HALAMAN PENGESAHAN THESIS

REALIZATION OF THE EXPERIENTIAL FUNCTION IN WRITING REPORT TEXT AT SECOND-GRADE STUDENTS OF SMA BUDDHIS BODHICITTA MEDAN

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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula yang bersangkutan memperoleh gelar SARJANA PENDIDIKAN (S.Pd)

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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Individual requires communication to convey ideas, express thoughts, and share understanding within a social context. Language serves as the means through which all these aspects are articulated. According to Djojosuroto (2006: 47), without language, humans will be unable to carry on and preserve the culture that our forefathers brought with them. Language is a true component of the human cognitive process, and humans actualize language in one form or another by making speech. The understanding of language usage is people's source of meaning, which enables language to be used as a tool for communication. Language's environment, content, and linguistic characteristics are inextricably linked. According to Sinulingga et al. (2023:54), as mentioned earlier, individuals utilize written language to articulate their thoughts through written expression.

According to Gee (2011: 93), grammatical analysis is not enough to generate meaning; one must additionally take into account how the context of the text structure functions. Text is language realized in both spoken and written forms, not just language realized in writing. According to Matthiessen (2014:195), when humans talk or writeanything, they make text. This paragraph will then be read aloud, and the listener will understand what it means.

Within the subject of linguistic theory, discourse analysis examines how language is used in written and spoken communication. Language use by people affects their social environment. We use social language to convey the necessary information.

Successful English communication requires not only fluency in the multitude of language skills necessary for communication development but also the ability to apply these skills effectively in productive ways. The basis of the four abilities in different types of communications, depending on the interaction, is believed to be a strong command of English grammar. Orally or in writing, when someone is explaining something to someone else, they instinctively try to arrange their words so that those listening may understand what they are saying. Consequently, meaning cannot be communicated without the experiential function. Phrases that pose as representations of experience patterns are of interest to the experiential function. According to Bell (2001:121), the experiential function of cognitive meaning transfer is one of the basic concepts in language learning. The term "transitivity" refers to the ability of systems and networks to transmit the user's perception of the mental and sensory worlds.

According to Abbas (2006:125), writing proficiency is defined as the capacity to express thoughts, views, and feelings to others through written language. The accuracy of expressing concepts should align with the correctness of language in terms of vocabulary, grammar, spelling, and usage. To get some information that increases awareness of and knowledge about language use in context, a more in-depth analysis of English grammar is required. An English explanation is required because language is social and participatory discourse, it consistently illustrates how lexicogrammar operates to facilitate the encoding of core intended messages within texts.

Through the use of language, the reader will be able to comprehend the researcher's interpretation of the study. Even after multiple readings, most readers still find it difficult to comprehend a text. The reader is not capable of knowing how to extract information from the text. The way the reader understands it is influenced

by multiple things. Put simply, it is limited to the readers' comprehension. This makes people feel drowsy and makes it harder for them to remember what they have read. That is why getting this information is more difficult than some people think. Because most readers think reading is unimportant, they typically read without much thought to how they should do it. Because reading consists of only a few words or phrases, readers are less aware of the content's impact. As a result, the readers find it difficult to understand what they have read. The experiential function must be investigated in this context because its component structure is adjustable.

The experiential function is associated with sentences that have the pretense of being a method to reflect patterns of experience through the process of doing, being, existing, exhibiting perception, relational action, stating, ordering, requesting, and so on. All of these aspects can help readers grasp what they're reading.

According to Weigle (2002:39), in English, writing is one of the four abilities that students learn. Writing is the act of putting ideas, opinions, experiences, historical events, and knowledge into letters and notes. Writing can be a tool for expressing our feelings and can contain symbols that stand in for the definitions of words (Pangaribuan and Pakpahan, 2020: 59). Compared to other English language skills, writing is more challenging since it requires students to master numerous skills to produce a single piece of writing (Brown, 2001:335). When writing written assignments, students must do proper word choice, grammar, punctuation, and spelling. Among other writing assignments, high school students must be able to create report texts.

In 2022, Gill et al. analyzed transitivity in Nelson Mandela's speech. The research method used is a qualitative approach in the analysis of the metafunction of experience found in speech. The source of data in this study is the speech of a

famous politician. Meanwhile, the data used is a clause that contains elements needed in transitivity analysis. Results from research have shown that Nelson Mandela often used material processes in his speeches, underlining the concrete steps he had taken to improve the conditions of Africans when they were perceived as inferior in their land.

Researchers Meriyanti et al. (2023) have also analyzed the cognitive processes referenced in Donald Trump's speech on Covid-19. The research focused on discovering experiential functions with the type of process being mental process. This type of cognition is the most common mental process found in that study.

Hardiyanti et al. (2023) conducted a study on the analysis of transitivity in President Jokowi's speech text during the G20 event. The research employed a qualitative descriptive approach. Researchers acquire primary data directly from research data sources, whereas secondary data, serving as supporting information in this study, involves the analysis of written text or literature. Subsequently, the author categorizes them into transitivity elements, specifically processes, participants, and circumstances. Speech contains a variety of processes, including mental, relational, behavioral, and verbal processes, with material processes prominently emerging. This involvement includes observable actions, thought processes, and the speaker's participation. Concentrate on approaches or processes for addressing health issues. This can be observed through the prevalent verbs utilized, the participants engaged, and the prevailing circumstances.

From previous studies that generally analyzed experiential functions in famous politicians' speeches, this research wants to conduct different research. The function of systemic functional linguistics (SFL) theory by Halliday can be applied in various types of language texts (Siahaan, 2023: 3). The use of experiential

functions in students' writing report text will be seen in this research. The choice of vocabulary that will be used by students in conveying their thoughts and ideas is analyzed by the title "Realization of the Experiential Function in Writing Report Text at Second-Grade Students of SMA Buddhis Bodhicitta Medan ".

1.2 Research Problems

Based on the problem above, the researcher formulates the problem as:

1. How is the experiential function realized in the report text writing of students in the second grade at SMA Buddhis Bodhicitta Medan?

2. What is the most dominant process found in the report text writing of students in the second grade at SMA Buddhis Bodhicitta Medan?

1.3 The Objectives of the Study

Considering how the problem was described above, the study's objectives are:

1. To find out how the experiential function is realized in writing report texts in second-grade students at SMA Buddhis Bodhicitta Medan.

2. To find out the most dominant process found in the report text writing of students in the second grade at SMA Buddhis Bodhicitta Medan.

1.4 The Significances of Study

The findings in the study are expected to be useful in:

1. Theoretically

The results of this study and its theoretical significance should provide an understanding of how experience functions, particularly in the context of Systemic Functional Linguistic Theory (SFL).

2. Practically

In practice, the findings in this study are expected to be useful in:

a. To effectively teach and learn the English language, English teachers and

students must give a brief explanation of transitivity;

b. Its goal is to provide readers with a thorough understanding of transitivity, particularly as it relates to the theory of Systemic Functional Linguistics (SFL);

c. It is meant to offer more sources of information for the research of the other academics.

1.5 The Scope of the Study

The research emphasis of the investigator in this study is the metafunction. Metafunctions can be classified into four categories: textual, logical, interpersonal, and experiential. Nevertheless, in this research, the investigator exclusively concentrates on the experiential function. The experiential function comprises six categories of processes: material, mental, verbal, behavioral, existential, and relational processes. In language, there are fourteen genres of writing, but the focus of writing in this research is report text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework
2.1.1 Discourse Analysis Overview

Discourse analysis is a research technique that helps analyze and understand how language is used in specific communication situations. According to Halliday (2008:77-78), while discourse refers to text that is understood as a socio-cultural process, text refers to discourse that is understood as a linguistic activity. As a result, texts longer than a few pages could be considered "discourse". Furthermore, references to any section of the text are permitted. This approach examines the structure, meaning, and function of language to shed light on the social, cultural, and power aspects of language in writing or discourse. According to Tampubolon et al. (2021:1694), critical Discourse Analysis has found application across various knowledge domains, including discourses about intellectual property, science, economic development, and those associated with network society. Discourse analysis may be performed in several situations, such as written writing, conversation, speeches, ads, and so on.

According to Yule (2006:43), the study of language in its natural context is known as discourse analysis. Discourse analysis focuses on capturing the spoken or written process in which language is employed in the context of communicating wishes. The discourse context can be well organized if the discourse structure contains and can be read correctly the message that the speaker or writer wishes to communicate.

The goal of text and discourse analysis is to investigate and analyze the actual language used. There will be units of analysis involved, such as words, phrases, or speech. The social and cultural context in which language is produced

and received can have an impact on meaning and perception. The structure of the discourse can reflect how information is perceived, such that it is obvious how the links between pieces might offer extra meaning. It is also vital to pay attention to how participants in conversation use language to establish their own identities as well as the identities of others.

2.1.2 Systemic Functional Linguistic (SFL)

One linguistic theory developed by Halliday is called Systemic Functional Grammar. This theory argues that language is a system that conveys meaning and social evolution in addition to being a means of transmitting information. According to Eggins (2004:327), systemic functional linguistics (SFL) is a linguistic framework that considers language as a tool for constructing meaning in a particular context. SFL integrates syntactic (grammatical structure), semantic (meaning), and social components in language comprehension. The systemic functional grammar approach focuses primarily on language use, examining how individuals use language and its intended function as a semiotic system (Eggins, 2004: 21).

According to Sinar (2003: 13-14), ever since the turn of the 20th century, the linguistic community has been driven by a linguistic theory known as Functional Linguistic System Theory (FLST). He contends that language is a phenomenon that has evolved. A model that may be easily modified to understand and describe the features of the phenomena being studied is the framework of functional linguistic theory (FLT).

The phrase 'linguistic theory' (TL) has two meanings:

1. That language is the source and entry point for the discourse analysis study framework. Discourse analysis adopts a theory of language that represents a particular theory and adheres to the FLST tenets.

2. An interpretatively semiotic, transdisciplinary, thematic approach to language

foundation is used to study the phenomena of discourse analysis.

Discourse analysis is implied to pay attention to three things by the term functional (F):

1. The system's functional expression in syntagmatic and horizontally arranged structures and patterns;

2. The meanings and functions of the language;

   The language under study has different meanings or functions depending on its degree and dimensions.

This study focuses on three implications of the term "system (S)":

1. Systemic links and their alternatives in many network system scenarios, from universal features to specialized, vertical, or paradigmatic;

2. Refers to the system connected to the topic under study;

3. The underlying meaning systems that support it.

According to Sinar (2003:17), FLST sees sentences as the highest grammatical unit and is made up of smaller units beneath them, even if groups and phrases are built on morpheme-based unit words. FLST states that although the statement is not grammatically correct, despite this, it remains a unit of written language because it begins with a capital letter and ends with a period. The phrase has three parts as a grammatical unit: circumstance, participant, and process. Each sentence has a purpose and conveys meaning in one of three ways: meaning in texts, meaning in relationships, and meaning in ideas. In FLST, one way to think of a group or phrase is as a multi-interpreted grammatical unit. Words are expressed in a group setting. Consider groups of come, about to arrive, and pretty enough verbs as examples of noun groups. As opposed to that, the sentence is a contraction of the clause, akin to the preposition "at the office." Since words are the building blocks of phrases or groups, they are grammatical units, and morphemes are grammar units

that generate words.

2.1.3 Metafunction of Systemic Functional Linguistic (SFL)

According to Halliday (2000:17), systematic clusters or groups of semantic systems that produce related meanings are known as metafunctions. The structure of the clause maps to the three metafunctions. Because of this, a clause is examined from three angles in systematic linguistics. The organization of a semantic language system can only be explained, according to Halliday, by the concept of function in language, which is one of a limited number of principles required to describe how language functions.

According to Halliday and Matthiessen (2004:29), metafunction is the process of making sense of our experiences and acting out our social relationships is known as metafunction. They are interpreted as objects by language, which then interprets the human experience. It is said by Eggins (2004:11) that the meaning conveyed by spoken words is symbolized by metafunction language. It suggests that comprehensibility of language exists. The whole meaning of the text is simultaneously created by linguistics. It is believed that all languages possess the concept of metafunction, which has its roots in systemic functional linguistics. Systemic functional linguistics departs from formal and syntactic orientations and instead emphasizes function and semantics. Meanwhile, it is believed that the function is a fundamental feature of language. But something else is constantly going on when words are said. Language's interpersonal function says that language is both interactive and personal; if language's ideational aim is to reflect on it, then this sort of meaning is more dynamic; language is meant to express action. As an additional tool for interpretation connected to text generation, grammar also appears as a third component.

Metafunctions are ideational, interpersonal, logical, and textual functions (Halliday, 2000:368). Ideational function is also known as experiential function.

2.1.3.1 Experiential Function

Language decisions that enable speakers to interpret their surroundings and internal states are related to the experiential function. According to Halliday (2000: 106), the meaning of the sentences can be broken down into three aspects. It is a significant symbol. When people discuss the meaning of a word or sentence, they typically infer the meaning they are thinking of. When the sentence serves an interpersonal purpose, the clause is viewed as a type of communication between the speaker and the listener. The final sentences describe experience patterns and provide an experiential function. The concepts and content of the experience are under the purview of the experiential function. The experiential function is the part of the metafunction that language plays in representing experience.

The experience achieved in the experiential function realizes reality in text or language. More intense impressions of experience include happening, doing, perceiving, meaning, and so on. All of this is softened out in the syntax of the phrase. Clause is an activity involving the provision of goods, services, and information. Transitivity is the grammatical framework that allows this to happen. It is in a clause a manifestation of language as experience. Experience is reflected in the syntax of phrases therefore a clause has three parts:

a. The process is analogous to an action or verb in classical grammar. Accordingto Halliday (2000:80), the process relates to the action performed, which is indicated by the verb. Gerot and Wignell (1994:41) also state that these actions depend on the procedures outlined. A process is an action that is equal toa verb in classical language. Verbs bring processes to life. The grammaticalsystem is used to accomplish transitivity. According to Thompson (1996:77), from an

experiential perspective, the process is the central idea of communication and is typically expressed by the word group in the phrase. Semantic categories, or notions of processes, provide the broadest explanation for why real-world phenomena are expressed as linguistic structures. The framework of transitivity reduces the world of experience to a coherent set of process categories. More specific functions than these will need to be found, and they may vary based on the kind of processes they represent. According to Bloor & Bloor (1995: 109), the main concept of this process revolves around the verbal group's understanding of sentences.

Example: He reads a book. Reads take the role of a process in this sentence.

b. People or things involved in the process are called participants. The terms "participants" refer to the entities involved in or impacted by the process. It is common practice to categorize participants into two groups: the "Actor," or the person or object acting, and the "Goal," or the item that the action affects
Example: He reads a book. He takes over as Participant I and the book takes over as Participant II.

c. Circumstance refers to the surroundings or environment in which the participant is engaged in the action, it is the context of the process.
Example: He is reading a book in the library. The library takes the role of a situation where it is the environment wherean event occurs.

2.1.3.2   Material Process

The "doing" process is the term used to describe the material process. Semantically, the material process refers to events or activities. According to Halliday (2000:106), the implied activity of the external world is a material process in the external experience; things happen, events and activities take place, and people or other agents take action to make those things happen. According to Gerot

and Wignell (1994:42), materials are used in the material-doing process. It conveys the sense that something can physically accomplish anything. Perhaps another entity is the target of this. Although the actor is the one who performs, the target may be a different entity to which the processes are directed or expanded. The goal most closely resembles the typical direct object, and actors are frequently human. It happens when people go, stroll, write, work, and engage in other exterior (external) physical activities.

For example:

The lion	pounces	on its prey	in the forest
Participant I: Actor	Process: Material	Participant II: Goal	Circumstance

Using the given table as an example, it is evident that "The lion" takes the role of the perpetrator so that it is labeled with a participant I. Then, "on its prey" is labeled as Participant II, because it is subject to the effect of the actions of Participant I (actor). What takes over to be labeled as the process is "pounces" considering that the actor is performing it. The last component in the sentence is circumstances. What is labeled as a circumstance in the sentence is "in the forest", because it is the environment in which the event occurred.

2.1.3.3 Mental Process

According to Halliday (2000: 114), the mental processes that are indicated by verbs that signify love (feeling), cognition (thinking, knowing, understanding, and so on), and perception (perceiving with the five senses; seeing, hearing, and so on) are relevant here.

a. Afection: love, hate, like, etc;

b. Cognition: know, think, remember, etc;

c. Perception: see, hear, taste, etc.

Subjectivity in psychology refers to the mental processes that occur within an individual. An encoder and a phenomenon, the participant's role in the mental process. Given that only aware beings can feel, think, or see, the sensor is by definition a conscious being. Everything that can be felt, thought, or observed is considered a phenomenon. Mental processes are exemplified in the statement by the verbs comprehend, like, know, and hear.

a) Affection

Kwon Ji Yong	likes	me
Participant I: Senser	Process: Mental: Affection	Participant II: Phenomenon

It is evident from the preceding table that "Kwon Jiyong" assumes the position of Participant I since it is the element in charge of carrying out an activity. While "me" is a component the offender in the sentence is required to take action regarding the component so it is labeled as participant II. The component labeled as the process is "like" because this is the type of Action performed. This process is categorized as affection because it involves feelings.

b) Cognition

Seokjin	knows	the answer
Participant I: Senser	Process: Mental: Cognition	Participant II: Phenomenon

From the table above, it can be seen that "Seokjin" is labeled as Participant I because he takes the role of an action taker. At the same time, the action in the sentence is "the answer" and the component is labeled with Participant II. The actions performed in the sentence are labeled with the process so that "knows" is a component that is marked as process cognition because knowing is an action that is done by involving the human cognitive mind.

c) Perception

Namjoon	see	them
Participant I: Senser	Process: Mental: Perception	Participant II: Phenomenon

From the sentence above, it can be seen that "Namjoon" is labeled as a participant I, because it is a component that takes the role of a doer in the sentence. The component labeled as Participant II is "them" because it is the component subject to Action by Participant I. The component labeled as the process is "see". This component belongs to the type of perception.

2.1.3.4 Relational Process

According to Gerot and Wignell (1994:54), having and being in states are aspects of relational processes. They are grouped according to whether they are used to identify an object or give it a particular attribute. Relationships involve human and non-human actors and occur both inside and outside of humans. Its definition entails the existence and connection among entities through possession, attribution, and identity. Verbs like become, seem, cost, and being (is, am, are, was, were, had, etc.) fall within this category. Different participant roles and verbs are used in each type of relationship process.

a. Identification process: N – Be – N;

b. Attribution process: N – Be – Adj;

c. Possession process: N – Be – Adv.

For example:

a) Identification

Jungkook	is	a teacher
Participant I: Token	Process: Relational : Identification	Participant II: Value

From the sentence above, it can be seen that "Jungkook" is a component labeled as Participant I, because the component takes a role in carrying out actions. Then, "a teacher" is labeled as Participant II, because it is a component that explains the position of Participant I. The component labeled as a process is "is". This process is described as a type of process that falls into the type of identification because the process in this sentence plays a role in explaining the position of Participant I.

b) Attribution

Taehyung	is	wise
Participant I: Carrier	Process: Relational: Attribution	Participant II: Atribute

From the above sentence, it can be noticed that "Taehyung" is labeled as Participant I, because it is the component that takes action in this sentence. Then, the component labeled as Participant II is "wise", because this component describes attribution rather than Participant I. The component labeled as the process is "is".

c) Possession

Min Yoongi	has	a guitar
Participant I: Possessor	Process: Relational: Possession	Participant II: Possessed

From the above sentence, it can be seen that the component labeled as Participant I is "Min Yoongi" because it is the component that takes action. While the component labeled as Participant II is "guitar". The component labeled as a process is "has" with the type of possession because this process describes the ownership relationship between participant I and participant II.

2.1.3.5 Behavioral Process

According to Halliday (2000: 139), breathing, sleeping, and seeing are examples of physiological processes in humans that are thought to be behavioral. This kind is in the middle of the mental and material spectrum. physiological

manifestations of consciousness, including laughing, smiling, frowning, sighing, moaning, and sobbing. The only person who must attend is "behaver." Similar to a sensor, the behaver is a sentient being. In other words, acting rather than feeling is the process.

For example:

Jhope	*smiles*	*at me*
Participant I: Behaver	Process: Behavioral	Participant II

From the sentence above, it can be seen that the component labeled as Participant I is "Jhope" because this is the component that takes action. While the component labeled as Participant II is "at me". This component is labeled as Participant II because it takes on the role of a component subject to action by Participant I. The last component in this sentence is process. What is labeled as a process is "smiles", because these are the actions performed in the sentence.

2.1.3.6 Verbal Process

According to Gerot and Wignell (1994: 49), speaking, or rather symbolically as a signifier, is what belongs to the linguistic process. Both human and non-human participants are involved. Together, these grammatical attributes seem to capture speech operations to be a combination of mental and material action, as can be expected from tasks that include "thinking" and "doing." In other words, the verbal process depicts information-related acts such as talking, demanding, requesting, and providing. The meaning and purpose of the sayer, receiver, and verbiage areall distinct. In addition to sayer, there are three other participant functions:

a. Sayer acts;

b. The person to whom the saying is addressed and to whom the verbalization is

aimed is known as the receiver;

c. The function of range/verbiage (statement, answer, inquiry, and story) is what matches what is spoken or named to the verbalization itself.

For example:

Jimin	tells	all the story
Participant I: Sayer	Process: Verbal	Participant II: Verbiage

From the sentence above, it can be noticed that "Jimin" is labeled as Participant I because it is a component that performs actions. The component labeled as Participant II is "all the story" because this component is the part that is given action by Participant I. The last component is the "tells" which is labeled as processes. This process falls into the verbal type because it is a type of verb that is conveyed using the mouth.

2.1.3.7 Existential Process

According to Halliday (2000: 142), relational processes and existential sentences are comparable in that they both typically contain the word "be." That being said, there are additional often employed verbs that are very different from the identifying or attributive verbs. The line "there is an existential process" is required as a topic even though it serves no representational purpose. The verb "be" and a preset theme condition are common components of existential process sentences. An existential process is a process that lies between relational and material processes that indicate that something exists or occurs. The subject may be omitted, but if there is a tag, it will be displayed.

For example:

There	is	a house
Location: Space	Process: Existential	Existent

From the sentence above, it can be seen that "there" is labeled as location. Because in this last type of process, there are no components labeled as participants. But the subject is labeled as location: space because it describes a place.

2.2 Writing

One of the four skills we need to acquire to speak and write in English is writing. To be able to express ideas, feelings, and opinions to someone else through written language is to have writing skills (Abbas, 2006: 125). In a similar case, according to Ahmad and Darmiyati (1999:159), writing skill is the ability to express thoughts, ideas, opinions, reactions to statements of want, and feelings through the use of written discussions.

Writing is the process of generating ideas, considering the best way to express them in writing, and organizing those ideas into sentences and paragraphs that the reader can understand. This implies that students must acquire topics and organize them into cohesive paragraphs. Expressing oneself in English through writing has contributed to bridging the gap between verbal and written expression of ideas, feelings, points of view and reflection. Writing functions as a medium for conveying ideas and feelings through communication. As mentioned earlier, individuals employ written language to articulate their thoughts in written form (Sinulingga et al., 2023:54). Writers must learn how to explain their thoughts so that readers comprehend the significance of the information and can communicate with it.

Writing successfully requires students to make effective use of linguistic structures to produce articles that are enjoyable to read. Writing skills are regarded as productive since they are generated through the process of synthesizing information from reading, hearing, and writing it down. To accomplish specific

goals and objectives, a writer may express their ideas and thoughts. Facts, stories, observations, research, viewpoints, and issue analyses can all be included in these ideas.

According to Hornby (1995: 1383), writing is the act of creating written works, such as novels, stories, or articles. Writing skills are equally important as other skills. Writing stands as a potent communication tool utilized by people in contemporary times and throughout their lifetime (Rajagukguk, 2023:3). Competence in English writing is a difficult task. To become an expert at this skill takes time. Writing requires an awareness of how other people see things. Instructors who understand writing can assist students in achieving their writing objectives. Teachers therefore need to understand the nature of writing. For pupils, to become proficient writers need to write more often and increase their vocabulary.

Writing is more than just a hobby. The realization of the ability to convey ideas, emotions and information to other people through written language, as depicted in the definition given, is realized in the ability to write.

2.3 Report Text

A text that provides information about a certain subject is called a report. In addition to facts about the subject matter, a report usually includes information about the components, characteristics, and behavior of the topic. Generally speaking, reports contain details about people, locations, or items that were learned through interviews.

According to Gerot and Wignell (1994:196), the social purpose of reports is to provide an update on various social, natural, and man-made events occurring in our surroundings. According to Hyland (2004:29), giving accurate information is a report's social goal, which is usually achieved by first identifying the items and then

describing their attributes. The report's goal, according to the statement, is to categorize, explain, or transmit information about a subject.

According to Gerot and Wignell (1994: 196), the general structure of a report contains the following elements:

a. General categorization, which describes the phenomena under discussion;

b. Description, describes the phenomena under discussion in terms of pieces (the function), attributes, behavior, or applications;

c. The report text is written in the present tense with no temporal sequences.

Lexicogrammatical features:

1. Focus on generic participants.

2. Use of relational process to state what is and that which it is.

3. No temporal sequence.

The structure of vocabulary and grammar have a close reciprocal relationship, which makes it possible to express with good reason that each word has its own grammar. This interdependent relationship between lexis and grammar can be clearly seen in all aspects of language. Likewise, lexicogrammatical in report text is explained by the selection of verbs that use relational process.

2.4 Previous Related Studies

Some researchers have already researched and analyzed experiential functions. The findings are as follows:

a. Previous research conducted by Gill et al. (2022) analyzed transitivity in Nelson Mandela's speech. The research method used is a qualitative approach in the analysis of the meta-function of experience found in speech in the speech. This research aims to identify the dominant transitivity processes used in speech and their frequency in speech samples. The source of data in this study is the speech of a famous politician, Nelson Mandela. Meanwhile, the data used is a clause

that contains elements needed in transitivity analysis.

Results from research have shown that Nelson Mandela often used material processes in his speeches, underlining the concrete steps he had taken to improve the conditions of Africans when they were perceived as inferior in their land. In addition, Mandela mainly used mono-transitive verbs in his speeches. The findings in this study will assist readers in understanding how politicians use persuasive techniques in their communication to convey their version of reality and to enhance their perspective. Furthermore, one can infer that politicians utilize language as a tool to express their ideology and exert influence on their readers and audiences. Hence, this paper will prove valuable for readers seeking to understand the extent of Systemic Functional Linguistics (SFL) in political discourse. This research acts as a navigational reference for scholars who aim to interpret the ideational aspects of discourse using Halliday's (1985) Transitivity model. However, it is important to note that this research is limited to ideational analysis of Mandela's discourse solely through the lens of transitivity. Additional research could explore interpersonal and textual analysis of discourse data by utilizing contemporary models proposed by Matthiessen & Halliday (2014). Various dimensions of political discourse remain to be uncovered for the broader comprehension of the general audience. Systemic Functional Linguistics (SFL) proves to be a valuable tool for discourse analysts, offering the capability to conduct thorough and dependable analyses of discourse data.

While in this study, the method used is the same as the previous one, namely the descriptive qualitative method. What distinguishes this study from previous research is the source of the data. Previous research used speech as a source of data while in this study student writing was a source of analytical data.

Then because students are the source of this study, it uses population and sample. Students will be asked to put the results of their thoughts into a report text. Then researchers will find answers to the problem formulation, namely what are the types of processes and which processes are more found later.

b. Other researchers, Meriyanti et al. in 2023 have also researched mental processes found in Donald Trump's speech on Covid 19. This research uses qualitative research methods. The research focuses on discovering experiential functions with the type of process being mental processes. The transcript of Donald Trump's speech on March 11, 2020, regarding the coronavirus, served as the research's data source. The text of the speech was obtained from sources on the internet. Four different mental processes were identified as a result of dissecting each speech sentence. This speech demonstrates affection, cognition, perception, and desire. The cognitive form of mental process is the most prevalent kind in speaking. The results of this research show that Donald Trump's speech provides insight into the American public about the coronavirus. The public is expected to face the outbreak with a calm attitude. The content of Donald Trump's thoughts is expressed with cognition, rather than emotion. The mental processes found in this speech illustrate that Donald Trump is providing a solution to dealing with the epidemic. Then, the speech gives the reader a clear picture of the topic being discussed.

This research also uses the same method as previous research, that is qualitative methods. However, there are differences in objects and data sources. In this study, the research samples are students with the data source being the results of students' writing report texts. The researcher participates directly in the classroom while data collection is carried out. Meanwhile, in previous research, researchers collected data sourced from the internet. Then, previous research

only focused on one type of process, that is mental process. Meanwhile, this research will discuss all types of processes in experiential function.

c. Hardiyanti et al. (2023) the study focuses on analyzing transitivity in the speech delivered by President Jokowi at the G20 Summit. The research employed a qualitative descriptive approach. Through qualitative methodology, a comprehensive understanding of the linguistic background that reflects the ideational function of language can be achieved, by explaining the elements of transitivity contained in spoken texts. In a mixed approach, philosophical assumptions and theoretical frameworks are combined with quantitative and qualitative data collection methods.

   This research combines primary and secondary data. Primary data consists of transcribed oral information, including groupings of words, phrases, clauses and phrases. In this research, secondary data is used as supplementary material sourced directly from research data stored by researchers. This is obtained through examination and analysis of written texts or literature. This study uses audio-visual recordings of Jokowi's speeches sourced from videos on the KomvasTV.com YouTube channel as primary data. In addition to the note-taking method, which is also known as the write-read method, the data collection approach also involves active listening. Two techniques included in the note taking method are the advanced approach and the free engagement note taking technique. For this research, researchers listened to Joko Widodo's complete speech on YouTube. Next, they transcribe the entire speech and group it into clauses for analysis.Before the analysis stage, the note-taking method involves documenting the groupings of clauses, words, phrases, and phrases in a speech. These elements are then categorized into transitivity components, that is participants, actions, and circumstances. Speech encompasses a wide range of

activities such as mental, relational, behavioral, and verbal processes, with material processes being the most prevalent. By analyzing sentences and considering the frequency of actions, participants, and circumstances, we can conclude that the essence embedded in a speech centers on the speaker's goal to engage and influence the listener. This involvement includes the speaker's active participation, observable behavior, and cognitive processes. Attention is directed to techniques or strategies for overcoming health-related barriers, which are reflected in frequently used verbs, the individuals involved, and the conditions present.

Meanwhile, this research has several differences from previous research. This research uses qualitative methods but the objects are observed directly. The researcher will participate directly in the research object when data collection is carried out. Data will be collected directly from students' writing. In this research, the main focus of problem formulation is only on how the experiential function is realized in students' report text writing.

2.5 Conceptual Framework

Experiential function is analyzed concerning understanding how a person's subjective experience takes on a role in creating behaviors, attitudes, and perceptions made in the sense of the surrounding world. This conceptual framework contains six types of experiential functions that explain in detail how language is expressed in the emotions, perceptions, cognition, and social interactions of individuals.

How individual experiences shape the way of thinking, decision-making, and response to a stimulus will be explained in this conceptual framework. The ability to identify common patterns and factors that influence subjective experience can be gained by understanding this framework. Insights in various contexts will be

gained by subjective experience. The details of this conceptual framework are aimed at establishing a basis for a more critical and in-depth analysis of experiential function. An understanding of how humans interact with the world around them is obtained by interpreting the framework of this concept.

The field of theory studied in this study is Discourse Analysis. There is a Systemic Functional Linguistic (SFL) proposed by Halliday. SFL theory yields a derivative metafunction theory with four components: ideational function, interpersonal function, logical function, and textual function. Experiential Function in this framework is a theory taken from the type of Ideational Function.

After collecting student writing into clauses, a process is carried out to determine the process, participants, and circumstances. On this basis, each clause will be categorized according to the type of process. Then participants will be divided into two groups, that is those who carry out activities (participant I) and those who undergo process (participant II). To illustrate, the labels for material process players are actors and goals. Then circumstance is the environment for which the scope of the Language is described. After going through this analysis process, a title appeared to conduct research, that is: "Realization of the Experiential Function in Writing Report Text at Second-Grade Students of SMA Budhhis Bodhicitta Medan".

Scheme 2.5.1. The conceptual framework in the research entitled "Realization of the Experiential Function in Writing Report Text at Second-Grade Students of SMA Budhhis Bodhicitta Medan"

DISCOURSE ANALYSIS

SYSTEMIC FUNCTIONAL LINGUISTIC (SFL)

Ideational Function	Interpersonal Function	Logical Function	Textual Function

EXPERIENTIAL FUNCTION

1. Material Process
2. Mental Process
3. Relational Process
4. Behavioral Process
5. Verbal Process
6. Existential Process

REALIZATION OF THE EXPERIENTIAL FUNCTION IN WRITING REPORT TEXT AT SECOND-GRADE STUDENTS OF SMA BUDHHIS BODHICITTA MEDAN
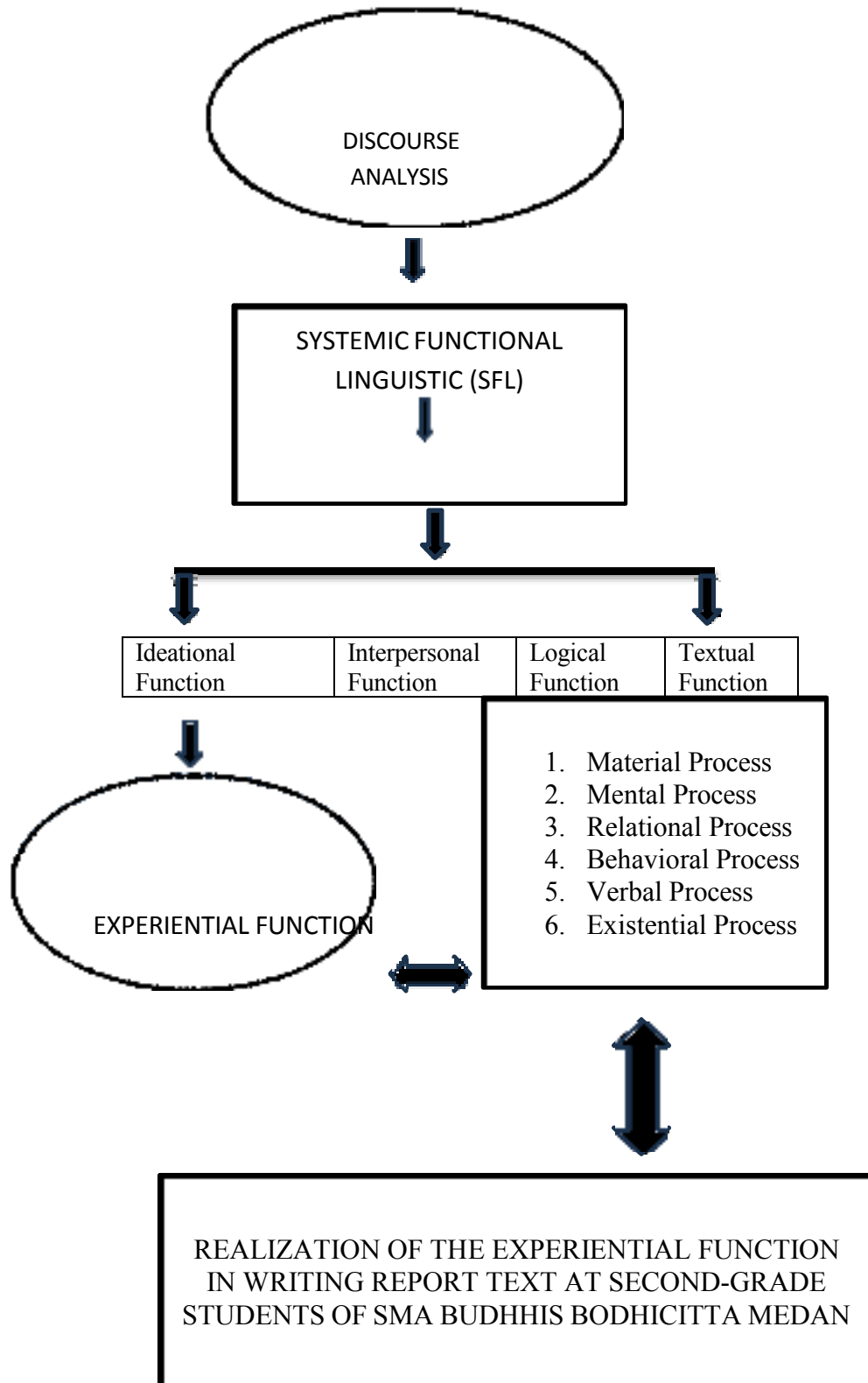
CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The Descriptive Qualitative method was used in this study. According to Moleong (1993: 2), when describing, organizing, and summarizing a significant general feature of a set of data, researchers employ the descriptive qualitative approach. This study tried to provide a comprehensive examination of the experience function in students' report text authoring. The material, mental, linguistic, existential, relational, and behavioral processes are all examined.

According to Arikunto (2010:20), a flexible research approach that is suitable for the situation is employed in descriptive qualitative research to generate concepts based on what is available. To collect and analyze data, the descriptive qualitative method is applied.

3.2 Population and Sample of the Study

The population of the study were students in SMA Buddhis Bodhicitta Medan as second-grade students. The sample of the study were students of one class in second grade. The total number of students was 33 students of Science-2.

The data source for the analysis method in this research was the expressions produced by students with the aim of experience. After that, the set of clauses was categorized based on the type of process being examined. The results of the preparation of student report texts in the second grade of SMA Buddhis Bodhicitta Medan in this study served as a source of data.

3.3 Instrument of Collecting Data

Arikunto (2017:5) says that an instrument is a tool that researchers use to collect the data that they require for their research. Process methods and data

collection are related to research instruments; methods are how researchers collect data for their investigations, whereas instruments are tools. In summary, the instrument is a means of extracting information from an object that is both qualitative and quantitative.

According to Arikunto (2017:31), instrument design for scientific advancement needs to be precise and scientific. Three rules need to be kept in mind: rational, concise, and clear. When designing an instrument, a researcher needs to consider these three concepts. Specifics are vital in the design of equipment to produce more precise data.

The instrument used in this study was a test. In a general sense, instruments were categorized into two types: tests and non-tests. According to Arifin (2014: 226), test instruments possess measuring properties, whereas non-test instruments are characterized by their capacity for gathering information. Arifin (2014: 226) defines a test as a measurement method comprising diverse questions, statements, or sequences of tasks that respondents are required to address or complete.

So, in this study, students were given a series of tasks or activities to do. Researchers provided an explanation in advance about what the report text is. Then, students were asked to write a simple report text.

For supporting additional instruments used in this study are a sheet of student writing paper, a mobile phone, and a whiteboard. The researcher made documentation of each sheet of student's writing to be included later in the appendix.

3.4 Technique of Collecting Data

The observational approach was used by researchers to obtain data. Participant observation is "researchers observe what people do, listen to what they say, and participate in their activities." There are three kinds of observation:

observation structure, participant observation, and non-participant observation. Students writing text was the research source data in this study. Participant observation was used by the researcher. Participant observation is an observation approach in which researchers participate in activities that the sample under inquiry will carry out. Students were required to compose a report text that would be directly examined by the researcher. Students were assigned by the researcher to write the text of the report.

The procedures would be done by the researcher to collect the data, are as follows:

1. Entering the student's class, that is Second-grade students of SMA Buddhis Bodhicitta Medan;

2. Explaining the material about report text writing;

3. Guiding the students how to make a report text based on the generic structures;

4. Asking the students to prepare the paper;

5. Giving the instructions to make a simple report text writing.

3.5 Technique of Analyzing Data

Miles and Huberman's theory was used by the researcher to analyze the data. According to Miles, Huberman, & Saldana (2014:12-13), qualitative data analysis consists of the steps as follows:

Scheme 3.5.1 Technique of Analyzing Data, Interactive Model (Miles, Huberman, & Saldana 2014:12-13)
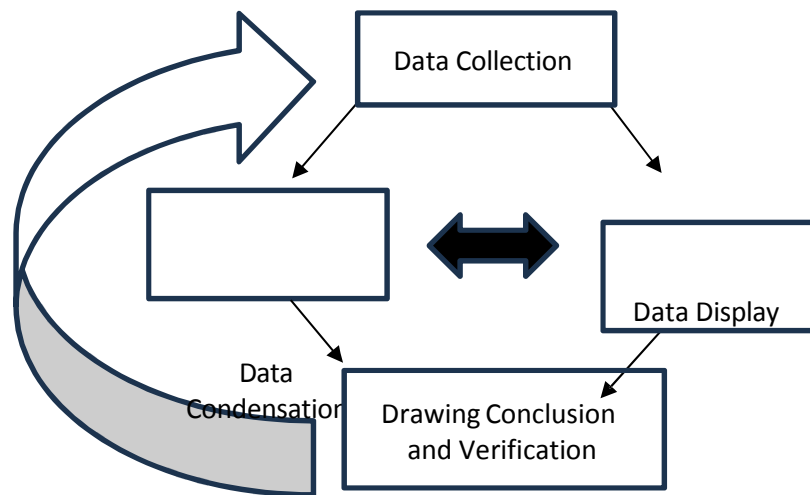
1. Data Collection

    The data was collected by the researcher from several sources, including people, events, and documents. The data was collected from document analysis, in-depth interviews, and observation. The data in this research would be collected by doing a test.

2. Data Condensation

    One of the steps taken in data analysis was data condensation. Data condensation was the process of choosing, narrowing down, streamlining, organizing, and changing data from field notes, interview transcripts, documents, and other sources. Choose the most important things and focus on them. The data was obtained regarding the metafunction from the analysis of students' report text authoring. The researcher concentrated on the experiential function.

3. Data Display

    Analyzing and better comprehending data by presenting it in a simplified table or graph is known as a data display. Seeing the display can help to understand what is happening and do something else or took action based on that knowledge. Data display is a structured and condensed presentation of information that

facilitates decision-making and action (Sipayung, 2020:32). Conclusions and validation can then be done with the help of this data display.

4. Drawing the Conclusion and Verification

The last step in data analysis was to draw a conclusion and provide verification. It needed to wrap up all the information to make it comprehensible. The phrasing of the problem from the outset has been addressed in the conclusion.

The following methodologies would be employed to analyze the research data.

a. Organizing the text as a whole according to the clauses that construct them;

b. Identifying the process in the text of the report;

c. Using verbal, mental, existential, relational, and behavioral processes as a basis for analyzing the sentence;

d. Calculating the number of how many processes will be found in the data;

e. Concluding the data.

3.6 Calculating the Data

There was a technique used by researchers in calculating experiential functions that was found in the results of writing report text students at SMA Budhhis Bodhicitta Medan. Data was calculated to determine the most dominant process in this study. The formula used in calculating the number of processes that were the most dominant among other processes is the formula proposed by Hannock et al. (2009: 24).

The formula is as follows: $P = \dfrac{(x)}{N} X 100\%$

Notes:

N: Percentage of different categories;

$f(x)$: Frequency of all types within the subcategory;

n: Total kinds across all classifications.