

**ANALYSIS OF EFL STUDENTS' NARRATIVE TEXT WRITING BASED ON  
METAFUNCTIONS: A CASE STUDY AT SMA N 1 BANGSRI**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of  
Education in English Department School Teacher Training Education**

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**PUBLICATION ARTICLE**

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## ACCEPTANCE

### ANALYSIS OF EFL STUDENTS' NARRATIVE TEXT WRITING BASED ON METAFUNCTIONS: A CASE STUDY AT SMA N 1 BANGSRI

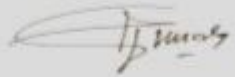


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Surakarta, 14 August 2021

The Researcher



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# ANALYSIS OF EFL STUDENTS' NARRATIVE TEXT WRITING BASED ON METAFUNCTIONS: A CASE STUDY AT SMA N 1 BANGSRI

## Abstrak

Penelitian ini bertujuan untuk menganalisis metafungsi ideasional, metafungsi interpersonal, dan metafungsi tekstual dalam penulisan siswa di teks narative. Penelitian ini menggunakan teori tiga metafungsi berdasarkan perspektif SFL. Data dalam penelitian ini adalah narrative teks siswa . Subjek dalam penelitian ini adalah teks narrative dari 50 siswa di SMA N 1 Bangsri. Metode penelitian ini menggunakan metode deskripsi kualitatif. Hasil yang diperoleh adalah : dalam metafungsi ideasional, siswa paling banyak menggunakan proses material, dan partisipan yang ditemukan adalah aktor dan tujuan, menggunakan keadaan lokasi untuk menggambarkan waktu dan tempat. Dalam metafungsi interpersonal, siswa menggunakan subjek 'orang lain' yang menunjukkan karakter dan menggunakan tenses simple past. Dalam metafungsi tekstual, siswa menggunakan tema tekstual. Hal tersebut menunjukkan bahwa sebagian besar siswa telah menulis teks dengan benar. Namun, masih ada beberapa siswa yang salah menulis yang tidak sesuai dengan karakteristik narrative text.

**Kata kunci :** Sistemik Fungsional Linguistik , Metafungsi, Teks Narrative

## Abstract

This study aimed to analyze the ideational, interpersonal, and textual metafunctions in the narrative text that were found in the student's narrative text. This research used the theory of three metafunctions based on the SFL perspective. The data were the sentences that contained the three metafunctions. The subject of this research was students at SMA N 1 Bangsri, which included 50 students. The method of this study was qualitative description method. The results of this study were: In ideational metafunctions, the students used material process, specified participants that were mostly found were actors and goals, and circumstance of location was used to describe the time and place. In interpersonal metafunctions, students used the subject 'others' that showed the character and simple past tense. In textual metafunctions, students used textual themes. It showed that most students had written the text correctly. However, there were also some students who wrote incorrectly because it was not appropriate.

**Keywords:** Systemic Functional Linguistics, Metafunctions, Narrative Text

## 1. INTRODUCTION

English is an important language to learn in education because English is the language used by many countries for communication. English is a language that must be taught early in school. In Indonesia, English has been taught since elementary school. There are four types of skills in English, namely reading, listening, speaking, and writing Writing skill is the skill that must be mastered besides speaking, reading, and listening. Writing skill is the skill that

can be seen from these three skills. Writing is an activity that needs complex abilities (St. Y. Slamet, 2008: 72).

In 2013 curriculum, one of writing texts which must be produced by students is narrative text. Narrative text is included in the Indonesian language curriculum (Kemendikbud, 2013). It is very important for a teacher to know how the text is structured to convey knowledge to students. Narrative text is a story about a person or group of people that solve problems (Joyce & Feez, 2000). Narrative text also contains how people can react their experiences, an exploration of social and cultural values to entertain the audience.

However, the student still have problem in writing a text because writing skill especially to create a meaning. This happens because of their lack of skills in writing and knowledge of the rules of writing. These rules include grammar, vocabulary, and tenses. The third must be owned by a writer because by following these three rules, a person will produce very good writing and suitable meaning in a text.

An effective way to diagnose the student's narrative text is to see the perspective of SFL (Systemic-Functional Linguistics) because it can give in-depth and detailed information that are contained in the criteria of narrative text. SFL is an approach used to analyze how language is used in different context in common human interaction, both of speaking and writing. In addition, analyzing student's writing text using SFL perspective can also help teachers to understand how students create the meaning correctly. The meaning of metafunctions can be seen from three types of metafunction. There are ideational, interpersonal, and textual metafunctions (Gerot & Wignel, 1994).

Relevants to students' narrative text analysis, some of the following studies were reviewed. Sulistyono (2013), Ijabah (2018), Arigusman (2018), Zein, Sinar, & Yusuf (2019) analyzed the students' narrative text. They research found the problem of students in writing a text by using SFL. Moreover, Suhartini (2016), Pardosi, Karo, Sijabat, Pasaribu, & Tarigan (2019), Jelimun, Suarnajaya, & Adnyani (2020), and Putri & Al-Hafizd (2020) have conducted research that focused on transitivity, social purpose, and language features. Then, Janah (2015) has conducted research that focused on the grammatical error of narrative text. The last is a research conducted by Zakaria, Melor, Nazri, & Shah (2016) about the positive experience in narrative text using storybird.

In the several previous researchs, the previous research focused about the student's problem in writing narrative text, transitivity process, students' ability, and

grammatical error in the narrative text. They don't focus on the three metafunctions.. This was the reason the researcher carried out this topic. The researcher would analyze the students' narrative text writing based on the three metafunctions at SMA N 1 Bangsri.

The main aim of this research is to analyze the ideational, interpersonal, and textual metafunctions in the narrative text that were found in the student's narrative text. The specific objective of this research are (1) the representation of ideational metafunctions, (2) the representation of interpersonal metafunctions, and (3) the representation of textual metafunctions.

## **2. METHOD**

The research used qualitative research of students' narrative text. The result of qualitative research is descriptive data in the form of written or oral data (Moleong 1991:5). The subject of this research was students at SMA N 1 Bangsri including 50 students. There were 2 classes consisted of X IPA 4 and X IPA 5. In class there were almost 35 students. The object of this research was text of the result that contained the three metafunctions. In this research, the data were sentences that contained the three metafunction. The data source was narrative text that had been written by students. The researcher collected the data, used elicitation technique to check the understanding of student in writing narrative text. In this research, the researcher analyze the data used theory from Miles and Huberman consist of some activities, such as data reduction, data display, and conclusion.

## **3. FINDING AND DISCUSSION**

### **3.1 The representation of Ideational Metafunctions**

Ideational metafunctions is meaning to know the phenomena of the text. Ideational metafunctions consist of 3 components. There are (1) process, (2) participant, and (3) circumstance :

#### **1). Process**

Based on ideational metafunction, there are 7 process. There are material process, mental process, verbal process, relational process, behavioral process, existential process. The process that found by student in narrative text was explained below.

Once upon a time *there was a rabbit. The rabbit walked at the park and got rest. At that time the rabbit saw the turtle walked so slowly. The rabbit went to the turtle and said hello to the turtle hi turtle hy you walked so slow? Exactly iam not walking now, but I am*

running. “hah? Running is like that?” the rabbit shocked. *The rabbit ran so fast* and make the turtle angry. The rabbit invites the turtle for a running race the next day. (text 35)

Existential Process is a process of existence. Existent can be an entity, event or action The student used existential process to express about existing of something in the text. Existential process represented in a clause on the example above, which are there *was* a rabbit. Material process is process to do something in phsycally. Material process is process that dominant in narrative text. The students used material process to show activity in the text. Material process represented in a clauses on the example above, which is “The rabbit *walked*” . “*walked*” is verb that show material process. Mental process is a proceses that explain about senseing, feeling, and thinking. student use mental process to express the feeling of the story. Mental process represented in a clauses on the example above, which is “the rabbit *saw* the turtle”. Verbal process is proces of saying and signalling. The student used verbal process to tell the conversation of the story. Verbal process represented in a clauses on the example above, which is “*said* hello to the turtle”.

*She lived with her wicked stepmother and two stepsisters.* They treated Cinderella very badly . But she still loved her stepmother and stepsister . One day, there was a dance inuitation from the palace for all the ladies. (text 50)

Behavioral process is process of psychological and psychological activity to explain some conditions. In the text above, the student used behavioural process to express the condition of the story.

*The ugly duck duckling was ugly.* Because himself always ridiculed. Days passed , that ugly duckling go along the forest to river. At the river that ugly duckling looked beautiful of the geese are beautiful and charming.. (Text 18)

Relational process is process of being (including having) and be indentify something. The example above showed relational process. Sstudent used relational process to tell and to identify something.

Table 1. Ideational Metafunction : Process

No	Types	Example	Number of Case	Percentage
1	Material process	The ant work together	398	48,98%
2	Mental Process	She felt Bored	150	18,45%
3	Verbal Process	The frog said that before the turn of the year.	76	9,34%
4	Relational process	The ugly duck was ugly	33	4,05%
5	Behavioural Process	She lived with her wicked stepmother and two stepsisters.	108	13,28%



6	Existential Process	There was a beautiful girl .	48	5,88%
Total			813	100%

## 2). Participant

There are some participants related of ideational metafunction included actor, goal, range, senser, phenomenon, sayer, receive, target, verbiage, behavior, range, existent, carrier, attributive, token, and value. The participant that found by student in narrative text was explained below.

Once upon a time *there was a rabbit. The rabbit walked at the park* and got rest. At that time *the rabbit saw the turtle* walked so slowly. *The rabbit went to the turtle* and said *hello* to the turtle hi turtle hy you walked so slow? Exactly iam not walking now, but I am running. “hah? Running is like that?” the rabbit shocked. *The rabbit ran so fast* and make the turtle angry. The rabbit invites the turtle for a running race the next day. (text 35)

Existent is participant of existential process. The student used this participant to complete the process of existential process.” *there was a rabbit*”, from the sencece ,“there” is participant of existent. Actor, goal, and range are participant in material process. The student used the participant to complete the participant of material process. “ *The rabbit walked at the park*”, from the sentence “the rabit “ is participant of actor. Senser and phenomenon is participant of mental process. The researcher found that The rabbit is participant of senser and the turtle is participant of phenomen. Sayer, Receive, Target, and Verbiage are participant of verbal process. The student used this participant to complete the process of verbal . “said hello to *the turtle*”, from the sencece “the turtle” is participant of receiver.

She land in the floor. seven dwarfs shocked after knew the girl laying on the floor. snow white opened her eyes and met them. she told about her life and their took to be her sister. *they lived happily after.* (text 7)

Behavior is participant of behavioural process. The researcher found that “They” is participant as behavior.

After that pinokio continued his journey to school but was caught by the kidnapper. *The kidnapper is the circus owner.* Pinokio was kidnapped because he was famous because he was a talking doll. (text 39)

Carrier, Attributive, Token, and Value are participant of relational process. The student used this participant to complete the process of relational process. From the example above, the participant of token is the kidnapper. The participant of value is the circus owner.

Table 2. Ideational Metafunction: Participant

No	Type of Participant	Example	Number of Cases	Percentage
1	Actor	<i>The ugly duck run away .</i>	414	28,83%
2	Goal	<i>The ant work together.</i>	393	27,36%
3	Senser	<i>The rabbit saw the turtle</i>	149	10,37%
4	Phenomenon	<i>She felt Bored .</i>	146	10,16%
5	Sayer	<i>Geppetto asked him.</i>	75	5,22%
6	Receiver	<i>She told his parent.</i>	58	4,03%
	Range	<i>Snow white had friend.</i>	48	3,34 %
7	Existent	<i>There was a mouse deer.</i>	47	3,27%
8	Carrier	<i>Snow white is still alive.</i>	32	2,22%
9	Attributive	<i>She is angry.</i>	30	2,08%
10	Behavie	<i>They lived happily after.</i>	24	1,67%
11	Verbiage	<i>He said he was very happy to this friend.</i>	13	0,90%
12	Target	<i>He said to himself</i>	7	0.48%
Total			1436	100%

### 3. Circumstance

There are some types of circumstances. There are Circumstance of extent, Circumstance of location, Circumstance of Role, Circumstance of Manner, Circumstance of Matter, Circumstance of Accompaniment and Circumstance of Cause. The circumstance that found by student in narrative text was explained below.

*In a range lake* there are two ducks who have a friend, a turtle. *One year* there was very little rain and the lake started to dry up. (text 42)

Circumstance of location is circumstance that explained about time and place (when and where) . The student used this circum of location to show the time or location that story happened. The reearcher found ‘‘ in a range lake’’ and ‘‘one year ago’’ as circumtace of location.

Because winter was *still long*. The ant ignore the grasshopper and continue gathering food. (text4)

Circumstance of existent is circumstance that explained about duration and spatial distance. The student used this circum of existent to show the duration that participant do in the text. Based on the text , The researcher found that ‘‘ still long’’ is tell about the duration that have been happen in the text .

The next day he disguised himself *as an old merchant*, offered the princess a red apple, snow white took a bite and immediately fell asleep. (text8)

Role is circumstance to tell ‘‘what as?’’. The student used the circum of role to tell what as of the text. Based on the text , The researcher found that ‘‘ *as an old merchant*’’ is tell about circum of role .

The tiger was afraid and annoyed so he tried to ask the mousedeer to help him But, the mouse deer ran away and the tiger realized that he was fooled *by the mouse deer*. (Text 48)

Circumstance of manner is circumstance that explained about something happen in the sentence. Manner also circumstance to explain about quality or comparison. Based on the text , The researcher found that ‘ *by the mouse deer*’’ showed the circum of manner .

. Snow white opened her eyes and met them. She told *about her life* and their took to be her sister. They lived happily after. (text 7)

Circumstance of matter is circumstance that tell about something happen in the sentence(what about). The student used this circum to show the something happen. Based on the text above, The researcher found that’’ *about her life*’’ showed circumstance of matter

Once upon a time, there was a beautiful princess named snow white, she was a kind and gentle too. One where the princess was met *with a charming prince*. (text 49)

Circumstance of accompaniment is circumstance that explained about other participant is answered by question ‘‘whom’’. The student used this circum to explained the answer of the question whom. Based on the text about, ‘‘ with a charming prince’’ showed circumstance of accompaniment .

. He wanted to repay the king and queen *for not inviting him*, and without seeing anyone he said that the kings daughter would die from being stabbed with sewing needles at the age of fifteen. (text 47)

Circumstance of cause is circumstance that explained about cause (why),reason(what for), and for what. The student used this circum to show the reason of the

story happened. Based on the text about, ‘‘ *for not inviting him*’’ showed circumstance of caused .

Table. 3. Ideational Metafunction: Circumstance

No	Types of Circumstance	Example	Number of cases	Persentages
1	Location	<i>In a range lake</i> there are two ducks.	16	21,05%
2	Manner	he was fooled <i>by the mouse deer</i> .	15	19,73%
3	Accompaniment	One where the princess was met <i>with a charming prince</i>	13	17,10%
4	Extent	Because winter was <i>still long</i> .	10	13,15%
5	Cause	He wanted to repay the king and queen <i>for not inviting him</i> .	9	11,84%
6	Role	The next day he disguised himself <i>as an old merchant</i> .	7	9,21%
7	Matter	She told <i>about her life</i>	6	7,89%
Total				100%

### 3.2 The Representantion of Interpersonal Metafunctions

Interpersonal metafunction consist of 2 components, namely (1) Mood and (2) Modality.

#### a. Mood

Mood is the first component of interpersonal metafunction. The elements of mood are (1) subject and (2)Finite. There are four types of mood. Namely declartive mood, introgative mood, and imperative mood.

#### 1) Subject

There were eight subjects which found in student narrative text. They were I, you, we, he, she, they, that , there, and Others. The subject that found by student in narrative text was explained below.

Once upon time the eggs incubated by man duck hatch. But *there* is one big egg not hatched yet. Then the mother duck the big egg an finally the eggs is hatch. (text 18)

Then the goose came overduck ugly and asking . Why you look glommy? *That* ugly duckling answer. *I* am look so bad. (text 18)

The subject ‘‘I’’ is the subject as the first person. The student used the subject *I* to refer the direct conversation of the story. Subject ‘‘that’’ to stated relative pronoun of the text. The student used subject that to showed the relative pronoun of the text. The subject ‘‘there’’ was used to introduce the participants or subjects that are told narrative text. The student used subject ‘‘there’’ to showed about the existence of a person in text.

The ducks replied ‘‘*we* can’t *we* will fly and *you* have no wings’’. *They* thought for a moment and then said please wait here . then he went found a thought a straight stick. *He* took it back to his friends put the center in his mouth and said now if *you* can pick me up and carry me with you it’s dangerous, said the duck. (text 42)

The subject "You" to tell the second person in the story of text. The student used this subject to tell the direct conversation of the text. The subject "We" is a pronoun which means we, which indicates that there are 2 or more people involving in the story. The student used the subject to show story of text that included of more one person. The subject of "They" is the meaning of their word is also that the subject consists of more than 2 people. The student used this subject to tell the aticipant of the story. The subject ‘‘He’’ is a pronoun means male and belongs to the third subject. The student used this subject to tell other participant as a boy of the story.

Once upon time. There was an old women lived in small hut and had a bed in her tulip garden. One night, *she* hear singing and babies laughing. (text 6)

The subject ‘‘She’’is the third single subject. The student used this subject to tell the other participant as a girl of the story

However the largest egg had not cracked . The mother duck incubated for several days. Finally, *it* cracked and a hug ugly duckling. (text 16)

Subject ‘‘it’’ used to repeat the subject of only one object . The student used this subject to repeat the nouns that have been mentioned before in the story

Table 4. Inerpersonal Metafunction : Subject

Subject	Example	Number of Case	Percentage
Others	<i>The rabbit</i> ran so fast	398	53,63%
She	<i>She</i> hear singing and babies laughing	113	15,29%
He	He was suprised.	103	13.88%
There	<i>There</i> is grasshopper singing cheerfully.	47	6,33%

They	<i>They</i> told that they were moved her to america.	32	4,31%
I	<i>I</i> am helping to lay up food.	25	3,36%
You	<i>You</i> try to speak.	11	1,48%
It	<i>It</i> cracked and a hug ugly duckling	7	0,94%
That	<i>That</i> ugly ducklingfeel insecured	4	0,53%
We	<i>We</i> have got plenty of food at present	2	0,26%
Total		742	100%

## 2) Finite

Finite that found of student narrative text are Finite Simple Past, Finite Past Continuous, Finite Past Perfect , Simple Present ,and Present Continuous. The finite that found by student in narrative text was explained below.

Once upon a time in the summer ,in a field, *there lived grasshopper* . Who was *singing and playing his vionin*. At that moment the ant passed by carrying the seed . Which it brought to the nest. Saw that. The grasshopper asked “ hi ants what are u doing?”. “ *i am saving food for the winter.*” Said one of the ant. Why bother preparing food for the winter,. “winter is still a long way off ‘’said grasshopper. the ant ignored the grasshopper invitation . meanwhile, the grasshopper sang and played the violin again. when *winter came* .The grasshoper found itself weak from hunger. meanwhile, *the ant look happy*. Each day they shared the sedds ,*They had gathered* in the summer. (text 5)

Simple past is used to describe events or activities in the past. The student used Simple past because student want to tell the story that have happend.’ *there lived grasshopper*’’ is example showed finite of past tenses.

Then, Past Continuous used to describe past events with specific times. The student used this tenses to tell the story that happen.’’ *was singing*’’ is example showed finite of present continuous.

Past Perfect is tenses used to describe an activity that occurred in the past before other activities occurred in the past. The student used this tenses to tell the story from the text in the past. “*They had gathered*’’ is example of past perfect.

Simple present is tenses to describe about activity in everyday. Used to tell habits in everyday. Student used simple present to show the activity of the story. “ *the ant look happy*’’ the example showed finite of present tens.

The last, Simple present Continuise is tenses that tell about activyty that happen. The student used Present Continuous to tell the activity that happen in conversation. “*i am saving food*’’ the example showed finite of present continuous.

Table 5. Interpersonal Metafunction : Finite

No	Finite	Example	Number of Case	Percentage
1	Simple Past	She <i>lived</i> unhappy with them	694	73,90%
2	Simple Present	' <i>I am look</i> so bad''	195	20,76%
3	Past Continuous	she <i>was sleeping</i>	18	1,91%
4	Past perfect	the turtle <i>have continued</i> to walk	18	1,91%
5	Present Continuous	' <i>I am saving food for the winter</i> ''	14	1,49%
total			939	100%

### 3) Type of mood

Mood types consist of four types. There are (1) declarative, (2) interrogative, (3) exclamatory, and (4) imperative. The types of mood that found by student in narrative text was explained below.

The grasshopper asked “ hi ants *what are u doing?*”“ i am saving food for the winter.” Said one of the ant. Why bother preparing food for the winter. (text5)

Declarative mood is signal that prepositional showed by a speaker to give the statement of the text. The student used the statement to give information to the reader. ''*The grasshopper asked*'' is mood of declarative. Then, Interrogative mood is mood to show a form of a verb that applied to ask questions. The student used interrogative mood to explained the question of the text that showed the interaction in the story. '*what are u doing?*' is mood of interrogative.

Table 6. Interpersonal Metafunctions : Mood Types

No	Types	Example	No of case	Percentages
1.	Declarative mood	<i>She lived in a small house.</i>	788	98,63%
2	Interrogative mood	<i>What are you doing?</i>	11	1,37%
total			799	100%

### b. Modality

Modality is a term that indicates when something is in the middle of the speaker. words that express their opinions or judgments. Modalities include of 2 types, There are (1) modalization, and (2) modulation.

## 1) Modalization

In the student narrative text, the researcher found 2 types of Modalization. There are (1) Probability (2) Usuality.

### a) Probability

Probability shows when the speaker expresses judgment as to the likelihood or probability of something happening or being happened. The example below showed the use of probability in the student narrative text

Instantly Pinocchio's nose returned to normal. Geppetto wasn't mad at him, but he just reminded Pinocchio to always be honest. From Pinocchio's story, we learn that we must obey our parents, and so should we, and we *must be* diligent in praying to God. (text 28)

In the text above, 'must be' is included in probability. The student used the probability to express something that happened in the story.

### b) Usuality

Usuality occurs when the speaker expresses judgment as to the frequency with which something happens. The example below showed the use of Usuality in the student narrative text

From each flower there was a little fairy baby playing and laughing. After that, the old woman returned to her house. Since then, the old woman *never* picked the flowers and never allowed anyone to touch the flowers. (text 6)

In the text above, 'never' is included in usuality. The word shows the frequency of doing something in the text.

## 2) Modulation

In the student narrative text, the researcher found 2 types of Modulation. There are (1) Obligation and (2) Inclination).

### a) Obligation

Obligation occurs when the speaker gives a command, suggestion, demand, and advice to the listener. The example below showed the use of obligation in the student narrative text

She saw her uncle and aunt there. They told that they *will* move her to America. Snow White was shocked and felt the flowers pulled down. They saw her and took her to the storeroom. Snow White was so sad and tried to escape from the palace. (text 24)



In the text above, ‘‘will’’ included in obligation. The word showed the obligation of the story in the narrative text.

b) Inclination

Inclination represents the tendency of speakers in doing something, and the capability from his or her own feeling. The example below showed the used of inclination in the student narrative text

The tiger *wants to* eat the mouse deer, but the mouse deer is aware of the tiger there. The mouse deer talks to the tiger if he is very small and he want to eat before the tiger eat him. So, the mouse deer go to run away from the tiger. The tiger chasing mouse deer because he know. (text 30)

In the text above, ‘‘*want to*’’ included in inclination. The word showed the tendency of the speaker to do something.

The summary of the modality found in the 50 students narrative text is presented in the table below.

Table 7. Interpersonal Metafunction : Modality

No	Modality	Example	Number of Case	Percentage
1	Usuality	The old women <i>never</i> picked the flowers.	9	42,85%
2	Inclination		8	38,09%
3	Obligation	They <i>will</i> move her to America.	3	14,28%
4	Probability		1	4,76%
Total			21	100%

### 3.3 The Representation of Textual Metafunction

Textual metafunction consist of 2 components, namely (1) Theme and (2) Rheme.

#### a) Theme

Theme is about what they writer talking about in the story. Theme consist of 3 Component, namely (1) Ideational Theme (2) Textual Theme and (3) Interpersonal Theme. The theme that found by student in narrative text was explained below

In ancient times in a forest there was a turtle and a pair of ducks. They are good friends and always together in times of bad good, help each other and love each other life a family. One day, the turtle saw a fuck flying above the coulds and he wanted to feel flying too. When the duck came down, the tortoise approached the duck and said about his desire to fly, “*Duck*, I really want to feel flying above the clouds, will you grant my wish?”. At first the duck were hesitant to say yes, but in the end they agreed, “Allright, but there are conditions. You have to bite his wood very hard, don’t let it slip out of yout mouth” said ducks, the turtle replied, “Allright”. They flew up and split the clouds with turtles among the ducks, biting the wood. The turtles is very excited and amazed by the natural beauty from above. the tortoise forgot to tell the duck not to bite the wood off and he fell the ground causing his shell to track. (text 37)

Ideational Theme is a theme when elements clause become the transitivity function in the first position of the clause. Ideational Theme consist of 2 Types, namely (1) Unmarked Topical Theme and (2) Marked Topical Theme. The sentence that showed about unmarked topcal theme is ‘*The turtle* saw a fuck flying above the coulds’. Then, the sentence showed marker topical theme is ‘*in a forest* there was a turtle’.

Textual Theme are themes that appear in thematic positions in clauses. Textual theme consist of 2 types, namely continuity adjunct and conjunctive Adjunct. The sentence that show the conjunctive adjunct is ‘*They flew up and split the clouds*’. The sencece that show continuity adjunct ‘*the turtle* replied, “*Allright*”.

Interpersonal theme consist of 5 types, namely vocative adjunct, polaryty adjunct, comment adjunct, finite, modal adjunct. The researcher just found 2 types of Interpersonal Theme in studenta’ narrative text. The sentence that showed the vocative adjunct is ‘*Duck*, I really want to feel flying’.

#### b) Rheme

Rheme is one of component in textual metafunction that tells everything else that follows in a sentence that consists of what the speaker states about. The example of rheme :

Someday there *is a old women lived in a tiny house. She had many beautiful tulips in her garden. One night she hear sound of sweet singing and baby laughing.*(text)

From the text above, she ‘hear sound of sweet singing and baby laughing’ is rheme because the text tell about the student tell. The student tell that the subject of the story hear something in the story

### **3.4 Discussion**

#### **1. The representation of Ideational Metafunctions**

In this research, The researcher found the representation of ideational metafunction through the tree component of ideational metafunction. They were process, participant and circumstance.

In process, this finding showed the most dominant process in narrative text was material process. The finding is correspond with the result of Maria Olga Jelimun, I Wayan Suarnajaya, and Ni Luh Putu Sri Adnyani (2020) because they also found that the dominant process in the is material process. It is clearly seen that all of Narrative texts have provided the processes that are required by Narrative texts which are material process (Christie & Derewianka, 2010; Halliday, 2004; Gerot & Wignell, 1996). However, This finding is not correspond with the finding of Anggi Arigusman (2018). Her finding showed that Mental process is the most frequently used in the narrative text.

In participant, This finding showed that the most dominant participant in narative text was actor. Because the researcher found the dominant process was material process. So, the dominant participant in this finding was actor. Actor is participant in material process. Beside that, the researcher also found the orther participant of narrative text, they were goal, sayer,verbiage, receiver,senser, phenomenon,token value,carrier, and attributive. The finding is correspond with the result of Veronika Titin Suhartini (2016). Because she also found same participant in her works. However, This finding is not correspond with the finding of Anggi Arigusman (2018) because she didnot explained about the participant. She just focus on process of the story.

In circumstances, This This finding showed that the most dominant circumstance in narative text was circumstance of location. Because in the narrative text explain about time and place of the story. The finding is not coorespond with the work of with the result of Maria Olga Jelimun, I Wayan Suarnajaya, and Ni Luh Putu Sri Adnyani (2020) because they just focussed in process in the student narative text.

## 2. The Representation of Interpersonal Metafunctions

In this research, The researcher found the representation of interpersonal metafunction through the two component of interpersonal metafunction. They were mood and modality.

In mood, this finding showed the component of mood were subject and finite. The researcher found some subjects of the text. They were (1) I, (2) you, (3) we, (4) he, (5) she, (6) it, (7) they, (8) that, (9) there, (10) others in the text. The dominant subject in narrative text is ‘others’. The next component is finite, This finding showed the dominant finite of narrative text is used simple past. The finding is not correspond with the result of Anggi Arigusman (2018) because her study dont show the component of mood. Her study just focused about the types of mood in narrative text.

In modality, this finding showed the types of modality in narrative text. They were (1) modalization, and (2) modulation. The researcher found that modalization is the most dominant. The finding is not correspond with the result of Nur Ijabah (2018) because her study focused the problem of the clause in the text. She didnt showed the representation of interpersonal metafunction in the narrative text.

## 3. The Representation of Textual Metafunctions

In this research, The researcher found the representation of textual metafunction through the two component of textual metafunction. They were theme and rheme.

In theme, this finding showed the most dominant theme in narrative text was textual theme. The finding is correspond with the result of Anggi Arigusman (2018) because they also found that the dominant theme in her study is textual theme. Beside that, The researcher also found ideational theme and interpersonal theme of student narrative text. However, This finding is not correspond with the finding of Veronika Titin Suhartini (2016) because her finding focussed on ideational metafunction,, linguistic features, schematic structure, and social purpose in the student narrative text.

In rheme, this finding showed that the researcher found rheme of the narrative text. The finding is correspond with the result of Anggi Arigusman (2018) because she also found rheme in her study. However, This finding is not correspond with the finding of Nur

Ijabah(2018) Her finding showed the problem of missing theme and rheme used in the student narrative text.

#### **4. CLOSING**

After analyzing the data, the researcher can analyze the data in narrative text from SMA NEGERI 1 BANGSRI on Metafunction analysis. Based on data analysis, it can be known that in metafunction, there are 3 components which are (1) Ideational (2) Interpersonal and (3) Textual analysis. In the ideational metafunction, it showed that the students used process material in telling an event. Specified participants that were mostly found were actors and goals. Students used circum of location to describe the time and place in the story. In Interpersonal metafunction, students used the subject 'others' that showed the character in the story. Students wrote stories using simple past tense because they told stories that happened in the past. In Textual metafunction, students used textual themes more often in text because they often used conjunctions to connect events with each other. Based on the data analysis, it can be concluded that most students have written the text correctly according to the metafunction analysis. It can be seen from student that used material process in the story and used simple past tense in the narrative text. However, there were also some students who wrote incorrectly and not according to the rules of three metafunction analysis

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