Stative and Dynamic Predicates in Writing Descriptive Text Students' Assignments: A Semantic Study

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Abstrak: Penelitian ini menyelidiki bagaimana predikat statif dan dinamis digunakan dalam penulisan teks deskriptif. Beberapa penelitian sebelumnya berfokus pada aspek sintaksis dan semantik dari predikat-predikat tersebut dalam berbagai bahasa dan bentuk sastra, di antaranya adalah puisi bahasa Inggris dan lagu-lagu Corona Virus.. Namun, penelitian tentang penerapan predikat ini dalam tulisan deskriptif masih jarang dilakukan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana siswa menggunakan predikat statif dan dinamis dalam teks deskriptif mereka. Penelitian ini dilakukan pada siswa kelas VIII di SMPK Jombang, dengan menggunakan pendekatan deskriptif kualitatif dan klasifikasi verba statif dan dinamis dari karya (Saeed, 2003) dan (Ghubin, 2021). Melalui penelitian ini, peneliti bertujuan untuk mengeksplorasi frekuensi dan sifat penggunaan kata kerja statif dan dinamis dalam tugas teks deskriptif siswa. Dari temuan tersebut, diketahui bahwa kata kerja statif lebih sering digunakan daripada kata kerja dinamis dalam tulisan siswa, yang menunjukkan adanya kecenderungan penggunaan kata kerja statif dalam tulisan deskriptif mereka.

Kata Kunci: *descriptive text, dynamic, predicates, stative*

Abstract: *This research investigates how stative and dynamic predicates are used in descriptive writing. Previous research has focused on the syntactic and semantic aspects of these predicates in various languages and literary forms, such as English poem and Corona Virus Songs. However, research on their application in descriptive writing is still rare. The purpose of this study is to examine how students use stative and dynamic predicates in their descriptive texts. This study was conducted on grade VIII students at SMPK Jombang, using a qualitative descriptive approach and the classification of stative and dynamic verbs from the works of* (Saeed, 2003) *and* (Ghubin, 2021)*. Through this analysis, the researcher aims to explore the frequency and nature of the use of stative and dynamic verbs in students' descriptive text assignments. The findings show that stative verbs are used more frequently than dynamic verbs in students' writing, which suggests a preference for stative verbs in their descriptive writing.*

Keywords: *descriptive text, dynamic, predicates, stative.*

INTRODUCTION

In linguistics, verb phrases can be broadly divided into two categories - stative and dynamic predicates. Stative predicates, also known as non-action verbs, refer to the states or properties of entities. These types of predicates describe entities as they are and convey their characteristics using verbs such as "be tall" or "know". On the other hand, dynamic predicates refer to actions or events that involve change or movement. These types of predicates describe

entities in motion or changing and use verbs such as "run fast" or "break a vase" to convey meaning.

According to Saeed (2003), certain verbs describe different types of situations, and therefore, the use of a verb in a sentence can convey a wide range of situations. Stative verbs are used to describe situations or conditions that are stable or unchanging. These types of predicates are commonly used to convey characteristics of people, places, and things that are not subject to change, such as "She is tall" or "He knows French". In contrast, dynamic predicates are used to describe situations or events that are in motion or changing, such as "She is running fast" or "He broke a vase".

Stative verbs are a type of verb that is used to describe a state of being or a condition that is stable and does not undergo any internal changes or phases. As explained by (Saeed, 2003), stative verbs convey a sense of permanence and absence of any focus on the beginning or end of the state. In other words, stative verbs communicate a particular state rather than an action. (Comrie, 1976) describes stative predicates as states that require no energy expenditure and continue until energy is expended to change the state. On the other hand, dynamic predicates require continuous energy input to continue and cease when energy is no longer expended. According to (Kreidler, 2013), stative predicates describe situations that remain unchanged as long as the prediction holds. (Ghubin, 2021) has classified stative predicates into five categories, which include verbs of perception, cognition, relation, physical attitude or position, and non-action. Each of these categories has its own set of verbs that are used to describe a particular state or condition. In contrast, dynamic predicates describe actions or events that are in progress or are happening over a while. These include verbs of activity, transition events, momentary events, body sensations, and processes. Therefore, dynamic predicates require energy input to continue and cease when the energy input stops.

The distinction between stative and dynamic predicates has significant implications for various linguistic phenomena. The aspect of a sentence, that pertains to the duration or completeness of an action or event, can be influenced by the type of verb used. Similarly, the tense of a sentence, which indicates when the action or event occurs, may also be affected by the predicate. Modal expressions that convey possibility or necessity, as well as negation, can also be influenced by the nature of the verb phrase. Therefore, comprehending the difference between stative and dynamic predicates is crucial for gaining a deeper understanding of the structure and meaning of natural language sentences. Extensive research has been conducted on the syntactic and semantic aspects of stative and dynamic predicates in different languages and literary forms, such as English Poem and Corona Virus Song (Allo K & Nuryanti, 2022). However, there is a notable lack of studies on the application of these predicates in descriptive writing, which aims to paint a sensory picture of a person, place, object, or situation by using figurative language and rich details. As noted by (Wiyanto & Asmorobangun, 2020), writing remains a challenging subject in EFL classrooms.

The purpose of this study is to fill this gap by examining the distribution of stative and dynamic predicates in descriptive texts. The researcher analyzed a corpus of descriptive texts from student assignments. The use of Stative and Dynamic Predicates is evident in some literary works as in previous studies, here the researcher wants to know how often stative and dynamic predicates are used in descriptive texts, as well as which one is used more often.

METHOD

The research method utilized in this study is a descriptive qualitative method, which aims to identify whether descriptive texts contain more stative predicates or dynamic predicates. To conduct this research, a document analysis approach was employed. The data sources were gathered from grade VIII students at SMPK Jombang, and the data was in the form of words used in their descriptive texts. Once the descriptive text data was obtained, the researcher read the text and wrote down the verbs, categorizing them into stative predicates and dynamic predicates. To carry out this research, the author utilized the descriptive qualitative research method by (Creswell, 2014). Since the data was not in the form of numerical values, the study relied solely on descriptive data analysis, where explanations were provided without the use of any numerical processes. In qualitative research, researchers often use data that may not involve counting or processing numbers. Instead, the focus is on presenting factual data without relying on numerical values (Nuryanti, 2019).

Consequently, the researcher utilized language to describe the phenomenon and the findings of the research. This approach allowed for a more profound understanding of the descriptive texts and facilitated the identification of the types of predicates used in these texts. Overall, the study provides insightful information about the use of language in descriptive texts and contributes to the existing literature on descriptive qualitative research methods

FINDING AND DISCUSSION

Finding

This section presents the results of the analyses conducted on the writing tasks of SMPK Jombang students. The purpose of this analysis is to provide insight into the research questions. The data used in this study were collected from students' assignments in writing descriptive texts. The findings of this analysis are presented in the table below:

Table 1. Number of Stative And Dynamic Predicates in Descriptive Texts

Text	Number of predicates that appear	
	Stative Predicates	Dynamic Predicates
Text 1	9 Predicates	
Text 2	10 Predicates	
Text 3	10 Predicates	2 Predicates
Text 4	10 Predicates	
Text 5	9 Predicates	
Text 6	5 Predicates	3 Predicates
Text 7	3 Predicates	4 Predicates
Text 8	12 Predicates	
Text 9	19 Predicates	
Text 10	12 Predicates	

The findings of the study revealed that every student incorporated stative predicates while composing descriptive texts. However, it was observed that only three students attempted to use dynamic predicates while writing descriptive texts. This outcome effectively addresses the first issue that was raised in this article.

Discussion

Stative Predicates

Based on Saeed (2003)theory, he states that using stative verbs allows the speaker to view the situation as stable, without stages or internal changes. Furthermore, the speaker is clearly not focusing on the beginning or end of the state. Furthermore, Ghubin (2021)points out that state predicates are composed of inactive perceptual and cognitive verbs, relational verbs, verbs expressing physical posture or position, and verbs expressing inactivity. However, this study only found her two categories of status predicates.

a. *Inert perception and cognition verbs*

Ghubin (2021) Verbs of perception and inert cognition. This category includes verbs that express feelings (hate, regret, desire, envy, fear, loathe, like, long for, think about, prefer, adore, enjoy, expect, and desire); and verbs that imply mental states (believe, doubt, expect, intend, be interested, know, suppose, suspect, think, and understand...). Based on the explanation above, in the students' descriptive text, there are several verbs, such as "like", "know", "smart", "good", "angry", "bored", "lazy", "shy", "naughty", and "independent".

b. *Relational verbs*

Relational verbs are: belong, contain, consist, pay, depend, deserve, equal, agree, own, include, interfere, matter, mean, owe, have, demand, remind, hold, suffice, strive (Quirk et al., 1985). (Leech, 1981) labels these as state verbs of Having and Being. Based on both theories, in the students' descriptive texts, there are only three verbs that appear, namely "also", "have, and "has", but with several repetitions in each descriptive text.

Dynamic Predicates

As explained, according to Comrie (1976) dynamic predicates report states that will only continue if there is a continuous input of energy, but stop if energy is no longer expended. Comrie focuses his statement on the involvement of energy in the verb, whether the energy continues or remains. Additionally, Ghubin (2021)also states that dynamic predicates consist of activity verbs, transition event verbs, momentary verbs, body sensation verbs, and process verbs. However, only two types of dynamic predicates were identified in this study, which are

a. *Activity verbs*

According to Ghubin (2021), activity verbs are those that express any form of action. These include verbs such as leave, ask, beg, call, come, float, drink, eat, go, help, jump, learn, pound, rain, read, slice, throw, twist, turn, vibrate, walk, work, and write. Activity verbs can either be durative or instantaneous. Instantaneous verbs appear in their simple form, while progressive verbs appear when they indicate a continuing activity, as stated by Leech (1981). In this study, researchers found the verbs "go", "come", "play", "cook", and "draw".

b. *Transition event verbs*

Transition event verbs (arrival, death, fall, landing, departure, loss, etc.) describe processes moving toward completion (Kreidler, 2013; Quirk et al., 1985). In the analysis of descriptive texts conducted by the researcher only one verb was found which is "born" and 7 out of 10 texts contain this verb in the sentence "She/he was born in ….."

SIMPULAN

Now, we will provide a summary of these results. In the initial chapter, our objective was established - to investigate the use of stative and dynamic verbs in descriptive texts. Our qualitative analysis revealed that stative verbs are more commonly used than dynamic verbs in descriptive writing. This could be attributed to the need for numerous descriptive verbs when depicting a person, rendering action verbs less relevant in this context. The researcher focused on two types of verbs for this article: stative predicates (including Inert perception and cognition verbs and Relational verbs) and dynamic predicates (including Activity verbs and Transition event verbs). The analysis uncovered that the most frequently used stative verbs in descriptive writing are those describing a state of being or a mental state, such as "like," "know," and "have." In contrast, the most commonly used dynamic verbs in descriptive writing are those that describe an action or an event, such as "born," "go," and "come". In conclusion, this analysis indicates that stative verbs are more prevalent in descriptive texts than dynamic verbs. This prevalence is likely because descriptive texts are often used to portray people or things, and stative verbs are better suited for describing states of being or mental states. Nevertheless, dynamic verbs remain important in descriptive texts as they can be used to describe actions or events that are pertinent to the description.

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