

f. Existential Processes

According to Gerot and Wignell (1994:72), Existential Processes are the process of existence.

There	's	A unicorn	In the garden
	Existential	Existent	Circumstance: place

The word 'there' in the table above has no representational function; it is used because of the need for a subject in English. Existential processes are expressed by verbs of existing: 'be', 'exist', 'arise' and the Existent can be a phenomenon of any kind.

g. Meteorological Processes

The last process is the meteorological processes. There is no participant in this process. It has to do with time, climate, weather, etc. The subject in this process doesn't represent any function.

It	's cloudy
It	's cold
It	's six o'clock
	Meteorological

The word 'it' has no representation function, but does provide a Subject. these are analyzed as Process of Meteorological.

2.2.5.2 Participants

Based on Anggraini (2017) Participants are the people, ideas, or things that participate in the process. The participants carry out the process under circumstances. There are twenty types of participants in realizing the ideational meanings; actor, goal, initiator, beneficiary, range (material process), behavior, range (behavioral process), senser, phenomenon, inducer, sayer, verbiage, target, token, value, assigner, carrier, attribute, attributor, and existent. The more explanation of the participant is defined as follows.

a. Actor

The actor is the part of the clause who does the deed or performs the action when the clause only has one participant and it is an active form.

b. Goal

The goal is a participant of the material process to which the process is extended or directed.

c. Initiator

initiator is a participant which causes the actor to brings the material process into being.

d. Beneficiary

beneficiary is participants which benefit from the process

e. Range (material process)

range is a restatement or continuation of the process itself.

f. Behaver

behavior is a conscious being of doing.

g. Range (Behavioral process)

range gives additional information toward the behavioral process that the behavior does.

h. Senser

Senser is a conscious being who feels, thinks, see or perceives.

i. Phenomenon

phenomenon is that which is sensed that can be thought, felt, seen, or perceived by the conscious senser.

j. Inducer

Inducer is a participant in which causes the senser to bring the process into being.

k. Sayer

Sayer doesn't have to be conscious participants. It encodes the signal source.

l. Verbiage

Verbiage is reflected in a noun expressing some kind of verbal behavior such as statement, question, joke, answer, story, etc.

m. Target

Target is one acted upon verbally

n. Token

Token shows 'what is being defined', such as the sign, name, form, holder, and occupant.

o. Value

Value gives the meaning, referent, function, status, or role of the token. It will always be subject to a passive clause.

p. Assigner

Assigner is the one to assign the identity

q. Carrier

carrier is labeled in relational process in the type of attributive process which assigns a quality

r. Attribute

Attributive is assigned to a carrier

s. Attributor

Attributor can be stated as a causer in which it because carrier to bring the attributive process into being.

t. Existent

Existent is the participant of the existential process. This participant which usually follows the sequence of 'there is 'there are' can be a phenomenon of any kind and is often in fact of an event.

2.2.5.3 Circumstances

Gerot and Wignell (1994:52) assert that Circumstantial answers such questions as when, where, why, how, how many, and as what. They realize meanings about:

a. Time

Time tells when and is probed by When? How often? How long? E.g. He goes to church *every Sunday*.

b. Place

Place tells where and is probed by where? How far? E.g. He goes to church every Sunday.

c. Manner

Manner tells how

- 1) Means: tells by what means and is probed by what with? E.g. He goes *by taxi*
- 2) Quality: tells how and is probed by how? E.g. He loved her *madly, deeply, truly!*
- 3) Comparison: tells like what and is probed by what like. E.g. He was jumping around *like a monkey on a roof*.

d. Cause

Cause tells why

- 1) Reason: tells what causes the Process and is probed by why? Or How? E.g. The sheep died *of thirst*.

2) Purpose: tells the purpose and is probed by what for? E.g. He went to the shop *for cigarettes*.

3) Behalf: tells for whose sake and is probed by for whom? E.g. He went to the shop *for his mother*.

e. Accompaniment

Accompaniment tells with(out) who or what and is probed by who or what else? E.g. I left work without my briefcase.

f. Matter

Matter tells about what or regarding what and is probed by what about? E.g. This book is talking about functional grammar.

g. Role

Role tells what as and is probed by as what? E.g. He lived a quiet life as a beekeeper.

2.2.6 Descriptive Text

Husna et al. (2013) stated that a descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is the text that describes something.

Gerot and Wignell (1994) explained that the social function of descriptive text is to describe a particular person, place, or thing. The purpose of descriptive text is to describe the information about people, things, places, and animals particularly whether visible or invisible case.

2.3 Theoretical Framework of the Study

In this study, the researcher will focus in written text and investigate the ideational meaning realized on descriptive text written by junior high school students. The concept that will be used in collecting data is concerning Systemic Functional Grammar as the theory of the metafunctions. The ideational meaning is realized in wordings through system of transitivity which are; process, participant and the circumstance.

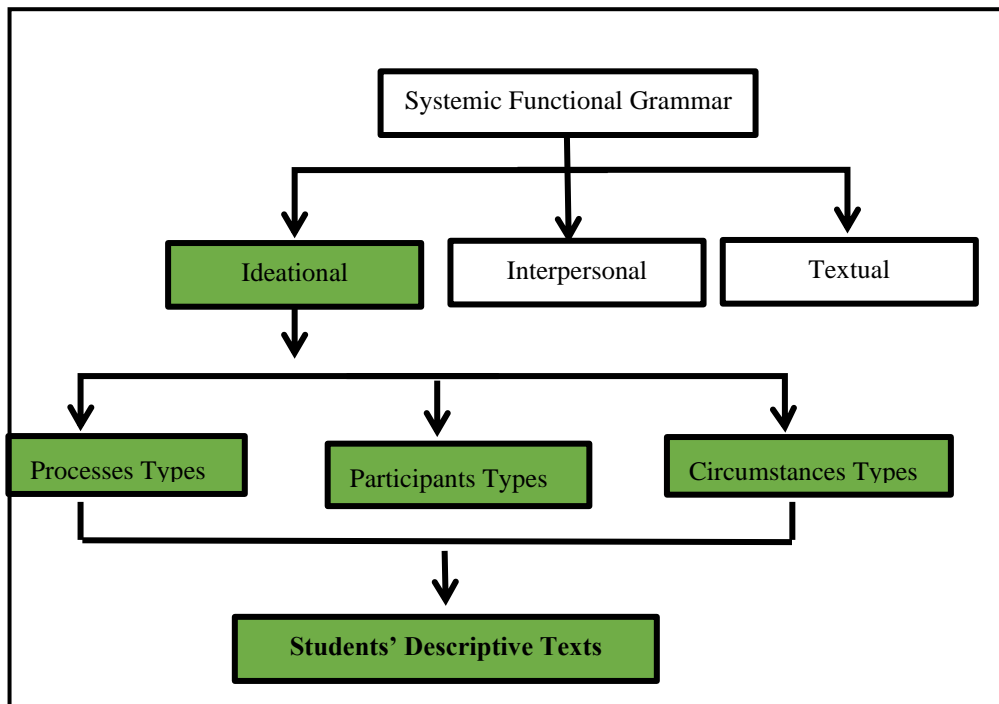


Figure 2.5 Theoretical Framework of the Study

CHAPTER III

METHODOLOGY

This chapter is about the methodology of research which covers research approach, object of the study, role of researcher, types of data, procedures of collecting data, procedures of analysing data, and triangulation. The explanations are in the following:

3.1 Research Design

This research focuses in analysing the realization of ideational meaning in descriptive text written by Junior High School students. The analysis will be done by using qualitative approach.

Cresswell (2009) defines that qualitative research is a form of interpretive inquiry in which the researchers make interpretations of what they see, hear, and understand. In accordance, Copley (2017) stated that “The core property of qualitative research is that it examines the way people make sense out of their own concrete real life experiences in their own minds and in their own words.”

Nassaji (2015) explains that qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. In this study, the data is in the form of written texts. The data is analyzed using systemic functional grammar analysis.

3.2 Object of the Study

The object of the study is the descriptive text written by the 30 seventh-graders in Junior High School of 3 Rembang. The researcher took the data here because they must have learnt the descriptive text material.

3.3 Role of the Researcher

The role of the researcher in this study is as a data collector, an analyst, and a writer. As a data collector, the researcher collects students' descriptive text. As an analyst, the researcher analyzes the data to get the answer of the problem. In the end, the researcher plays a role to write conclusion and complete the report based on the research findings.

3.4 Types of Data

The types of data in this study are in the form of text analysis of descriptive texts written by the students. The data are described in the form of clauses.

3.5 Procedures of Collecting Data

In collecting the data, the researcher took several steps, those are:

a. Asking for permission

In this stage, the researcher will fulfil the administrative procedures to make a permission letter from the Dean of Languages and Arts Faculty at Universitas Negeri Semarang and give it to the headmaster of the school to get their permission in doing research.

b. Determining the class as the setting of the study

Based on 2013 Curriculum, the descriptive text will be given to the seventh grader of Junior High School. So, the researcher will choose the descriptive text from seventh grade students. In determining the setting class, the researcher will contact and discuss with the teacher who taught in seventh grade to make coordination dealing with the research.

c. Collecting the students' descriptive text

In this stage, the researcher will take the descriptive text written by the seventh grader students that have been determined first with the teacher. In this case, the descriptive text written by the students are about animal because at that time

3.6 Procedures of Analyzing Data

There are three components in the system of transitivity. Those are Participants, Processes and Circumstances. In analyzing the meaning, the researcher has three steps as follows:

1. Reading the descriptive texts written by students
2. Breaking up the texts into clauses

Example of text:

I hat a pet. It is a fish. Its name Alibaba. Alibaba is male. It is three month old. Alibaba has a funny behavior. My fish has two short fins. It also has blue eyes. Alibaba likes to eat fruit. I love my fish.

The clauses that are broken up from the text as follows:

- (i) I hat a pet
- (ii) It is a fish
- (iii) Its name Alibaba
- (iv) Alibaba is male
- (v) Alibaba has a funny behavior
- (vi) My fish has two short fins
- (vii) It also has blue eyes
- (viii) Alibaba likes to eat fruit
- (ix) I love my fish

3. Classifying meaning by meaning in order to reveal the transitivity system particularly in ideational meaning.

I hat a pet

I	Hat	A pet
Carrier	Attributive: intensive	Attribute

4. Calculating the process types in students' descriptive texts and categorized them in the table below:

Text	Process Types												Causative	Incomplete	
	Material	Mental			Verbal	Behavioral	Existential	Relational							
		Affective	Cognitive	Perceptive				Attributive		Identifying					
								Intensive	Possessive	Circumstantial	Intensive	Possessive			Circumstantial
Text1															
Text 2															
Total															

Table 3.3 Process Type Analysis

After calculating the process types analysis, the researcher calculates the total of process types analysis in the students' descriptive texts as follows:

Processes Type	Quantity of Analyzed Items
Material	
Mental: Cognitive	
Mental: Affective	
Mental: Perceptive	
Behavioral	
Verbal	
Existential	
Relational: Attributive Intensive	
Relational: Attributive Circumstantial	
Relational: Attributive Possessive	
Relational: Identifying Intensive	

Relational: Identifying Circumstantial	
Relational: Identifying Possessive	
Causative	
Incomplete	
Total	

Table 3.4 Data Summary of Process Types Analysis

5. Calculating the participant types in each students' descriptive text and categorized them into table below:

Text	Material						Mental		Verbal				Behavioral		Existential	Relational				
	Actor	Goal	Range	Client	Recipient	Initiator	Senser	Phenomeno	Sayer	Receiver	Target	Verbiage	Behavior	Range	Existent	Attributive			Identifying	
																Carrier	Attributive	Attributor	Token	Value
Text 1																				
Text 2																				
Text 3																				
Total																				

Table 3.5 Participants Analysis

Then the researcher calculates the total of the participant types in students' descriptive texts as follows:

Process Types	Participants	Quantity of Analyzed Items
Material	Actor	
	Goal	
	Range	
	Client	
	Recipient	
	Initiator	
Mental	Senser	
	Phenomenon	
Verbal	Sayer	
	Receiver	
	Target	
	Verbiage	
Behavioral	Behaver	
	Range	
Existential	Existent	
Relational Attributive	Carrier	
	Attribute	
	Attributor	
Relational Identifying	Token	
	Value	
Total		

Table 3.6 Data Summary of Participant Analysis

6. Calculating the Circumstance types in students' descriptive text and categorize them into table below:

CIRCUMSTANCE TYPE ANALYSIS											
Text	Circumstances										
	Time	Place	Manner			Cause			Accompaniment	Matter	Role
			Means	Quality	Comparison	Reason	Purpose	Behalf			

Table 3.7 Circumstance Types Analysis

After calculating the circumstance types analysis, the researcher calculates the total of circumstance types analysis in the students' descriptive text as follow:

Circumstances	Quantity of Analyzed Items
Time	
Place	
Manner: Means	

Manner: Quality	
Manner: Comparison	
Cause: Reason	
Cause: Purpose	
Cause: Behalf	
Accompaniment	
Matter	
Role	
Total	

Table 3.8 Summary of Circumstance Types Analysis

3.7 Triangulation

According to Guion (2002) stated that triangulation involves the use of multiple professional perspectives to interpret a single set of data/information.

In order to get validity of the data, the researcher used triangulation technique. The researcher used triangulation expert reviewing to confirm the research data. Regarding this triangulation, after the data were analyzed, the researcher asked a reviewer to check the validation of the data analysis. The reviewer was a lecturer of English Department of UNNES who mastering Systemic Functional Grammar.

3.8 Procedures of Reporting the Result

In order to reporting the result of ideational meaning analysis in Junior High School students' descriptive text, the researcher will involve several steps. Those are:

1. The researcher presents the result of the analysis table. The table are used in order to show each item analysis which support the ideational meaning.
2. The researcher put the result of the discussion part in chapter 4.
3. The researcher draws the conclusion of the study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter reports the findings and discussion concerning the analysis of ideational meanings realized on Junior High School students' descriptive text. It explores the complete aspects of a discussion to answer the research question.

4.1 Findings

The data were taken from the 30 descriptive texts about animals written by the seventh-grade students of Junior High School 3 Rembang. The animals described was animal as a pet in the students' house. Each clause of the descriptive text was analyzed into three elements of the transitivity system. They were Process types, Participant function, and Circumstantial elements. The process types were classified into the material process, mental process, relational process, behavioral process, existential process, and verbal process. The participant types were related to the process types. The existence of circumstances in a clause is optional.

In this chapter, the findings of the study are divided into three subchapters based on the research problems of the study. The first is process types that are characterized in the descriptive text, the second is participant types, and the last is circumstantial types that are characterized in the descriptive text.

4.1.1 Process Types

The total of clauses of the descriptive text written by the students is 369 clauses. However, 2 of them are unanalyzed clauses because the clauses don't have meaning at all that will be explained in the discussion. Thus, 367 clauses that have process types are analyzed by the researcher. The characterized processes are Material, Mental, Behavioral, Verbal, Existential, and Relational Processes. The distribution of the process types can be seen in the following table:

Process Type	Quantity of Analyzed Items
Material	57
Mental: Cognitive	0
Mental: Affective	27
Mental: Perspective	2
Mental: Volitive	1
Behavioral	9
Verbal	7
Existential	1
Relational: Attributive Intensive	124
Relational: Attributive Circumstantial	0
Relational: Attributive Possessive	102

Relational: Identifying Intensive	30
Relational: Identifying Circumstantial	0
Relational: Identifying Possessive	0
Total	331

Table 4.1 Process Types of Ideational Meaning Analysis
of the Students' Descriptive Text

In this study, the material process occurs 57 times and it refers to the process of construing the material world of doing. The mental Process occurs 30 times. However, it is divided into 3 types. The first type referring to affection occurs 27 times, the second is referring to perception, it occurs 2 times. The last mental process is the lowest one referring to volition, which occurs 1 time. The behavioral Process occurs 9 times. The verbal Process occurs 7 times which refers to the process of construing something said by its participant. Existential Process occurs only once and it refers to the process of existing. Relational Process is the highest process found in the descriptive texts. It occurs 256 times in total, it comes from Relational Attributive Intensive 124 times, Relational Attributive Possessive 102 times, and Relational Identifying Intensive 30 times. It construes relationships of description.

Since the research focused on the descriptive texts the students wrote, the first assumption the writer made was that the process used the most would be the Relational Process. The reason why the researcher made the assumption was that the texts

analyzed were descriptive texts, which were used to describe someone, something, or place. In this case, the students wrote a descriptive text about an animal as their pet. Besides, Relational Process is used to describe something through the state of being and having. This assumption was accepted as we can see from the table that the Relational Process has the highest number.

4.1.2 Participant Types

There are 915 participants found in this research. Usually, the dominant participant of a text is influenced by the dominant process type of a text. Thus, the distribution of participant functions in this study are as follows:

	Participants Type	Quantity of analyzed items
Material	Actor	53
	Goal	36
	Range	1
	Client	1
	Recipient	0
	Initiator	0
Mental	Senser	29
	Phenomenon	26
Verbal	Sayer	8

	Receiver	0
	Target	0
	Verbiage	2
Behavioral	Behaver	10
	Range	1
Existential	Existent	1
Relational	Carrier	230
Attributive	Attributive	230
	Attribute	227
Relational	Token	30
Identifying	Value	30
Total		915

Table 4.2 Participant Types of Ideational Meaning Analysis
of the Students' Descriptive Text

Based on the table above, it can be concluded that the most dominant participant found in the texts is Relational Process, which is related to the dominant process. Thus, the most dominant participant in this Relational Process is Carrier which occurs 230 times. It means that the texts highlight more on attributive clauses. This happened because Carrier explained a subject that is involved in the process of describing something.

4.1.3 Circumstance Types

The sum of circumstance in the descriptive texts is 157 in total. The results of

Circumstantial Elements are presented in the following table:

Circumstances Type	Quantity of Analyzed Items
Time	13
Place	19
Manner: Means	1
Manner: Quality	5
Manner: Comparison	4
Cause: Reason	2
Cause: Purpose	2
Cause: Behalf	2
Accompaniment	6
Matter	3
Role	2
Total	60

Table 4.3 Circumstantial Types of Ideational Meaning Analysis
of the Students' Descriptive Text

From the table above, it can be seen that the circumstantial elements that were found in the texts were Time occurs 13 times, Place occurs 19 times, Manner occurs

10 times in total, Cause occurs 6 times in total, Accompaniment occurs 6 times, Matter occurs 3 times and the last one Role occurs 2 times. The assumption the research made before analyzing the Circumstantial element was the circumstance of manner: quality would be the highest number of Circumstantial Element since the texts analyzed in this research are descriptive text about animals and it would tell about the characteristic of the animals. The fact shows that the circumstance of place gets the highest number while the circumstance of manner: quality gets the fourth-highest number after circumstance of time and accompaniment. It also shows that the difference between each circumstance is not significant. It means that the dominant circumstance used in a text has no relation to the dominant process.

4.1.4 Secondary Findings: Grammatical Mistakes

When analyzing the Ideational Meaning realization of the students' descriptive text, the researcher found some grammatical errors in the texts. The researcher also found that it is important to analyze the mistakes were students made so that in the future they would make their clauses grammatically correct to support the ideas they want to convey. There are three kinds of mistakes the students made in this study. They are Omission, Addition, and Misinformation. The total of these mistakes is 81. The following table will show the distribution of the errors:

Type of Error	Quantity of Analyzed Items
Omission	9
Addition	12
Misinformation	60
Total	81

Table 4.4 Grammatical Errors Found in Students' Descriptive Texts

From the table above, it can be seen that the highest grammatical error that appears in the descriptive texts written by the students is Misinformation. It occurs because many of the students used incorrect determiner and incorrect use of plural and singular form of a noun. The further explanation will be discussed in the next subchapters.

4.2 Discussion

For the clearer details of the findings, several parts will be talked about here. The first is about the Process, the Participants found in the students' descriptive text, the Circumstantial Elements, secondary findings, and the last part is about the implication of the results of the study.

4.2.1 Process Types

a. Material Process

The material process is a process of material doing that describes the process of doing. They express the notion that some entity physically does something which

may be done to other entity. In this research, the Material process occurs 57 times.

Some findings of the Material Process are:

Alibaba	Likes to eat	Fruit
Actor	Material	Goal

Clause 9, Text 1

If I	Goes	To school
Actor	Material	Cir. Place

Clause 17, Text 2

Nisa	Play	With me
Actor	Material	Cir. Accompaniment

Clause 20, Text 2

The seeds	Can be made	As a snack
Actor	Material	Cir. role

Clause 6, Text 3

So	I	Can watch	it
	Actor	Material	goal

Clause 5, Text 5

The clauses above are some findings of the Material Process found in the students' texts. The verbs *eat*, *go*, *play*, *made*, and *watch* are the verbs that indicate

Material Process. In this research, Material Process becomes the second-highest process after Relational Process. It indicates that the texts emphasize the existence of the ‘doer’ in the process. Most of the students used this material process to express the activity of the writer and the things they are described in the texts. In this case, things are referred to an animal as the students’ pet.

b. Mental Process

Mental Process is the process of sensing. There are four types of sensing in this process. They are affective or reactive (feeling), cognitive (thinking), perceptive (perceiving through five senses), and volition (wanting). In this research, Mental Process occurs 30 times and becomes the third-highest after the relational and material process. Mental Process referring to affection occurs 27 times, the one that refers to perceptive occurs 2 times, and the last one, Mental Process referring to volition only occurs 1 time. There is no mental process referring to cognitive in this research. Here are some findings of the Mental Process:

- Mental Affection Process

I	Love	My dog
Senser	Mental	Phenomenon

Clause 14, Text 8

Chika	Likes	jumping
Senser	Mental	Phenomenon

Clause 10, Text 20

When	He	Upset
	Senser	Mental

Clause 11, Text 4

I	Love	My cat
Senser	Mental	Phenomenon

Clause 10, Text 26

The clauses above are some findings of the Mental Affection Process found in the students' descriptive texts. The verbs that indicate this process are *love*, *likes*, and *upset*. Mental Affective Process focuses on someone's feelings. Someone, in this case, refers to animals and humans who are mixed up with the descriptive texts written by the students. Through this process, students expressed their feeling about their animals. The word *like* and *love* are the most dominant words used in this process in the study.

- Mental Perception Process

With those ears	They	Could hear	Better
Cir. Accompaniment	Senser	Mental: Perception	Cir. Manner: quality

Clause 3, Text 6

Recognize	Voices	Of their predators
Mental: Perception	Phenomenon	Cir. Cause: Behalf

Clause 4, Text 6

The clauses above are the findings of the Mental Perception Process of the recent study. Mental Perspective Process is a process of human or animal senses such

as hearing, smelling, tasting, seeing, etc. The verb that indicates Mental Perspective Process in this research are *hear* and *recognize*. The students used this process to express the sense of the animals.

- Mental Volition Process

Whenever	It	Want
Cir. Time	Senser	Mental: Volition

Clause 7, Text 5

The clause above is the only finding of the Mental Volition Process in this descriptive text written by the students. This process is a process to express wanting, needing, desiring, hoping, and wishing. In this study, the Volition Mental process is used to show the animal's wanting.

c. Verbal Process

The verbal Process is a process of saying or we can make it as symbolically signaling. The Verbal Process in this research occurs 7 times. The findings of the Verbal Process in this research are:

It	Always 'gug'	If glad
Sayer	Verbal	Cir. Cause: reason

Clause 11, Text 8

I	Call	'Husky'
Sayer	Verbal	Verbiage

Clause 4, Text 8

It	Always bark	If hungry
Sayer	Verbal	Cir. Cause: reason

Clause 8, Text 22

There are 4 categories in Verbal Process. They are Stating, Questioning, Offering, and Commanding. However, the only category found in the students' descriptive text is Stating. The words that indicate this process are *call* and *bark*. This process used by the student to show the verbal activity done by the animals as their characteristic.

d. Behavioral Process

Behavioral Process is a process of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering (Gerot & Wignell, 1994). In this research, there are 9 times occurrences of the Behavioral Process. Here are some findings of the Behavioral Process:

When	It	Gets hungry
	Behaver	behavioral

Clause 9, Text 5

They	Live	In a big cage white bunny
Behaver	Behavioral	Cir. Place

Clause 12, Text 10

If	She	Is hungry
	Behaver	Behavioral

Clause 12, Text 14

He	Lives	In a cage
Behaver	Behavioral	Cir. Place

Clause 12, Text 29

In the findings of the Behavioral Process above, the verbs that indicate the behavioral process are *live* and *hungry*. The most dominant word used in this descriptive text is *live*. The students used it to express the way or where the animals live since the descriptive text is about the description of the animal. *Hungry* is also used to express the animal's habit as they also can feel the same experience as a human being.

e. Relational Process

Relational Process is a process that involves states of being and having. This process is categorized into two processes. They are Attributive and Identifying. The Attributive Process is a process that assigns a quality whereas the Identifying process is a process that establishes an identity. The total Relational Processes found in the descriptive texts is 256. Attributive Intensive occurs 124 times, the Attributive Possessive occurs 102 times, the Identifying Intensive occurs 30 times.

• Relational Attributive Intensive Process:

It	Is	A fish
Carrier	Attributive: Intensive	Attribute

Clause 2, Text 1

They	Are	Yellow
Carrier	Attributive: Intensive	Attribute

Clause 2, Text 3

My cow	Is	Old
Carrier	Attributive: Intensive	Attribute

Clause 5, Text 11

Chika	Is	Female
Carrier	Attributive: Intensive	Attribute

Clause 6, Text 20

It	Is	Three month old
Carrier	Attributive: Intensive	Attribute

Clause 5, Text 21

The clauses above are some findings of the Relational Attributive Intensive Process. This process expresses the state of being. The most dominant word that indicates the Attributive Intensive Process above was stated by '*is* and *are*'. This process has the highest number among other processes since the text analyzed are

descriptive texts and the object of the text is kind of things (animal). The students used this process to assign qualities to their pets.

- Relational Attributive Possessive Process:

I	Have	A pet
Carrier	Attributive: possessive	Attribute

Clause 1, Text 8

It	Has	Short tail
Carrier	Attributive: possessive	Attribute

Clause 9, Text 9

My dog	Has	Soft and brown fur
Carrier	Attributive: possessive	Attribute

Clause 6, Text 15

It	Has	Long ear
Carrier	Attributive: possessive	Attribute

Clause 8, Text 21

It	Has	Red and big eyes
Carrier	Attributive: possessive	Attribute

Clause 9, Text 13

Relational Attributive Possessive Process is a process that expresses the state of having. The words that indicate this process are *have* and *has*. However, in this research, the dominant word used by the students is *has*. The students wrote this word

because they use it to express the characteristic of their animals by showing what they have. Almost all the characteristics are about the appearance of the animal.

- Relational Identifying Intensive Process

The name of my rabbit	Is	Nisa
value	Identifying: Intensive	Token

Clause 3, Text 2

My cat's name	Is	Ciput
value	Identifying: Intensive	Token

Clause 1, Text 4

This ears	Are	the most noticeable characteristics from this animal
Token	Identifying: intensive	Value

Clause 2, Text 6

My favorite Koi	Was	The biggest	Among other fishes
Token	Identifying: Intensive	Value	Cir. comparison

Clause 4, Text 7

Their favorite food	Is	Carrot
Value	Identifying: Intensive	Token

Clause 13, Text 10

Relational Identifying Intensive Process expresses the state of being of something. In the process, the role of participants is the same. It happens because they are reversible. For example, *their favorite food is carrot* can be reversed as *carrot is their favorite food*. The students used this process to express the identity of something included in the text.

f. Existential Process

Existential Process is a process of existence. There is only one occurrence of the Existential Process in this study. The following is the finding of this process:

There	Are	Many fish
	Existential	Existent

Clause 2, Text 7

The students expressed their writing using this process to state the existence of something related to the description of their animals. The word *there* is not the agent of the process. So, the researcher left it unanalyzed.

4.2.2 Participants Types

a. Actor, Goal, Range, Client, Recipient, and Initiator

There are several participants in Material Processes. They are Actor, Goal, Range, Client, Recipient, and Initiator. The total participant in Material Process is 92 times. There are 53 actors which express the doer, 35 goals which show to whom the process is directed, 1 range, and 1 client. Some of the findings of the Participants are:

Nisa	Always	Make	Me	Happy
Actor	Cir. Time	Material	Client	goal

Clause 15, Text

It	Can reach	Speeds	Up to 70 km per hour
Actor	Material	Range	Goal

Clause 7, Text 6

Woli	Like to eat	Fish
Actor	Material	Goal

Clause 19, Text 15

It	Always jumping	Follow me
Actor	Material	Cir. Cause: purpose

Clause 10, Text 25

Cipo	Likes to eat	Carrot
Actor	Material	Goal

Clause 11, Text 12

Some of the Material Process in this research are dispositive, which has no goal. But many of the Material processes are creative, which need a goal. In the texts, the students used Actor as the dominant participant to express the doer of the activity. In this case, the actor is referred to the animal. It is accepted because as we know, animals are quite similar to human beings in the case of their activity. The students also

mentioned the name of the pet to express the actor participants. For example: *Cipo, Woli, Nisa, etc.*

b. Senser and Phenomenon

There are two participants in the Mental Process, they are Senser and Phenomenon. In this research, the participants appear 55 times in total. The Senser appears 29 times and Phenomenon appears 26 times. There are some clauses which have only Senser as participant. However, there are almost all of the clauses that have both Senser and Phenomenon participants. Some findings of these participants are:

I	Love	My bird
Senser	Mental: Affection	Phenomenon

Clause 14, Text 14

I	Love	My fish
Senser	Mental: Affection	Phenomenon

Clause 11, Text 17

When	He	Upset
	Senser	Mental: affection

Clause 11, Text 4

I	Love	My rabbit
Senser	Mental: Affection	Phenomenon

Clause 11, Text 20

I	Likes	Jumping
Senser	Mental: Affection	Phenomenon

Clause 10, Text 20

In the findings above, we can see that the participants of the Mental process are Senser and Phenomenon. there is a Mental Process that has only Senser Participant and there are some who have both Senser and Phenomenon Participants. The students used these participants to show that the object being analyzed was a conscious being. The words mostly used by the students are *likes* and *love*. It indicates the feeling of the writer towards the animals or the feeling of the animals itself.

c. Sayer, Receiver, Target, and Verbiage

There are several participants in Verbal Process, they are Sayer, Receiver, Target, and Verbiage. There are only 2 participants analyzed in this research and it appears 10 times in total. They are Sayer which shows the one doing the verbal and Verbiage as the verbalization itself. The Sayer appears 8 times, while the Verbiage appears only 2 times. Some of Sayer Participants Findings are:

I	Usually	Call	'Husky'
Sayer	Cir. Time	Verbal	verbiage

Clause 4, Text 8

Bara	Always	'aak'
Sayer	Cir.time	Verbal

Clause 10, Text 9

It	Always	Meow	If hungry
Sayer	Cir. Time	Verbal	Cir. Cause: Reason

Clause 9, Text 16

It	Always	Bark	If hungry
Sayer	Cir. Time	Verbal	Cir. Cause: Reason

Clause 8, Text 22

The students wrote the texts by only using 2 kinds of participants. They are Sayer and Verbiage. The dominant word used by the students that indicate the Sayer Participant is *it*. It refers to the animals they described. The only Verbiage Participant found in this study indicated by the word '*Husky*'. The students used this Verbiage Participant to express the name of the verbalization itself.

d. Behavior and Range

There are two participants in Behavioral Process in this study, they are Behavior and Range. The total participants of this process are 11. Behavior is the conscious being just like Mental Process, but the process is one of doing, not sensing. Behavior appears 10 times in this research. Range shows the scope of the process, defining its coordinates

or domain. There is only 1 Range in this research. Some findings of these participants are:

And if	I	Go	Home
	Behaver	Behavioral	Range

Clause 19, Text 2

When	It	Gets hungry
	Behaver	Behavioral

Clause 9, Text 5

If	He	Is hungry
	Behaver	Behavioral

Clause 11, Text 9

They	Live	In a big cage
Behaver	Behavioral	Cir. Place

Clause 13, Text 28

In the findings above, almost all of the Behaver participant is indicated by 'to be'. For examples: *he, she, it, they, etc.* Those are referred to the animals as the object described by the students. There is only one clause with both participants of Behaver and Range. However, the rest clauses are without Range participant. The students used this participant to express the animals' or the writer's physiological and psychological behavior.

e. Carrier, Attribute, Attributor, Token, and Value

There are 5 participants in Relational Process. They are Carrier, Attribute, Attributor, Token, and Value. Since Relational Process has the highest number of occurrences, the participants of this process are also the same. The carrier of this process appears 230 times, the attribute appears 227 times, the token participant appears 30 times and the Value participant appears 30 times. Some findings of these Participants are:

Alibaba	Is	Male
Carrier	Attributive: intensive	Attribute

Clause 4, Text 1

It	Is	A dog
Carrier	Attributive: Intensive	Attribute

Clause 4, Text 15

It	Has	Flat nose
Carrier	Attributive: possessive	Attribute

Clause 8, Text 16

My rabbit name	Is	Chika
Value	Identifying: Intensive	Token

Clause 3, Text 20

Their favorite food	Is	Carrots
Value	Identifying: Intensive	Token

Clause 16, Text 28

From the findings above, it can be seen that there are two kinds of relational processes. The first is Attributive and the second is Identifying. In this research, the Attributive Relational Process has 2 participants; Carrier and Attribute. The words that indicate the carrier participants are: *Alibaba* and *It*. Almost all of these participants are referred to the animals or the object of the descriptive texts and in the form of a noun. The words that indicate attribute in the research are; *male*, *a dog*, and *flat nose*. Almost all of these participants are referred to the characteristics of the object or animals being described by the writer, and it is in the form of a noun or adverb.

The Identifying Relational Process has 2 participants also; Token and Value. The words that indicate the token are; *Chika* and *carrot*. These participants are in the form of a noun. The words that indicate Value in this research are; *My rabbit name* and *their favorite food*. These participants are also in the form of a noun

f. Existent

There is only one participant of the Existential Process in this study. It is an Existent Participant. This participant appears only 1 time in the students' descriptive texts. The finding of the participant is:

There	Are	Many fish
	Existential	Existent

Clause 2, Text 7

The finding above showed the participant of Existent. It indicated by the word *many fish*. The students used this Existent Participant to show the existence of the fish as pet in the text.

4.2.3 Circumstantial Types

a. Circumstance of Time

The circumstance of Time tells us about when is something happened or at what time. It usually probed by *When? How often? or How long?* In this research, there are 13 Circumstance of Time appears. Some findings of this Circumstance are:

And	Nisa	Always happy	In everyday
	Carry	Attributive: Intensive	Cir. Time

Clause 16, Text 2

I	Bought	It	A week ago	From the market near to my house
Actor	Material	Goal	Cir. Time	Cir. Place

Clause 2, Text 5

It	Always	<i>'gog-gog'</i>
Sayer	Cir. Time	Verbal

Clause 9, Text 15

Whenever	It	Want
Cir. Time	Senser	Mental: volition

Clause 7, Text 5

It	Can reach	Speeds	Up to 7 kilometers	Per hour
Actor	Material	Range	Goal	Cir. Time

Clause 7, Text 6

All of the clauses above are some findings of Time Circumstantial in this research. The words that indicate this Circumstance are; *in everyday, a week ago, always* and *whenever*. The students used these words to express the time of *when* and *how long* does the activities in the texts happened.

b. Place

Place Circumstance tells us about where is something or activities happened. Usually this circumstance is probed by *Where ?*. There are 19 Place Circumstances in this research. Some of the findings are:

I	Put	It	In aquarium on the table in my bedroom
Actor	Material	Goal	Cir. Place

Clause 2, Text 5

Who	Live	In my pond
Actor	Material	Cir. Place

Clause 5, Text 7

They	Live	In a big cage white bunny
Behaver	Behavioral	Cir. place

Clause 12, Text 10

My rabbit	Likes to eat	In his clean cage
Actor	Material	Cir. Place

Clause 12, Text 13

In the findings above, the Place Circumstance are indicated by the words; *in aquarium on the table in my bedroom, in my pond, in a big cage white bunny and in his clean cage*. The students express the Place Circumstances to show the location of the activities done by the animals described in the descriptive texts. This circumstance also became the highest circumstance among others.

c. Circumstance of Manner

Circumstance of Manner construes the way in which the process is actualized. It tells how to comprises three subcategories: Means, Quality, Comparison. The Circumstance of Manner in this research appears 10 times in total. Mean, which tells by what means occurs 1 time. Quality, which tells how appears 5 times. Comparison, which tells like what appears 4 times. Some of the findings of these Manner Circumstances are:

They	Move	By hoping
Actor	Material	Cir. Manner: Means

Clause 6, Text 6

Swimming	Actively
Material	Cir. Manner: Quality

Clause 6, Text 5

Because its reflection	Seems	Like an opponent to it
Carrier	Attributive: Intensive	Cir. Manner: Comparison

Clause 16, Text 5

Who	Live	There	Like fish and koi
Behaver	Behavioral	Cir. Place	Cir. Manner: Comparison

Clause 3, Text 7

With those ears	They	Could hear	Better
Cir. Accompaniment	Senser	Mental: Perceptive	Cir. Manner: Quality

Clause 3, Text 6

The clauses above are some findings of Circumstantial Element of Manner. The phrase *by hoping* indicates Circumstantial Element of Manner: Means. The words *actively* and *better* are indicated the Circumstantial Element of Manner: Quality. The phrases *like an opponent to it* and *like fish and koi* are indicated the Circumstantial Element of Manner: Comparison. The students used this Circumstances to express the manner of the animals described.

d. Circumstance of Cause

Circumstance of Cause tells about why and categorized into three types. They are Reason, Purpose and Behalf. Reason which tells about what causes the process, appears 2 times. Purpose which tells about the purpose, appears 2 times. Behalf which tells for whose sake, appears 2 times. So, the total of this Circumstance is 6 times. Some findings of this Circumstantial of Cause are:

It	Always ' <i>gug</i> '	If glad
Sayer	Verbal	Cir. Cause: Reason

Clause 11, Text 8

It	Always ' <i>meow</i> '	If hungry
Sayer	Verbal	Cir. Cause: Reason

Clause 9, Text 16

It	Always jumping	Follow me
Actor	material	Cir. Cause: Purpose

Clause10, Text 25

Recognize	<i>Voices</i>	Of their predators
Mental: Perceptive	Phenomenon	Cir. Cause: Behalf

Clause 4, Text 6

The clauses above are the findings of Circumstance of Cause of the students' descriptive texts. The phrases *if glad* and *if hungry* indicates the Circumstantial

Element of Cause Reason. The phrase *follow me* indicates the Circumstantial Element of Cause Purpose. The phrase *of their predators* indicates the Circumstantial Element of Cause Behalf.

e. Circumstance of Accompaniment

Circumstance of Accompaniment tells with(out) who or what. In this research, it appears 6 times. Some findings of this Circumstance of Accompaniment are:

Nisa	Play	With me
Actor	Material	Cir. accompaniment

Clause 20, Text 2

He	Love to play	With me and new things he found
Actor	Material	Cir. Accompaniment

Clause 3, Text 19

The clauses above are the findings of the Circumstance Accompaniment. The phrases that are indicates this Circumstance are *with me* and *with me and new things he found*. The students used this circumstance to answer the questions *with whom* or *with what* and to express the characteristic and the activities of the animals being described by them.

f. Circumstance of Matter

Circumstance of Matter tells about what or with reference to what. There are 3 times Circumstance of Matter appears in this research. Some of the findings are:

It	Is	Still baby	Four month old
Carrier	Attributive: Intensive	Attribute	Cir. Matter

Clause 4, Text 22

They	Live	In a big cage	With Chimmy	His mother
Carrier	Attributive: Intensive	Attribute	Cir. accompaniment	Cir. Matter

Clause 13, Text 28

The clauses above are some findings of the Circumstance of Matter in descriptive text written by the students about animals. The phrases that indicate this circumstance are *four month old* and *his mother*. The students used these phrases to express the information they wanted to tell to the readers.

g. Circumstance of Role

Circumstance of Matter tells what as. The interrogative of this circumstances is *what as?*. Here are some of the findings:

The seeds	Can be made	As a snack
Goal	Material	Circumstance of role

Text 3, Clause 6

I	Have	A cat	As my pet
Carrier	Attributive: possessive	attribute	Cir. Role

Text 19, Clause 1

The clauses above are some findings of circumstance of role. The phrase that indicate the circumstance are *as snacks* and *as my pet*. The students used this circumstance to express the role of something in the text.

4.2.4 Secondary Findings: Grammatical Errors

Since English becomes a foreign language for the students of Junior High School of 3 Rembang, there are many of them who made errors in writing the descriptive texts, especially the errors of writing grammatically. There are 81 grammatical errors found in the descriptive texts made by them. The researcher also stated in the first part of this chapter that there are 2 unanalyzed clauses in this study.

The clauses are:

- Which looks like a has in its head (Clause 9, Text 7)
- Fine Ciput feathers (Clause 7, Text 4)

Those clauses are made because less of knowledge by the students in mastering grammar. Overall, the errors in this study are categorized into three. The first is Omission, the absence of an item that must be appear. It occurs 9 times in the texts. The second is Addition, the presence of an item which must not be appear. It occurs 12 times. The last is Misinformation, the use of unacceptable forms of the morpheme or

structure. It occurs 60 times and becomes the highest grammatical error found in this research. The detail of the finding can be seen below.

a. Omission

Omission errors are characterized by the absence of items that must be present. There are three kinds of Omission in this research. They are Preposition, Determiner, and Verb. They are listed below:

- Preposition

(1) Nisa like play in my garden (Clause 4, Text 2)

(2) Nisa like eat carrot (Clause 6, Text 2)

The clauses above are some findings of the Omission of Preposition errors in this research. Instead of writing *like play* and *like eat*, the students should have written *likes to play* and *likes to eat*. The students mostly made the Omission of the word *to* continue the verb like in the examples above.

- Determiner

(1) It is dish (Clause 2, Text 24)

The clause above is a finding of the Omission of Determiner errors in this research. Instead of writing *it is dish*, the student should have written *It is a fish*. The student made the omission of determiner errors because in *Bahasa*, we don't need to use determiner before a noun. That's how they brought this rule into this occurred error.

- Verb

(1) Nisa it so very small (Clause 13, Text 2)

(2) My dog name Siberry Huskyta (Clause 3, Text 8)

The clauses above are some findings of the Omission of Verb errors in this research. Instead of writing *Nisa it so very small* and *My dog name Siberry Huskyta*, the students should have written *Nisa is very small* and *My dog name is Siberry Huskyta*. The students usually don't put *to be* in front of the nominal clause. That is how the errors occurred.

b. Addition

Additional errors can be characterized by the presence of an item that must not appear. There are three kinds of additional errors, they are Double Marking, Regularizations, and Simple Addition. The only error that happens in this research is simple addition. They are listed below:

- Verb

(1) It is has brown and soft fur (Clause 7, Text 10)

(2) It's likes to eat seeds (Clause 13, Text 14)

(3) It is also has green eyes (Clause 7, Text 16)

The clauses above are some findings of Simple Addition of verb in the students' descriptive texts. The students wrote the verb doubled. Instead of writing *it is has brown and soft fur*, *it's likes to eat seeds*, and *it is also has green eyes*, the students should have written *it has brown and soft fur*, *it likes to eat seeds*, and *it also has green eyes*. Because it's unacceptable to have two verbs at the same time.

- Determiner

(1) Husk is a male (Clause 7, Text 8)

(2) My rabbit name is a Kayla (Clause 3, Text 23)

The clauses above are some findings of Simple Addition of Determiner in the students' descriptive texts. The students wrote an unacceptable determiner in front of the noun. Instead of writing *Husk is a male* and *my rabbit is a Kayla*, the students should have written *Husk is male* and *my rabbit is Kayla*.

- Adverb of manner

(1) It is so very cute (clause 2, Text 2)

(2) The rabbit it so veri colorful (clause 10, Text 2)

The clauses above are some findings of Simple Addition of Adverb of Manner in students' descriptive texts. The students wrote the modifier doubled. Instead of writing two of them, the students should have chosen one of them only.

c. Misinformation

Misinformation is any wrong form of certain morphemes or structures. There are 60 errors of Misinformation occurs in this research. There are two kinds of Misinformation errors in this research. They are Archi-Form and Alternating Form. The explanation will be shown below:

- Archi-Form

(1) My favorite Koi was the biggest among other fishes (Clause 5, Text 7)

(2) It is two month old (Clause 5, Text 8)

(3) It also has blue eyes and long tooth (clause 9, Text 21)

Archi form is the wrong selection of marker. It is characterized by the use of incorrect determiner or plural and singular form of the noun. The clauses above are some findings that show the Archi-Form errors of plural and singular form of the noun. The students should have written *My favorite Koi was the biggest among other fish, It is two months old, and it also has blue eyes and long teeth*. These errors happened because in Indonesian, there is no change of word between the plural and singular. So, they used this rule when writing descriptive texts.

- Alternating Form

(1) I hat a pet (Clause 1, Text 1)

(2) Nisa always make me happy (clause 15, Text 2)

(3) Bunny and his seven children likes to jumps (Clause 14, Text 10)

(4) My cow have four feet (clause 13, Text 11)

(5) He live in a cage (Clause 13, Text 12)

Alternating Form errors found in the descriptive texts are mostly about the incorrect form of the verb. The clauses above are some of the examples. The students mostly don't put the *s/es* after the verb which should have it.

4.3 Implication of the Texts Analysis Based on Transitivity Analysis

This part explains the implication of the text analysis based on Transitivity analysis. Firstly, the data shows that the most dominant process found in students' texts

is Relational Process. It is similar to the result of the studies from Salsabil (2014), Astuti (2016), Triastuti (2018). All studies that work on the Ideational Meaning of descriptive texts show that the dominant process in this text type is Relational Process. Relational Process is used to describe something through the state of being and having. So, it implies that the descriptive text uses Relational Process to convey meanings through the state of being and having. It is suitable for descriptive which becomes the representation of the world.

Secondly, the participants that appear in these descriptive texts are Actor, Goal, Range, Client, Senser, Phenomenon, Sayer, Verbiage, Behavior, Existent, Carrier, Attribute, Token, and Value. The participants of the texts which mostly appear are Carrier and Attribute. It indicates that the most dominant participants are related to the most dominant process, which is the Relational Attributive Process.

Thirdly, all the circumstantial Elements appear in the descriptive texts written by the students in this study. However, the participant which mostly appears in the descriptive text written by the students is Circumstance of Place.

After finish analyzing all the ideational meaning realized in the students' descriptive texts, the researcher found the second finding which is a grammatical error that most students did when writing the text. The grammatical error did by the students are omission, addition, and misinformation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

this final chapter presents the conclusion derived from the whole analysis and discussion presented in the previous chapter. This chapter also covers some recommendations based on the study for readers.

5.1 Conclusions

This study has analyzed Ideational meaning found in descriptive texts written by the seventh-grade students of Junior High School 3 Rembang in the academic year of 2019/2020. Ideational meaning consists of three elements: Process types, Participant types, and Circumstantial types. In order to make the conclusion of this study clear, it would be broken down into paragraphs based on each element. The conclusions of this study are in the following paragraphs:

Firstly, the processes found in the students' descriptive texts are material, Mental, Behavioral, Verbal, and Existential. The dominant process is Relational. It indicates that the process that is realized in descriptive text is Relational Process.

Secondly, the participants found in the students' descriptive texts in this study are Actor, Goal, Range, Client, Senser, Phenomenon, Sayer, Verbiage, Behavior, Existent, Carrier, Attribute, Token, and Value. The dominant process is Carrier and Attribute. Since Carrier and Attribute become the participant of Relational Attributive

Process, it indicates that the most dominant participant is influenced by the most dominant process that occurred in the texts.

Thirdly, Circumstances found in this study are Time, Place, Manner, Cause, Accompaniment, Matter, and Role. The Circumstantial Types that mostly realized is Circumstance of Place. Since the descriptive text in this study is about animal, the students used this circumstance to describe the its' activity and characteristic in the text. It's reasonable for this Circumstance of Place to be the most dominant circumstance in this study.

5.2 Suggestions

Based on the discussion and the result of the study, the researcher suggests some suggestion which can be considered by the teachers, the students, and other researchers. They are as follows:

The first suggestion is addressed to the English teacher. Since English teacher especially Junior High School teacher becomes the first place for students to learn and know English, they should master the knowledge of Ideational meanings so that they will be able to give a good guidance and examples of diction in expressing ideas during writing activities. In addition, they also should be more aware of students' problem in writing and also should help them to improve their writing skills.

The second suggestion is addressed to the students. If the students want to have a good writing, they need to learn more about grammar. In addition, it would be better

if the students interested in reading any kind of text. So that, they can learn and will be able to arrange a good and harmonious text.

The third suggestion is addressed to the readers, especially those who are interested in this study. If they are interested in this study, it will do if they have a good mastery in grammar and discourse analysis especially ideational meaning so that the analysis will be valid. Moreover, it would be better if they analyze all the metafunction to complete all the meaning in descriptive text.

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APPENDIXES

1. Basic Competence

Kompetensi Dasar (Pengetahuan)

3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya



Kompetensi Dasar (Keterampilan)

4.7 teks deskriptif

4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

2. Letter of Research Permission

 <p>UNNES UNIVERSITAS NEGERI SEMARANG</p>	<p>KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI SEMARANG FAKULTAS BAHASA DAN SENI Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229 Telepon +6224-8508010, Faksimile +6224-8508010 Laman: http://fbs.unnes.ac.id, surel: fbs@mail.unnes.ac.id</p>
02 Maret 2020	
Nomor	: B/2439/UN37.1.2/LT/2020
Hal	: Izin Penelitian
<p>Yth. Kepala SMP Negeri 3 Rembang Jl. Jendral Sudirman No. 126 Rbg, Sukoharjo, Kabongan Lor, Kec. Rembang, Kabupaten Rembang, Jawa Tengah 59219</p>	
<p>Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:</p>	
Nama	: Qurratul A`yuni
NIM	: 2201416071
Program Studi	: Pendidikan Bahasa Inggris, S1
Semester	: Genap
Tahun akademik	: 2019/2020
Judul	: The Realization of Ideational Meaning on Students' Descriptive Text
<p>Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 1 Maret s.d. 31 Maret 2020.</p> <p>Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.</p>	
 <p>Dekan FBS Wakil Dekan Bid. Akademik, Dr. Hendi Pratama, S.Pd., M.A. NIP 198505282010121006</p>	
<p>Tembusan: Dekan FBS; Universitas Negeri Semarang</p>	

Nama : Zahroni nitawati u.m
 Kelas = 7B
 No abs = 31

No. _____

Date : _____

Rabbit

I have one rabbit, it is so very cute. the name of my rabbit is nisa. nisa like play in my garden, nisa have two long ear and flat nose. nisa like eat carrot, nisa one month old. nisa have soft fur, nisa have two ^{plong} foot and two short food. the rabbit it so veri colorful. nisa always jumps. nisa don't like talce a bath. nisa it so very small, nisa have read eyes. nisa always make me happy. and nisa always happy in every day. if i goes to ~~seet~~ school nisa always play in my garden. and if i go home nisa play whith me. nisa have colorfull body. if monday i always bring nisa in pet shop. nisa have one room.

Nama: M. Zulfi Firmansyah
No : 19
Kelas = 7B

No. _____

Date: _____

My picky

I have a pet, it is a dog
My dog Name is picky, it is
still baby, it is three month old
picky is a male

picky is fat and cute
it has long year, it also
has blue eyes and long tooth
it always jump follow me
picky likes eat meat, I love
my picky

Nama = Nural Cahyanti
No = 26
Kelas : 7c

No. _____

Date: _____

My Rabbit

I have a pet. it is a rabbit. it's name "Chimmy".
It is female. my rabbit has seven babies.

My rabbit is big and funny. It has brown and soft fur. Chimmy also has flat nose and black eyes. It has short tail and long ears.

Seven babies are very small and cute. each of them has a pink nose. They live in a big cage with Chimmy, his mother. Their favorite food is carrots.

They consist of three male and two female.

Chimmy and his seven children likes to jump.

They likes to eat carrots. I love my pet.

Nama : Nayla Safitri
No : 24
Kelas : VII C

No. B. Inggris 18/20
Date _____

My Rabbit

I have a pet . It is a rabbit .

It's name " Cipo " It is female .

My Rabbit is still baby . It is three month .

My rabbit is small and cute .

It has grey and soft fur . Cipo

also has flat nose and brown eyes .

It has short tail . Cipo likes to eat carrot . he live in a cage . and he likes running . I Love my rabbit .

Nama : Tania Ika Widyastuti
No : 30
Kelas : VII B

Bahasa Inggris

No. _____
Date _____

Betta fish

I have a betta fish. I bought it a week ago from the market near to my house. It is very active. I put it in aquarium on the table in my bedroom so I can watch it swimming actively. ^{when} I want it sometimes it jumps out of the water it gets hungry.

The colour of the body is blue with some black spots on its head and two red fin on the bottom of its body. Every time I put a mirror next to the aquarium, the betta fish start to lift its fin, spread its tail and set it self into a fighting mode, because its reflection in the mirror seems like an opponent to it.

4. Transitivity Analysis of the Text

Name : Zahroini Nilawati W. M

Class : 7G/ 31

Rabbit

I have one rabbit, it is so very cute. The neme of my rabbit is nisa. Nisa like play in my garden, nisa heve two long ear and flate nouse. Nisa like eat carrot, nisa one mount old. Nisa has soft fur, nisa heve two long foot and two short food. The rabbit it so veri colorful. Nisa always jumps. Nisa don't like take a bath. Nisa it so very small, nisa have read eyes. Nisa always make me happy. And nisa always happy in everyday. If I goes to school nisa always play in my garden. And if I go home nisa play with me. Nisa have colorful body. If onday I always bring nisa in pet shop. Nisa have one room.

I	Have	One rabbit
Carrier	Attributive: possessive	Attribute

It	Is	So very cute
Carrier	Attributive: intensive	Circumstance of manner: quality

The name of my rabbit	Is	Nisa
Token	Attributive: intensive	Value

Nisa	Like play	In my garden
Actor	Material	Circumstance of Place

Nisa	Have	Two long ear and flate nouse
Carrier	Attributive: possessive	attribute

Nisa	Like eat	Carrot
Actor	Material	Goal

Nisa	One mount old
------	---------------

Carrier	Attribute
---------	-----------

Nisa	Has	Soft fur
Carrier	Attributive: possessive	attribute

Nisa	Have	two long foot and two short food
Carrier	Attributive: possessive	attribute

The Rabbit	It (is)	so very colorful
Carrier	Attributive: intensive	Circumtance of manner: quality

Nisa	Always	Jumps
Actor	Circumstance of time	Material

Nisa	Don't like	Take a bath
Senser	Mental: affection	phenomenon

Nisa	It (is)	So very small
Carrier	Attributive: possessive	attribute

Nisa	Have	Read eyes
Carrier	Attributive: possessive	attribute

Nisa	Always	make	Me	Happy
actor	Cir. of time	material	Client	Goal

And Nisa	Always happy	In everyday
Carrier	Attributive	Cir. Time

If I	Goes	To school
Actor	Material	cir. of place

Nisa	Always	play	In my garden
Actor	Cir. Of time	Material	Cir. place

And if I	Go	home
Behavior	Behavioral	Range

Nisa	Play	With me
Actor	Material	Cir. accompaniement

Nisa	Have	Colorful body
Carrier	Attributive: possessive	Cir of manner: quality

If onday	I	Always bring	Nisa	In pet shop
Cir. Time	Actor	Material	Goal	Cir. Place

Nisa	Have	One room
Carrier	Attributive: possessive	Attribute

Name : Tanhia Ika Widyastuti

Class : 7B/30

Betta Fish

I have a betta fish. I bought it a week ago from the market near to my house. It is very active. I put it in aquarium on the table in my bedroom so I can watch it swimming actively whenever it want. It sometimes jumps out of the water when it gets hungry.

The colour of the body is blue with some black spots on its head and two red fin on the bottom of its body. Everytime I put a mirror next to the aquarium, the betta fish start to lift its fin, spread its tail and set itself into a fighting mode, because its reflection in the mirror seems like an opponent to it.

I	Have	A betta fish
Carrier	Attributive: intensive	Attribute

I	Bought	it	A week ago	from the market near to my house
Actor	Material	Goal	Cir. Time	Cir. Place

It	Is	Very active
Carrier	Attributive: intensive	Circumstance of manner: quality

I	Put	It	In aquarium on the table in my bedroom
Actor	Material	Goal	Cir. Place

(so) I	Can watch	It
Actor	Material	Goal

Swimming	Actively
Material	Circumstance of manner: quality

Whenever	It	Want
Cir. Time	Senser	Mental: volition

It	Sometimes	Jumps out	Of the water
Actor	Cir. Time	Material	Cir. Place

When it	Gets hungry
Behaver	behavioral

The color of the body	Is	Blue with some black spots	on its head
Carrier	Attributive: intensive	Cir of manner: quality	Cir. Place

(and) two red fin	On the bottom of its body
Attribute	Cir. Place

Everytime	I	Put	A mirror	Next to the aquarium
Cir. Time	Actor	Material	Goal	Cir. Place

The betta fish	Start to lift	Its fin
Actor	Material	Goal

Spread	Its tail
Material	Goal

(and) set	Itself	Into a fighting mode
Material	Actor	Goal

because its reflection in the mirror	Seems	Like an opponent to it.
Carrier	Attributive: intensive	Cir of manner: comparison

Name : Sefilia Intan N

Class : 7B/ 29

My Koi Fish

My house is not big. There are many fish who live there, like gold fish and koi. My favorite Koi was the biggest among other fishes who live in my pond. May be because it's big size that is looks like a king among other fish in the pond. This fish is its colors = fish has three colors red, white, and black. My favorite Koi fish has a pattern which looks like a has in its head. That's why I love this koi.

My house	Is	Not big
Carrier	Attributive: intensive	attribute

There	Are	Many fish
	Existential	existent

Who	Live	There	like fish and koi
Behaver	Behavioral	Cir. place	Cir. Manner: comparison

My favorite koi	Was	The biggest	Among other fishes
Token	Identifying	Value	Cir. Manner: comparison

Who	Live	In my pond
Actor	Material	Cir. Place

This fish	Is	Its colors
Carrier	Attributive: intensive	Attribute

Fish	Has	Three colors, red white and black
Carrier	Attributive: possessive	Attribute

My favorite koi fish	Has	A pattern
Carrier	Attributive: possessive	Attribute

Which looks like	A has	In its head

That's why	I	love	This koi
Cir cause	Senser	Mental: affection	phenomenon

Name : Nayla Safitri

Class : 7C/24

My Rabbit

I have a pet. It is a rabbit. It's name "Cipo". It is female. My rabbit is still baby. It is three month. My rabbit is small and cute. It has grey and soft fur. Cipo also has flat nose and brown eyes. It has short tail. Cipo likes to eat carrot. He live in a cage and he likes running. I love my rabbit.

I	Have	A pet
Carrier	Attributive: possessive	Attribute

It	Is	A rabbit
Carrier	Attributive: intensive	Attribute

It	's	name	Cipo
Token	Attributive: intensive	Token	value

It	Is	Female
Carrier	Attributive: intensive	Attribute

My rabbit	Is	Still baby
Carrier	Attributive: intensive	Attribute

It	Is	Three month
Carrier	Attributive: intensive	Attribute

My rabbit	Is	Small and cute
Carrier	Attributive: intensive	Cir. Manner: quality

It	Has	Grey and soft fur
Carrier	Attributive: possessive	Cir. Manner: quality

Cipo	Also has	Flat nose and brown eyes
Carrier	Attributive: possessive	attribute

It	Has	Short tail
Carrier	Attributive: possessive	attribute

Cipo	Likes to eat	Carrot
Actor	Material	Goal

He	Live	In a cage
Behaver	Behavioral	Cir. Place

(and) he	Likes	Running
Senser	Mental: affection	Phenomenon

I	Love	My rabbit
Senser	Mental: affection	Phenomenon

Name : M. Zulfi Firmansyah

Class : 7B/19

My Picky

I have a pet, it is a dog. My dog name is Picky, it is still baby, it is three month old. Picky is a male.

Picky is fat and cute. It has long year, it also has blue eyes and long tooth. It always jump follow me. Picky likes eat meat, I love my Picky.

I	Have	A pet
Carrier	Attributive: possessive	Attribute

It	Is	A dog
Carrier	Attributive: intensive	Attribute

My dog name	Is	picky
Token	Attributive: intensive	value

It	Is	Still baby
Carrier	Attributive: intensive	Attribute

It	Is	Three month old
Carrier	Attributive: intensive	Attribute

Picky	Is	A male
Carrier	Attributive: intensive	Attribute

Picky	Is	Fat and cute
Carrier	Attributive: intensive	Attribute

It	Has	Long ear
Carrier	Attributive: possessive	Attribute

It	Also has	Blue eyes and long tooth
Carrier	Attributive: possessive	Attribute

It	Always jump follow	Me
Actor	Material	Goal

Picky	Likes eat	Meat
Actor	Material	Goal

I	Love	My picky
Senser	Mental: affection	Phenomenon

Name : Nurul Cahyanti

Class : 7C/26

My Rabbit

I have a pet. It is a rabbit. It's name "Chimmy". It is female. My rabbit has seven babies.

My rabbit is big and funny. It has brown and soft fur. Chimmy also has flat nose and black eyes. It has short tail and long ears.

Seven babies are very small and cute. Each of them has a pink nose. They live in a big cage with Chimmy, his mother. Their favorite food is carrots. They consist of three male and two female. Chimmy and his seven children likes to jump. They likes to eat carrots. I love my pet.

I	Have	A pet
Carrier	Attributive: possessive	Attribute

It	Is	A rabbit
Carrier	Attributive: intensive	Attribute

It	's	Name	Chimmy
Carrier	Attributive: intensive	Carrier	Attribute

It	Is	Female
Carrier	Attributive: intensive	Attribute

My rabbit	Has	Seven babies
Carrier	Attributive: possessive	Attribute

My rabbit	Is	Big and funny
Carrier	Attributive: intensive	Attribute

It	Has	Brown and soft fur
Carrier	Attributive: possessive	Attribute

Chimmy	Also has	Flat nose and black eyes
Carrier	Attributive: possessive	Attribute

It	Has	Short tail and long ears
Carrier	Attributive: possessive	attribute

Seven babies	Are	Very small and cute
Carrier	Attributive: intensive	Attribute

Each of them	Has	A pink nose
Carrier	Attributive: possessive	Attribute

They	Live	In a big cage with Chimmy	His mother
Behaver	Behavioral	Cir. Place	Cir. matter

Their favorite food	Is	Carrots
Token	Attributive: intensive	Value

They	Consist of	Three male and two female
Carrier	Attributive: intensive	Attribute

Chimmy and his seven children	Like	To jump
Senser	Mental: affection	Phenomenon

They	Likes to eat	Carrot
Actor	Material	Goal

I	Love	My pet
Senser	Mental: affection	Phenomenon

5. Table of the findings

PROCESS TYPE ANALYSIS														
Text	Material	Process Types												
		Mental				Verbal	Behavioural	Existential	Relational					
		Affective	Cognitive	Perceptive	Volitive				Attributive			Identifying		
									Intensive	Possessive	Circumstantial	Intensive	Possessive	Circumstantial
Text 1	1	1	0	0	0	0	0	0	4	3	0	1	0	0
Text 2	8	1	0	0	0	0	1	0	2	8	0	1	0	0
Text 3	1	0	0	0	0	0	0	0	8	0	0	1	0	0
Text 4	0	2	0	0	0	0	0	0	4	4	0	1	0	0
Text 5	8	0	0	0	1	0	1	0	4	0	0	0	0	0
Text 6	3	0	0	2	0	0	0	0	1	1	0	1	0	0
Text 7	1	1	0	0	0	0	1	1	2	2	0	1	0	0
Text 8	2	1	0	0	0	2	0	0	5	3	0	1	0	0
Text 9	1	1	0	0	0	1	1	0	4	4	0	1	0	0
Text 10	1	1	0	0	0	0	1	0	4	6	0	2	0	0
Text 11	1	0	0	0	0	1	1	0	7	2	0	1	0	0
Text 12	1	2	0	0	0	0	1	0	5	4	0	1	0	0
Text 13	1	1	0	0	0	0	0	0	4	5	0	1	0	0
Text 14	1	1	0	0	0	1	0	0	5	4	0	1	0	0
Text 15	2	1	0	0	0	0	0	0	3	4	0	1	0	0

Text 16	1	1	0	0	0	1	0	0	3	4	0	1	0	0
Text 17	2	1	0	0	0	0	0	0	2	4	0	1	0	0
Text 18	3	1	0	0	0	0	0	0	5	3	0	1	0	0
Text 19	6	0	0	0	0	0	0	0	2	3	0	0	0	0
Text 20	0	2	0	0	0	0	0	0	5	3	0	1	0	0
Text 21	2	1	0	0	0	0	0	0	5	3	0	1	0	0
Text 22	1	0	0	0	0	1	0	0	3	3	0	1	0	0
Text 23	1	0	0	0	0	0	0	0	4	4	0	1	0	0
Text 24	1	0	0	0	0	0	0	0	5	3	0	1	0	0
Text 25	2	1	0	0	0	0	0	0	5	3	0	1	0	0
Text 26	1	1	0	0	0	0	0	0	4	3	0	1	0	0
Text 27	0	2	0	0	0	0	0	0	5	3	0	1	0	0
Text 28	1	2	0	0	0	0	1	0	5	6	0	2	0	0
Text 29	1	2	0	0	0	0	1	0	5	4	0	1	0	0
Text 30	3	0	0	0	0	0	0	0	4	3	0	1	0	0
Total	57	27	0	2	1	7	9	1	124	102	0	30	0	0

PARTICIPANT TYPES ANALYSIS																				
Text	Material						Mental		Verbal				Behavioral		Existential	Relational				
																Attributive			Identifying	
	Actor	Goal	Range	Client	Recipient	Initiator	Senser	Phenomenon	Sayer	Receiver	Target	Verbiage	Behavior	Range	Existent	Carrier	Attributive	Attribute	Token	Value
Text 1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	7	7	5	1	1
Text 2	7	3	0	1	0	0	1	1	0	0	0	0	1	1	0	12	12	11	1	1
Text 3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8	8	1	1
Text 4	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	8	8	9	1	1
Text 5	7	7	0	0	0	0	1	0	0	0	0	0	1	0	0	4	4	2	0	0
Text 6	3	1	1	0	0	0	1	1	0	0	0	0	0	0	0	2	2	2	1	1

Text 7	1	0	0	0	0	0	1	1	2	0	0	1	1	0	1	4	4	4	1	1
Text 8	2	1	0	0	0	0	1	1	1	0	0	0	0	0	0	8	8	8	1	1
Text 9	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	8	8	8	1	1
Text 10	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	10	10	11	2	2
Text 11	1	1	0	0	0	0	0	0	1	0	0	0	1	0	0	9	9	9	1	1
Text 12	1	1	0	0	0	0	2	2	0	0	0	0	1	0	0	9	9	9	1	1
Text 13	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	10	10	10	1	1
Text 14	1	1	0	0	0	0	1	1	1	0	0	1	1	0	0	9	9	9	1	1
Text 15	2	1	0	0	0	0	1	1	1	0	0	0	0	0	0	7	7	7	1	1
Text 16	1	1	0	0	0	0	1	1	1	0	0	0	0	0	0	7	7	7	1	1
Text 17	2	1	0	0	0	0	1	1	0	0	0	0	0	0	0	7	7	6	1	1
Text 18	3	2	0	0	0	0	1	1	0	0	0	0	0	0	0	8	8	8	1	1
Text 19	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	4	0	0
Text 20	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	8	8	8	1	1
Text 21	2	2	0	0	0	0	1	1	0	0	0	0	0	0	0	8	8	8	1	1
Text 22	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	6	6	5	1	1
Text 23	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8	8	1	1

Text 24	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	8	8	8	1	1
Text 25	2	1	0	0	0	0	1	1	0	0	0	0	0	0	0	8	8	8	1	1
Text 26	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	7	7	7	1	1
Text 27	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	8	8	8	1	1
Text 28	1	1	0	0	0	0	2	2	0	0	0	0	1	0	0	11	11	11	2	2
Text 29	1	1	0	0	0	0	2	2	0	0	0	0	1	0	0	9	9	9	1	1
Text 30	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7	7	1	1
Total	53	35	1	1	0	0	29	26	8	0	0	2	10	1	1	230	230	227	30	30

Text 14	0	0	0	0	0	0	0	0	0	0	0
Text 15	1	0	0	0	0	0	0	0	1	0	0
Text 16	0	0	0	0	0	1	0	0	0	0	0
Text 17	0	1	0	0	0	0	0	0	0	0	0
Text 18	0	0	0	0	0	0	0	0	0	0	0
Text 19	1	1	0	0	0	0	0	1	2	0	1
Text 20	0	0	0	0	0	0	0	0	0	0	0
Text 21	0	0	0	0	0	0	0	0	0	0	0
Text 22	0	0	0	0	0	0	1	0	0	1	0
Text 23	0	0	0	0	0	0	0	0	0	0	0
Text 24	0	0	0	0	0	0	0	0	0	0	0
Text 25	0	0	0	0	0	0	1	0	0	0	0
Text 26	0	0	0	0	0	0	0	0	0	0	0
Text 27	0	0	0	0	0	0	0	0	1	0	0
Text 28	0	1	0	0	0	0	0	0	0	1	0
Text 29	0	1	0	0	0	0	0	0	0	0	0
Text 30	0	1	0	0	0	0	0	0	1	0	0
Total	13	19	1	5	4	2	2	2	6	3	2

7. Expert Judgment for Triangulation

LEMBAR PENGESAHAN *EXPERT JUDGEMENT*

Setelah memeriksa analisis data penelitian yang berjudul “The Realization of Ideational Meaning on Junior High School Students' Descriptive Text” yang disusun oleh mahasiswa:

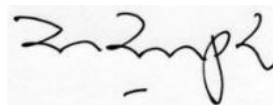
Nama : Qurratul A'yuni
NIM : 2201416071
Jurusan/Prodi : Bahasa dan Sastra Inggris/Pendidikan Bahasa Inggris

Dengan ini saya:

Nama : Intan Permata Hapsari, S.Pd., M.Pd.
NIP : 197402242005012001
Jabatan/Instansi : Dosen Pendidikan Bahasa Inggris/Universitas Negeri Semarang

Menyatakan bahwa analisis yang dilakukan oleh mahasiswa tersebut di atas adalah **valid** dan memberikan saran untuk perbaikan yaitu teks deskripsi yang ditulis dalam Bahasa Inggris yang merupakan data dalam penelitian analisis *Ideational Meaning* tidak ditulis dengan tata bahasa/*grammar* yang tepat. Untuk menjadikan suatu teks bermakna, maka tata bahasa dalam suatu teks menjadi sangat penting. Peran guru Bahasa Inggris menjadi sangat penting dalam membantu siswa agar teks yang dihasilkan siswa menjadi bermakna baik secara *ideational*, *interpersonal*, dan *textual*.

Semarang, 15 Juni 2020



Validator

Intan Permata Hapsari, SPd., M.Pd.

8. Documentation

