

**DESCRIPTIVE TEXT WRITING OF STUDENTS WITH NATURAL AND  
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# DESCRIPTIVE TEXT WRITING OF STUDENTS WITH NATURAL AND SOCIAL SCIENCE MAJORS

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## ABSTRACT

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This study aimed at identifying how the students of natural and social science majors write descriptive text writing based on the usage of process. This study was conducted by applying descriptive qualitative method. The sources of data were taken from natural and social science students' descriptive text writing. The results of this research showed that the natural science and social science students used types of process differently in writing their descriptive text. The students from natural science used relational process as the dominant type of process in their description. From 150 types of process used in 13 texts, they use 104 relational processes, it's 69.33%. They tend to use verbs such as 'be/is/am/are as attributes and identifications, they also tend to use 'have/has' which refers to possession. On the other hand, the dominant type of process used in social science students' descriptive text writing is existential process. From 107 types of process used in 13 texts, 50 (46.7%) of them are existential process. The findings of the study also showed that the different use of types of process from natural and social science students affected their way in describing object and their way in writing descriptive texts.

Keywords: *Descriptive, Writing, Process, Natral Science, Social Science*

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## INTRODUCTION

### *Background of Study*

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007: 265) states as follows “...we use language in terms of four skills: reading, writing, speaking and listening. Although both writing and speaking are productive skills, those two skills are basically different in various ways. Writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances.

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds (Oshima and Hogue, 2007).

Based on the phenomena the researcher found while doing the English teaching process, it was found that the descriptive text writing of students’ of natural science had various differences with social science students’. Based on that, the researcher assumed that natural and social science students have differences in English writing especially descriptive text writing. This is supported by Dakhi and Hutabarat (2018) who stated that determinant factor of academic writing holistically encompasses psychological factors and sociocultural factor. Ellis (1985) also said there are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality. A comparative analysis in natural and social science students also has been conducted by Lestari (2015) who found that there are differences in students’ narrative text writing product.

This research will aim to analyze the descriptive text writing of students with natural and social science majors to find out how do the students’ with natural and social science majors use types of process in writing descriptive text.

## **REVIEW OF LITERATURE**

### **1. Halliday's Types of Processes in Functional Grammar**

Halliday and Matthiessen (2014) mentioned about text in explaining the basic knowledge of functional grammar, they said, "when people speak or write, they produce text; and text is what listeners and readers engage with and interpret. The term 'text' refers to any instance of language, in any medium, that makes sense to someone who knows the language; we can characterize text as language functioning in context." So when we talk about text, we also talk about what constructed it, for instance word, phrase, clause, sentence, etc.

Halliday (1994) stated that there are six types of process namely material, mental, relational, behavioral, verbal and existential. Halliday (2004) stated that material, mental and relational are the main types of process in English transitivity system. They are the principal types in that they are the cornerstones of the grammar in its guise as a theory experience, they present three distinct kind of structural configuration, and they account for the majority of all clauses in a text. In addition, there are three further process types are behavioral, verbal, and existential.

### **2. Writing**

White and Arndt (1991:3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

Writing is a 'process through which meaning is created' (Zamel, 1982: 195). Since it is purposed to create a meaning, writing involves more than just producing words and sentences. To be able to produce a meaningful piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked.

### **3. Descriptive Text**

In writing, there are many types of writing product that we know as genres. Knapp and Watkins (2005) divides genres of text into five main genres, they are genre of describing, explaining, instructing, arguing, and narrating. This study will analyze descriptive text which is included into genre of describing.

According to Jolly (1984: 47) descriptive is text that describes something. It is a type of written text which has the specific function to give description about an object, it can be human or non-human.

### **4. Natural and Social Science Students**

In Indonesia, senior high school study programs are divided into two: natural and social science majors. Each of these majors has its own goals and subjects which means both students from natural and social science are different also.

Carin and Sund (1989: 4) state that natural science is the system of knowing about the universe through data collected by observation and controlled experimentation. Savege and Armstrong (1997) state that the primary purpose of social science major is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse, democratic society in an interdependent world.

#### *Research Methodology*

This research was conducted by applying qualitative descriptive research design by Bogdan and Biklen (1982). With this design, the study analyzed the way how the students with natural and science majors use types of process to write their descriptive texts. This description was based on the text structure, lexicogrammar of the text, and types of processes used in the text.

### *Data and Source of Data*

The data of the study were lexicogrammatical features, text structure and types of processes from students' descriptive text writing in forms of documents. The data are needed to answer research problem. The source of the data is descriptive text writing products of natural and social science majors students in SMA SWASTA ISLAM AL-ULUM.

### *The Techniques and Instruments of Data Collection*

To collect the data, the researcher first instructed the subject of the study to write descriptive text writing with the same topic and in the same duration. Next, the content analysis instrument was conducted. Krippendorff (2004) defined content analysis as the systematic reading of a body of texts, images, and symbolic matter, not necessarily from an author's or user's perspective. This technique is required to analyze the whole body of the students' descriptive writing text in purpose to find the data.

### *The Techniques of Data Analysis*

Miles and Huberman (1994:10) define that analysis consist of three current flows of activities that are data reduction, data display, and conclusion drawing/verification. In this research, the researcher used Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

1. Data Reduction
2. Data Display
3. Conclusion Drawing

### *Findings*

This study found that the natural science and social science students used types of process differently in writing their descriptive text. The students from natural science used relational process as the dominant type of process in their description. From 150 types of process used in 13

texts, they use 104 relational processes, it's 69.33%. They tend to use verbs such as 'be/is/am/are' as attributes and identifications, they also tend to use 'have/has' which refers to possession. On the other hand, the dominant type of process used in social science students' descriptive text writing is existential process. From 107 types of process used in 13 texts, 50 (46.7%) of them are existential process. Existential process represents that something exists or happens. Existential process typically has the verb be (is, am, are, was, were, have, been, etc) but there are some related verbs that commonly occur such as: exist, occur, arise, happen etc. The social science students used many be verbs (is/am/are/was/were) to refer something that exist.

Not only they use different type of process in describing the same object, but also there are some different styles in their description, affected by the different choice of process type. Natural science students use more attributes, identification, and verbs of possession while social students like to point out the existence of other things in order to identify specific features of the object they describe.

#### *Discussion*

This study is a comparative analysis on descriptive texts writing of students from natural science and social science majors. The researcher investigated how the students of natural and social science majors use types of processes in writing descriptive texts. The types of processes were analyzed as the comparison between the natural and social science major students' descriptive text. The data in this study were the lexicogrammatical features and the types processes of the students' texts. The source of the data was students' descriptive texts writing. The researcher collected the data by using document analysis technique. After that, the researcher matched the data found with the theory of Halliday about types of process. Halliday (1994) states that there are six types of process namely material, mental, relational, behavioral, verbal and existential.

It was found that the students from natural and social science majors use types of processes differently. Natural science students dominantly use relational process meanwhile, social science students use existential process more than any others. It went in line with the researcher's preliminary observation that found the natural science students use more material and relational process while social science students use more mental and existential process. The findings of the

study also showed that the different use of types of process from natural and social science students affected their way in describing object and their way in writing descriptive texts.

### *Conclusion*

Natural and social science students used different way to write descriptive text writing describing about 'My House', it can clearly be seen by the use of process of both different majors students. The natural science students tend to use relational process. Relational process is the process construe being and relation among entities through identification, attribution and possession. While social science students use more existential process. Existential process typically has the verb be (is, am, are, was, were, have, been, etc) but there are some related verbs that commonly occur such as: exist, occur, arise, happen etc. It's shown from the data analysis that from 13 descriptive texts writing of natural science students, there are total 150 processes which are classified into 8 (5.33%) material processes, 11 (7.33%) mental processes, 104 (69.33%) relational processes, 26 (17.33%) existential processes, 0 (0%) verbal process, and only 1 (0.67%) behavioral process. Otherwise, from 13 social science students' texts, the researcher found only 107 processes which are 7 (6.54%) material processes, 10 (9.34%) mental processes, 37 (34.57%) relational processes, 50 (46.72%) existential processes, 1 (0.93%) verbal process, and 2 (1.86%) behavioral processes. The study also found that the texts of natural science students are longer than social science students'. It's interpreted from the number of clauses and processes. There are total 150 processes in 13 natural science students' descriptive texts while there are only total 107 processes in 13 social science students' descriptive texts. The different choice of process types also influenced their style of describing. Natural science students use more attributes, identification, and verbs of possession to draw out the object while social students like to point out the existence of other things in order to identify specific features of the object they describe.



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