

ANALYSIS OF EXPERIENTIAL FUNCTION OF STUDENTS RECOUNT TEXT

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ABSTRACT

This research is aimed to find out and describe the dominant process used by students in writing their experience in recount text. The data from students writing are analyzed and described based the process used in functional grammar. Functional grammar has six processes and they are material process, mental process, relational process, verbal process, behavioral process and relational process. In writing recount text, action verbs are needed completely. Students realize that they need to express their emotion and expression in recount text. The process realized by verb group contains six types of processes which total number is 392. Students use the process as following; 209 (53,31%) for material, 56 (14,27%) for mental, 66 (16,83%) for relational, 15 (3,82%) for behavioural, 17 (4,33%) for existential and 29 (7,39%) for verbal. The result shows that the dominant process used by students is material process by 209 or 53,31 % of process used.

Keywords : functional, grammar, teks, process, material

I. INTRODUCTION

Linguistic is the science which attempts to understand language (Clark, Escholz, and Rosa 1981:18). It is caused that human needs language in their life. People can communicate their experience orally and in written. Experiencing something wheater it is done directly or indirectly shows their true events by writing it into recount text. Language users usually put their idea from experiencing something by writing. In writing recount text, action verbs or they are known as material process is the process used in writing recount text to show their experience. In the preresearch, the writer found that the dominant process isnot material process in their writing recount text. It becomes the problem and help us to find out how students realizes their exprience in recount text and the dominant process used in recount text.

II. LITERATURE REVIEW

2.1 Systemic Functional Linguistics Theory

There are many approaches used by linguists in describing varieties of language. There are modern linguistics by Ferdinand Saussure, Firthian Linguistics by J.R Firth and Systemic Linguistics by M.A.K Halliday.

Systemic Functional Linguistics (SFL) is a theory about language as a resource for making meaning which is situated in a context of situation and a context of culture. SFL was developed by Halliday (1985,1999), a professor of linguistics

from university of Sidney, Australia. This theory is based on Firth's system structure theory. Firth developed Malinowski's concepts of contexts of situation and contexts of culture. His works were subsequently developed by Halliday, whose theory of language in context is generally known as systemic functional linguistics (SFL). The interesting development of systemic functional linguistics theory in Malinowski and Firth's time was the attention paid to the study of the inter-relatedness of language and context in theory and practice. Modeling language in context theoretically, describing and applying the model in question in various areas of human activity have been the trade mark of Systemic Functional Linguistics Theory (SFLT).

SFLT works on language in context are available in a grate variety of forms such as books, journals and so on. It is used to explore the difference ways of interpreting things theoretically such as text, cohesion, coherence, discourse, context, situation, culture and other phenomena. In General Systemic Functional Linguistics Theory (GSFLT), the "S" for "Systemic" implies that the theory pays attention to the systemic relations and their probabilities in a system network of relations and choices starting from general to specific features which are paradigmatic in nature. It also implies that the systems of meaning that are interrelated to the phenomena under study. The "F" for "Functional" implies that it is concerned with the functional realizations of the systems in structures. It also implies the semiotic functions or

meanings that operate in various semiotic levels and dimensions. The “L” for “Linguistics” implies that the theory derives from a discipline called “Linguistics”. It is a language based theory which is used to investigate the phenomena of language. From the quotation above, the writer may conclude that every letters has the main meaning and they are also closely related of each other.

SFLT can be used for analyzing text as a form of discourse. As in Halliday (1994:30) says that the aim has been to construct a grammar for purposes of text analysis: one that would make it possible to say sensible and useful things about any text, spoken and written in modern English. The text that is analyzed, including literary, ethnographic, educational, pedagogical and so on.

It is obvious that when analyzing text, the grammar becomes prominent thing to describe how language works. Therefore, grammar and meaning are closely related. Grammar becomes a study of how meanings are built up through the used of words when language acts are performed as the expressions of meaning. The way how language works involves the idea that a language consists of a set of system, each of which offers the speaker or writer a choice of ways expressing meanings because the forms of the language that is used by a speaker represents meaning.

In using language to express meaning, a speaker has a linguistic choice that allows him/her to change the order of groups of words or in other words, the speaker is given allowance to use many ways of language use, for example: when a speaker intends to know a place, he/she may use his/her own expressions the language offers such as:

1. Where's the place?
2. Where is the place, please?
3. Would you mind telling me the place?
4. Tell me the place, please.
5. I'd like to know the place.

Those are the differences form of expressions. The first and second one are interrogative forms, the third is requesting form. The fourth one is imperative and the fifth is declarative form.

Most of the linguistics choices a speaker makes are unconscious. He/she never makes a conscious choice among the available language forms. He/she had chosen the best form to express or to convey the meaning.

It is clear that grammar and meaning (semantics) are related each other either in spoken and written language. SFLT believes that such a kind of relation is one of realization. Therefore, the linguistic analysis of texts can help us find out why

some text are effective than other texts at communicating information. Text analysis can give us a better understanding of the nature of language use in English in many fields.

SFLT puts a great interest in the relation between language and context. If a text can be understood by the speakers or writers, there is a great deal about the context in which the text occurs can be revealed. Therefore, SFLT has been described as a functional semantic approach to language which explores how people use language in different context, and how language is structured for use as a semiotic system.

2.2 The Definition of Experiential Function

Halliday (1994: 40) says that the ideational function is one of the metafunctions that has two sub functions: the experiential and logical function. The experiential functions concerned with content or ideas, while the logical function is concerned with the relationship between ideas.

The experiential function is realized by the transitivity system. It strands of meaning will involve one major system , that of transitivity (process type), with the choice of process implicating associated participant roles and configurations. Transitivity choices will be related to the dimension of field, with the choice of process types and participant roles seen as realizing interact ants' encoding of their experiential reality: the world of actions, relations, participants and circumstances that give content to their talk.

Transitivity system belongs to experiential function. When we look at the experiential function, we are looking at the grammar of the clause as representation. It is called so because the clause in its experiential function is a way of representing pattern of experience. Through the system of transitivity, we can explore the clause in its aspects such as: who, does, what, to, whom, when, where, why, or how function.

When people talk about what a word or a sentence means, it is the kind of meaning that they have in their mind. Meaning in this sense is related to content or idea. So, here the clause is the most significant grammatical unit because it is the clause that functions as the representation of processes explores by transitivity system. Transitivity analysis offers a description of one of the structural stands of the clauses. Transitivity specifies the different types of function or process that are recognized in the language, and the structures by which they are expressed.

There are three semantic categories which explain in a general way, how phenomena of the real world are represented as linguistic structures. They are: the process itself, participants in the process and circumstances associated with the process. These provide the frame of reference for interpreting experience of what goes on.

We use term process/function and participant in analyzing what is represented through the use of language. Processes/functions are central to the transitivity. They are on the part of the clause which are realized by the verbal group. They are also regarded as what “goings-on” and suggest many different kinds of goings-on which necessarily involve different kinds of participants in varying circumstances, while participants and circumstances are incumbent upon the doings, happenings, feelings and beings.

Processes/functions can be subdivided into different types. There are six different process/function that are identified by Halliday (1994: 14):

1. Material Function is process of doing
2. Mental Function is process of sensing
3. Verbal Function is process of saying
4. Behavioral Function is process of behaving
5. Existential Function is process of existing
6. Relational Function is process of being

Those kinds of process/function are realized by Verbs. Traditionally, verbs have been defined as “doings words”. But, as the above list indicates, it is very obvious that some verbs are not doing words at all, but rather express agates of being or having. Here are the examples of each processes/functions to support the ideas above:

1. Rina *cooked* some foods (Material)
2. Rina *thought* she should cook some money (Mental)
3. Rina *said* that giving some money is interesting (Verbal)
4. Vina *dreamt* of giving some money (Behavioral)
5. There *is* a gift for giving some money (Existential)
6. Vina *is* a kind girl (Relational)

The process/function type system is what underlies then differences between those kinds of paradigm. Furthermore, in analyzing transitivity structure in a clause, we have to be concern with describing three aspects of clause by Halliday (1994):

1. The selection of a process/function: the process/function choice will be realized in the verbal group of the clause;
Last month Rina cooked some foods.
2. The selection of participants: participants will be relaized in the nominal groups;
Last month Rina cooked some foods.
3. The selection of circumstances: circumstantial meanings which are expressed through adverbial group or propositional phrase.
Last month Vina gave some money

From those explanations above, we can conclude that the transitivity of a clause is its process/function type. Each types have associated with it certain functional participant roles. Any type can have circumstantial elements in it.

The circumstantial system is what underlies differences between a simple clause, such as Vina gave some money, and an expanded clause such as Last month. Circumstances answer such questions as when, where, why, how, how many and as what. According to Gerot (1994: 52,53), they represent meanings about:

1. Time (temporal) : tells when and is probed by when? How often? How long?
E.g.: She goes to the library every Monday
2. Place (spatial) : tells where and is probed by where? How far?
E.g.: She goes to the library every Monday
3. Manner : tells how
Means : tells by what means and is probed by what with?
E.g.: She goes there by bicycle
Quality : tells how and is probed by how?
E.g.: She brings the box carefully
Comparison : tells like what and is probed by what like?
E.g.: She is acting like a best actress
4. Cause : tells why
Reason : tells what causes the process/function and is probed by why? Or how?
E.g.: The dog died of thirst
Purpose : tells the purpose and is probed by what for?
E.g.: She goes to the canteen to by some foods
5. Accompaniment : tells with, who or what and is probed by who or what else?
E.g.: She left work without any cases
6. Matter : tells about what or with reference to what and is probed by what about?
E.g.: This story is talking about love
7. Role : tells what as and is probed by as what?

E.g.: she lives alone as a single mother
Various circumstances are involved in the clauses and associated with the process/function which are going to be realized through transitivity system in experiential function.

2.3 Recount Text

According to Knapp and Watkins (2005:223-8 224) Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions. There are different ways of teaching this stage of narrative writing; for example,

- characters, time, place
- who, what, where, when and so on.

In simple recounts the orientation stage need only be a sentence, as in the following example.
On Wednesday we went camping here at school. We had chicken and chips at camp. We sung songs around the camp fire and I stayed the night.

As well as providing an orientation, the above recount sequences three events: eating dinner, singing songs and staying the night. The next recount, of a class excursion, would be familiar to most teachers. The orientation paragraph is typical of this type of recount. The sequence of events stage, however, is more complex than the previous recount. Here the student provides a record of all the important activities that happened on the excursion.

Generic structure of recount text :

1. Orientation (who were involved, when and where was it happened)
2. Events (tell what happened in a chronological order)
3. Re-orientation (optional-closure of events)

Language features of recount :

1. Use of pronouns and nouns (David, he, she)
2. Use of action verbs in past (went, kicked)
3. Use of past tense
4. Use of adverbial phrases
5. Use of adjective

III. RESEARCH METHODOLOGY

Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things. With reference to the research being done, some of those procedures are involved, as what are to be observed are the description, the causes and the solution of the students' experience in writing. Qualitative research is to describe the dominant process done by students in writing recount text.

The object in this research is students' recount text of the first year students' of STIE MARS Pematangsiantar. The students' writing are 15 texts. And they will be analyzed by the writer. The text contains 3 up to 5 paragraphs of each students' recount.

The writer gives a test for the students to know their experience. The essay test is given to students to write recount text based on the title given by the writer. It is " The Most Extreme Experience".

There are many techniques used in collecting data. The writer chooses the place, classroom and genre to be researched. The writer uses a class to get students' writing recount text. The number of students are 15 students. They write a recount text by the title " The Most Extreme Experience". They are asked to write recount text which is to be analyzed by the writer based on the six types of Experiential Function.

The writer uses some steps in analyzing the data as following :

1. Read the text written by students.
2. Underline the process of each text written by students. It is to know the process written by students.
3. Classify the process taken from students writing. It is to group the process.
4. Count the process taken then take the dominant process from the data.
5. Conclude the data.

IV. FINDINGS AND DISCUSSION

4.1 Findings

The writer found that all the processes are used by students, except verbal process. It is proven by the data shown that the using of process such as material, mental, relational, behavioural and existential. There are 121 clauses in analyzing students recount text. With these data analysis above, the writer finds that the dominant process

used in their recount is material process (see table 4.2 p.49). They are : 209 (53,31%) for material, 56 (14,27%) for mental, 66 (16,83%) for relational, 15 (3,82%) for behavioural, 17 (4.33%) for existential and 29 (7,39%) for verbal.

4.2 Discussion

The data is chosen knowing the name and the ability of the students in writing recount text. In writing recount text, the students have done correctly by using material process as the dominant processes because it is one of the lexico-grammatical features of recount text. Beside material process, there is relational processes as the second dominant processes are used by students. It is happened because there is the relation with the title given by the teacher. It is about “ The Most Extreme Experience”. It refers to various events which is done in students recount text. So, material processes as the dominant process with 53,31% and followed by relational processes with 16,83%.

Garot & Wignel, P (1994) states that recount is sequence of events happened in past, one of the lexico-grammatical features of recount is the using of action verbs (went, jumped, run, etc). Here, the students have written recount text by using action verbs or material process to transfer their experienced in the past. Action verb is one of the requirement in recount text. Because, in expressing the action needs the action verbs. Garot & Wignel, P (1994) states that material processes are the processes of doing or action. They express the notion that some identity physically does something-which may be done to some other identity. Recount and material processes have strong relation. Because material processes are parts of recount which use action verbs as the one of characteristics of recount text. It is very clear to be understood that both of them must be put in writing recount.

Unfortunately, the students did the other mistakes. They didn't use past verb or some sentences. It doesn't matter because this thesis is focused on the using of process in students writing recount text.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Here the writer would like to put some conclusion based on the result above, they are as the following:

1. Students realize their experience in the form of recount text using dominantly material processes followed by mental, verbal, behavioural, relational and existential processes. It is true. Because the lexico-grammatical features in recount text is the using of action verbs.
2. The using of action verbs as the dominant processes shows that the students have written good recount. Students have good writing recount because they use the correct processes in their writing, they are material processes. They are finished because female students are patient and calm in delivering the idea in writing.

5.2 Suggestion

Based on the findings and conclusion above, the writer suggest some things, they are :

1. Based on the title given “ The Most Extreme Experience” refers to various events in writing recount text. It causes the relational processes are happened as second dominant processes besides material processes as the most dominant processes. So, The English teacher should explain the lexico-grammatical features of recount text clearly especially the using of verbs, in this case is action verbs or material processes and give the certain title. So that, every students can write their experience well by using the correct verbs, such as action verbs or material process dominantly.
2. Although students have written their experience the material processes, there are others processes in their writing experience, such as relational processes, it means that it causes the problem because in recount text it must be action verbs as the most dominant processes and followed by the other processes. So, students should differ which verbs need action or doing or not by discussing and asking to the teacher. It also helps students to be easy to deliver their idea in writing correct recount text.
3. This thesis has not been complete yet. So, for other researcher should make further analysis to discuss about experiential function in recount text and the other genre.

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