

HALAMAN PENGESAHAN SKRIPSI

AN ANALYSIS OF THE PROCESS OF EXPERIENTIAL  
FUNCTION IN WRITING EXPLANATION TEXT AT TENTH-  
GRADE STUDENTS OF SMK SWASTA BUDISATRYA  
MEDAN

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# CHAPTER I

## INTRODUCTION

### **1.1. The Background of the Study**

Writing is one of the skills in English in written form. Writing is a change in language in written form other than spoken language. Writing is a skill for conveying ideas, notions, and opinions and is one of the language skills that everyone must master. Writing itself is a composition activity. According to Byrne (Haryadi and Zamzani, 1996: 77), other types of writing include the ability to communicate ideas effectively to readers by using well-structured sentences that convey the meaning of the essay (Salotti, 2004:9). To be successful in writing, the sentence structure must be correct and precise so that the meaning in the writing can be implied properly. So language analysis is carried out in more detail regarding grammar so that the messages contained in the writing are contained in the text.

According to Brown (2007:64), written output is often the result of planning, composing, and editing processes that require special abilities that not all speakers have from birth. This means that writing is the process of a writer finding various ideas that can be expressed in written form, either through sentences, paragraphs, or text. The results of the writing can be seen and read in several types.

An explanation text is a text that explains how and why an event occurred logically. At first glance, descriptive text and explanation text are almost the same, but explanation text is more focused on the cause and effect of an event. According to Anderson (2003:80), explanation text is text that explains how and why natural events occur to explain the process or stages of natural or social events that occur. An explanation text is a non-fiction text that tells about an event and explains the

procedure for the process of something happening. Explanation text explains clearly and logically the background of an event. The explanation text contains facts and statements that have a cause-and-effect relationship. An example of an explanation text is *“A tsunami, a very large ocean wave, originates primarily from underwater seismic activity. Sudden shifts of tectonic plates, often caused by undersea earthquakes, volcanic eruptions, or landslides, result in vertical movement of the sea floor. This vertical shift energizes the water column above, creating a series of powerful waves that propagate across the ocean. The devastating impact of tsunamis on coastal areas underscores the importance of monitoring and understanding geological phenomena for early warning systems and disaster preparedness.”* This is an example of an explanation text that explains a phenomenon, that is the occurrence of a tsunami.” The first sentence is an introduction or general statement, the second sentence is an explanation of why and how the tsunami occurred, and the last paragraph is the conclusion of the event. Researchers are interested in analyzing the experiential function of explanatory texts written by students because explanation texts are one of the texts that are rarely analyzed by previous research.

Previous research was more interested in analyzing students' writing results in narrative text, descriptive text, recount text, and so on. So researchers chose to analyze students' writing results in explanation texts. During the observation in the class X-OTKP of SMK Swasta Budisatrya Medan, the researcher conducted interviews with several students, the research found the problem that the students are unable to explain the relationship between cause and effect that occurs in an event and how to use linguistic rules in explanation texts. The researcher was

interested in knowing what experiential function process was used by students in writing explanation text, considering that in the language features of writing explanation text according to Hartono (2005:22) who said that in writing explanation text, action verbs are used.

SMK Budisatrya Medan is one of the private schools located in Medan. When conducting observations at the school, the researcher interviewed the teacher about the students' difficulties in writing text. Students find it difficult to understand the structure of a good explanation text due to the students' minimal vocabulary and the similarity between explanation text and descriptive text, which both explain something. However, the explanation text explains more about how and why an event can occur. Then, the selection of each sentence is less appropriate, as is how to connect the cause-and-effect sentences that must be explained in the explanation text.

To teach about explanation text, it is very good if teachers apply basic knowledge about systemic functional linguistics so that students can realize how important it is to visualize sentence choices in writing and write them in simple models (Linares & Zhi-Yang, 2020). By emphasizing the text and its surroundings, Systemic Functional Linguistics attempts to depict language in real usage and tends to view language as a source of meaning. SFL, or metafunction, is a part of discourse analysis that analyzes writing from a functional perspective and focuses on the function of language in writing. SFL, or metafunction, consists of four functions: ideational function, interpersonal function, logical function, and textual function. The function of ideation is divided into two, that is experiential function and logical function. This research focuses on experiential function. Every human

being certainly has an experience, and people use both spoken and written language to communicate these experiences. This process is called the experiential function process. According to Halliday 2014: 211-212 An experiential function is a function where the clause is represented from experience in the form of a transitivity structure, that is, participant, process, and circumstance, which in the clause interprets changes in the flow of events from a picture, process, or activity in the event, the participants involved in it, and the circumstances accompanying the event. The experiential function encompasses six distinct processes: the first is the material process, characterized by a single word, "doing," referring to any visible physical activity. For example, "*Clark hugged a cat.*" In this example, "hugged" is a material process. Second, mental processes are subjective processes in psychologists that occur within humans; everything that can be felt, thought, or seen is included in mental processes. For example, "*Nadine likes Clark.*" "Likes" is a mental process that is a sensation felt by humans. Third is the relational process, which is a process that expresses an abstract relationship between objects that are attributive or identification in nature. The verbs in the relational process are "*to be (am, are, was, were, has, were, etc.), become, seem, etc.*" Fourth is the behavioral process, which is a process that interprets human physiological behavior, such as *smiling, breathing, coughing, staring, and so on.* Fifth is a verbal process, which is all forms of sentences that *command, ask, offer, and say.* Sixth is the existential process, which states the existence of an object. The verb used in this process is "*be (am, are, is, was, were, etc)* and is followed by "*there is.*"

In 2021, Fadilah and Kuswoyo researched the transitivity analysis of the presidential debate between Trump and Biden in 2020. This research used

qualitative research. This research aims to elicit what type of transitivity is found between Trump and Biden. The data source for this research is a famous politician from the United States, and the data used are clauses that contain elements of transitivity. The results of this research show that six types of transitivity processes were found, and each has a different number of frequencies.

Lubisa et al., in 2023, researched the transitivity process in Prabowo's speech at the IISS forum. This research uses qualitative methods, aiming to determine the transitivity process manifested in Prabowo's speech. The data source is Prabowo, and the data used are clauses containing elements of transitivity. The results of this research show that the transitivity process that is often found in Prabowo Subianto's speeches is material.

In 2023, Cahyono researched transitivity analysis in Taylor Swift's 2022 Graduation Speech. This research used qualitative research methods. The data source for this research is a famous singer, namely Taylor Swift, and the data used was taken from transcripts, then separated according to clauses that contain transitivity elements. This research shows that Taylor Swift's permission speeches often predominantly use material processes.

The three previous studies analyzed the transitivity process (participant, process, and circumstance), where the process shows the experiential function. Previous researchers examined the experiential function in the speeches of famous and influential people. Therefore, this research uses a different object, namely analyzing the experiential function of students' written explanation texts. Researchers want to know what types of processes are often used by students in writing explanation texts, so to find out what types of processes are often used by

students, it is explained in "An Analysis of Process of the Experiential Function in Writing Texts in Tenth Grade Students of SMK Swasta Budisatrya Medan School.

### **1.2. Problems of the Study**

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

1. What types of process of experiential function are found in the students writing explanation text by students in the tenth grade at SMK Swasta Budisatrya Medan?
2. What is the most dominant process found in the explanation text writing of students in tenth grade at SMK Swasta Budisatrya Medan?

### **1.3. The Objectives of the Study**

Based on the research problem, the objective of the study is

1. To find out the types of experiential functions in the students' writing explanation text writing of students in tenth grade at SMK Swasta Budisatrya Medan.
2. To find out the most dominant process in the explanation text writing of students in tenth grade at SMK Swasta Budisatrya Medan.

### **1.4. The Scope of the Study**

In this research, the emphasis is more on metafunction. Metafunction consists of four categories, they are experiential metafunction, logical metafunction, interpersonal metafunction, and textual metafunction. However, this research focuses more on one type of metafunction, which is experiential function. Experiential function consists of six processes, that is: material process, mental process, relational process, behavioral process, verbal process, and existential

process. There are fourteen types of text, but this research focuses more on explanation text.

### **1.5. The Significance of the Study**

It is hoped that this discovery will be useful for:

#### 1. Theoretically

Theoretically, this research can be useful for increasing understanding of experiential functions, especially in Systemic Functional Linguistic theory.

#### 2. Practically

- a. Teachers can teach students briefly about transitivity so that English learning runs effectively;
- b. Readers can understand transitivity, especially in the Systemic Functional Linguistic (SFL) section;
- c. Other researchers can use this thesis as a source for their academic research, etc.



## **CHAPTER II REVIEW OF LITERATURE**

### **2.1 Theoretical Framework**

#### **2.1.1 Discourse Analysis Overview**

Discourse analysis is one of the linguistic sciences for knowing the content of a text or the message conveyed in a text. Halliday, in the Functional Systematic Linguistics he has developed, states that discourse analysis is related to grammar, which is used to find the role of each word or word arrangement in a text, and social theory (Yolanda and Zaim 2021:30). Discourse is all forms of language, both spoken and written. Halliday emphasizes the existence of the social context of language, namely the social function that determines the form of language and how it develops (Halliday, 1977, 1978; Halliday & Hasan, 1985). Social theory is used to find meaning in every word in the discourse. Social theory in a discourse consists of two, namely the situational context and the cultural context, wherein these two types of discourse are the source of meaning in the discourse.

According to Brown and Yule (1983:1), Discourse analysis cannot be restricted to the description of linguistic forms, regardless of the intention behind their creation or function in human affairs, because discourse analysis is language analysis (Sumarlam 2008:4-5). In Brown and Yule's opinion, more emphasis is placed on the function of a language because discourse analysis has been used to cover a wide range of meanings and activities in a language. In discourse analysis, it focuses on capturing meaning in the spoken or written process used in a certain context. A discourse can be interpreted well if the structure of the discourse provides the message that the speaker or writer wants to convey.

Language analysis requires an understanding of the context in which a word is employed. According to Sumarlam (2008:8), there are two different kinds of context: the social context, which is where the self and the circumstances are formed, and the cognitive context, which facilitates the development of the self and the situation. By comprehending a language, a person can gain a grasp of their social and cultural background. In a way, becoming fluent in the language will give the person the chance to experience the learning process. Since context is necessary for discourse analysis to comprehend language, it can both give the language more meaning and provide a more general explanation of how it is used.

Discourse analysis seeks to understand written and spoken language to establish identity, create meaning, and impact social interactions.

### **2.1.2 Systemic Functional Linguistic**

Michael Halliday was the first person to introduce Systemic Functional Linguistics, which assumes that language is a source for producing meaning and that grammar is a source for creating meaning through the words contained in the language (Bavali and Sadighi 2008:14). Halliday stated that social situations are very close and influence language. According to Eggins (2004: 4), A semantic-functional approach to language is the systemic approach. This has to do with the functional, semantic, contextual, and semiotic—the four major facets of language use in social interaction. In other words, SFL emphasizes that every language is grammaticalized in certain ways so that the meaning system is created with consideration (Rahmatunisa, 2017:1). The fundamental questions of what humans can achieve with language, what unique roles and functions it embodies, and how it is regulated are revealed by this functional definition of language.

Systemic Functional Linguistic Theory is also a social theory of language, which views language as a source of meaning so that people can interact with other people in a certain situational and cultural context. Systemic functional linguistic theory involves analyzing the language used and then interpreting its meaning in the social environment. The term "linguistic theory" has two meanings, namely:

1. The framework for discourse analysis studies, the origin and entry point of which is the language, Following FLST principles, discourse analysis uses language theories that reflect certain theories.
2. Discourse analysis is studied using a thematic approach in a semiotic, transdisciplinary, and interpretive manner on a linguistic basis.

Implicit discourse analysis pays attention to three functional meanings (F), namely:

1. Horizontal and syntagmatic structures and patterns represent the system's functional embodiment.;
2. Function or meaning in language;
3. Functions or meanings that operate at different levels and dimensions in the language studied are the three implications of the term.

According to Sinar (2003: 17–18), based on Systemic Functional Linguistics Theory, a clause is the highest grammatical unit and is composed of smaller units below it, for example, groups or phrases, while groups or phrases are composed of word units which are composed of morphemes. Clauses have three components: process, participle, and circumstance. Each clause has three meanings: interpersonal meaning, functional or ideational meaning, and textual meaning. In terms of Systemic Functional Linguistic Theory, phrase units are grammatical units that have different meanings within a group, which are word expressions. In other

words, words are grammatical units that make up a group or phrase, and morphemes are grammatical units that makeup words.

### **2.1.3 Metafunctions in Systemic Functional Linguistic**

According to Halliday & Matthiessen (2014:30), "Language provides a theory of human behavior and a specific lexicogram of each language taught for that purpose." From this statement, it is called ideational metafunction, which is divided into two components, namely experiential and logical. From Halliday's view, the study of discourse analysis is not the same as other functional theories, but systemic functional theory is realized through three types of metafunction, that is, ideational/experiential metafunction, interpersonal metafunction, and textual metafunction. Metafunction, as generally understood, is a linguistic technique that emerges and is used in semiotic linguistics to describe and explain meaning (semantics) when language (text) is encountered and processed.

Based on SFL, there are three types of language functions because language is built for:

1. Describe what is happening, what will happen, and what has happened.
2. To engage in conversation or communicate with others.
3. To achieve the above two functions in a completely enclosed space.

The functions of these three languages are called metafunctions, which coincide with each other and are applied to texts or clauses.

#### **2.1.3.1 Experiential Function**

One of the ideational meanings in a text is experiential meaning. According to Halliday & Matthiessen (1999:211), the ideational function is likened to an informative function where the language contained in it is a representational aspect

or a description of something (Sari 2019: 9). Based on SFL, ideational meaning is divided into two components, that is experiential function and logical function. Experiential meaning is expressed in the transitivity process. Ideational meaning, which is manifested in transitivity, is the meaning of the objects and concepts in the clause (Gerot and Wignell, 1994). Transitivity is the process of finding grammatical resources in a text to describe the entire event in a clause. The overall experience and clarity of language will be described in the transitivity process involving participants and situations in a language.

To test the truth of experience, experimental experience is needed about what, to whom, when, where, and how the experience occurred. This means that. Experiential function relates to clauses that are used as a guide as a means of describing the stages of an experience. To get reality from experience, a transitivity process is needed in each clause in the language. In other words, clauses are a manifestation of experience. Bell (2000:121) states that the function of experience is to express cognitive meaning—fundamental ideas that convey the function of language (League, 2019:4). This influences transitive systems and networks to determine the user's perspective on the external world, which is not perceived by the senses but is also felt by the mind and thought. Clauses are a source for describing experiences that structure and describe an experience, whether it occurs in the external world or internally, such as thoughts, feelings, and perceptions. Transitivity clauses are divided into three important parts, that is process types, participant functions, and circumstances (Natasya, 2019:8).

The first important part of the clause is the process in experiential, which is an explanation of a process in carrying out an activity or action. In experiential

clauses that estimate a number of changes in the flow of events as a description or configuration of a process and the participants involved, according to Halliday and Matthiessen (2014:212), this indicates that the process in the clause occurs not only physically but also abstractly or as a verb requiring an action. According to Thompspon (2014, p. 111), the covering process is called transitivity, which is a key grammatical system for analyzing the metafunction of experience. The experiential process is consist of six types of processes: material process, mental process, behavioral process, verbal process, and existential process. Second, participants are people involved in the process. Participants are important elements that are shown as actors or entities that carry out an action (process) on a certain occasion. The third is events or actions that involve processes and participants called circumstances. Circumstance is the context of a language. The three important elements in clauses greatly influence the transitivity process in analyzing and finding food in a language.

#### **2.1.3.2 Material Process**

Semantically, material is a process that shows an event or incident. According to Halliday (2004:179), one word that can describe the material process is "doing." They state that an entity has the purpose of 'doing' something whose purpose is intended for another entity. According to Wignell (1944: 50), transitivity is one of the material processes that shows the process of working on materials. So, in a clause that has a material process, it must have an actor (process), a doer (participant I), and a goal for which the process was expanded or directed (participant II). Verbs included in process material, for example, are hitting, cooking, selling, and other physical activities that occur outside.

For example :

**Table 2.1 Material Process**

<i>Jennie</i>	<i>went</i>	<i>to London</i>	<i>in the afternoon</i>
Participant I: Actor	Process : material	Participant II : Goal	Circumstance

From the example above, we can see that "Jennie" is an actor or who plays the role of actor and is labelled with participant I, "to London" is labelled with participant II, because it is the goal of participant I. And the process in the sentence is "went" which is what participant I (actor) does. And finally, the situation "in the afternoon" is a situation where the actor carries out activities. Circumstance which can be place or time.

### 2.1.3.3 Mental Process

Halliday and Matthiessen (2004: 197) states, "the clause 'mental' relates to the experience one has of the world of one's own consciousness. The clause in mental processes is a sensing clause that interprets several changes in events that occur in one's own consciousness. The person who feels the sensation is called a sener (participant I), then everything that can be felt, thought and observed is called a phenomenon (participant II). There are 3 types of mental processes, namely perspective (seeing), cognitive, and affective.

- 1) Perspective : see, listen, notice, glimpse, etc;
  - 2) Cognitive : think, believe, know, understand, expect etc;
  - 3) Affective : wander, want, like, wish, etc.
- a. Perspective

**Table 2.2 Mental Process : Perspective**

<i>Feni</i>	<i>listens</i>	<i>to him</i>
Participant I : Senser	Process : perspective : Mental	Participant II : Phenomenon

From the example table above, the first participant or senser is "Feni" who is the actor in the sentence, while "to the news" is labelled with participant II, because he is the party affected by the action by participant I and finally "listen" is a process in a sentence that can be called perspective.

b. Cognitive

**Table 2.3 Mental Process : Cognitive**

<i>She</i>	<i>Knows</i>	<i>Rosé</i>
Participant I : Senser	Process: Cognitive: Mental	Participant II: Phenomenon

From the example sentence above, "She" is labelled Participant I or senser because it plays the role of actor, then "Rosé" is Participant II or phenomenon because it is the object affected by the action of Participant I and finally "Knows" which is a process and includes in cognitive.

c. Affective

**Table 2.4 Mental Process : Affective**

<i>Nadine</i>	<i>wish</i>	<i>a gift</i>
Participant I: Senser	Process : Affective : mental	Participant II : Phenomenon

From the table above, "Nadine" is Participant I or Senser, namely as the actor, then "a gift" is Participant II or phenomenon because it is the object affected by the action of Participant I, and finally "wish" which is a process and is included in the affective.



### 2.1.3.4 Relational Process

The relational process is an interpretation of existence and relationships through attribution and identification. Halliday and Matthiessen (2004: 210-248) explain that the experience that occurs is a static state of "being," or a state that does not occur physically, such as in material processes. Because the relational process does not act physically, the participants involved in this process create abstract relationships, that is relationships between members of an object that are attributive in nature or relationships between classes of objects that are called identity relationships or that are identification or give identity to an object. Verbs that are included in relational are the verbs be (is, am, are, was, were, has, were, etc.), become, seem, etc. There are three types of relationships: identification, attribute, and possession.

#### a. Identification

**Table 2.5 Relational Process : Identification**

<i>Nadin and Clark</i>	<i>are</i>	<i>actors</i>
Participant I: Token	Process: relational: Identification	Participant II: Value

Based on the example above, the first is "Nadin and Clark," who are participants I or carriers because they are perpetrators of the sentences, and then "actors," who are labeled participants II or value. Lastly is "are," which is a process in the sentence, and this process is included in the identification process, which explains the role of participant I.

#### b. Attribute

**Table 2.6 Relational Process : Attribute**

<i>Fenima</i>	<i>Is</i>	<i>Beautiful</i>
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Participant I : Carrier	Process: Relational: Attribution	Participant II: Attribute
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Based on the example above, "Fenima" is Participant I or Carrier who takes the role of actor, then "beautiful" is Participant II who gives attribution to participant I and for the process it is "is" and is included in the attribute.

c. Possession

**Table 2.7 Relational Process : Possession**

<i>I</i>	<i>have</i>	<i>2 brother</i>
Participant I: Possessor	Process : Relational: Possession	Participant II: Possessed

Based on the example above, Participant I is "I" because he is the actor in the process, then participant II is "2 brothers." "Haver" is the process of the sentence which shows the relationship between participant I and participant II.

**2.1.3.5 Behavioural Process**

A behavioral process is a process that interprets human physiological behavior. Behavioral processes include both psychological and physiological actions as breathing, snoring, dreaming, smiling, hiccupping, seeing, listening, paying attention, and thinking (Gerot dan Wignel, 1994:60). The behavioral process is the fourth one. The behavioral process, according to Halliday (1994 : 139), is the physiological and psychological behavior that humans (in general) engage in when they breathe, cough, smile, dream, or stare. This process is slightly different from the other six types of processes because the characteristics are not clear; it has little similarity to the material process and little similarity to the mental process. In this process, there are only two participants that is people who "behave" or humans who have consciousness.

For Example :

**Table 2.8 Behavioral Process**

<i>Karren</i>		<i>talks</i>	<i>to Dina</i>
Partisipan Behaver	I:	Process: Behavioral	Partisipan II

From the example above, "Karren" is participant I because it is the actor who takes action in the sentence, and music is participant II because it is a result of the action of participant I and finally is the behavioral process, namely "talks," which is a conscious action that is done by participant I in the sentence.

### 2.1.3.6 Verbal Process

The verbal process is an activity that commands, offers, asks, and says. The verbal process, according to Halliday (1994:360), is a process of saying and meaning. There are three meanings, or contents, implied by the verbal process.

- 1) Sayer was shown to the perpetrator, who spoke;
- 2) The recipient is the participant whose speech is directed or the person who receives the speech from the speaker;
- 3) Verbiage is the name for the verbalization process itself.

For example:

**Table 2.9 Verbal Process**

<i>Jisoo</i>	<i>Asks</i>	<i>For the true statement</i>
Partisipan I: Sayer	Process : Verbal	Participant II: verbiage

From the example above, "Jisoo" is participant I who is the actor who carries out the action. "For the true statement" is the second participant where participant I provides action, and the last is "asks" which is the process itself or the action carried out by participant I.

### 2.1.3.7 Existential Process

The existential process has similarities with the relational process because it uses the common verb, that is be (am, are, is, was, were, have, been, etc.). Existential sentences usually include the verb be, and even though they do not have a representational function, the word there is needed as a subject. (Halliday et al., 2014:676). Existential processes are processes that exist and will also occur. In this process, the verb "be" is usually used, along with another verb that follows, that is "there is" (something that is in the process). In this process, any event can be used as a phenomenon, such as a person, event, object, etc.

For example:

**Table 2.10 Existential Process**

<i>There</i>	<i>Is</i>	<i>A cat</i>
Location : space	Process : exesential	existent

From this example, participant I is "a cat" which is existent, and "there" is a location, because in the final process nothing is labeled with a participant, so "there" is labeled with a location. The last word is "is" as a process in the sentence.

## 2.2. Writing

Language proficiency consists of four areas: speaking, writing, listening, and reading. One of the language-related talents that one must be proficient in is writing. According to Harmer (2004:31), writing is a way of speaking by expressing ideas, feelings, and opinions. According to Manik et al. (2022:490), one of the language skills that allows someone to communicate their ideas in writing is writing.

Writing is a skill in language where someone expresses their ideas in written form. According to Tampubolon et al. (2022:4246), writing is a productive skill that helps someone express what they feel and think. In writing, the writer must pay attention to several elements, that is the delivery of the message, the content of the writing, and to whom the writing is directed. The writer must pay attention to the readers who will read the writing so that the reader can grasp the content of the writing. Writing is a skill that requires a creative process in expressing ideas and thoughts in a piece of writing so that the purpose of the writing can be conveyed, such as what is being said, entertaining, and convincing. As stated by Dalman (2014: 2-3), this activity creates communication between writers and readers.

Writing is one way to put ideas, sentiments, and facts down on paper in a clear and concise manner so that readers may comprehend what is being written. In writing, there are several things that must be considered, namely that the writer must provide an object that will be conveyed in the writing. After knowing the object, the writer can express a clear idea and finally develop the idea. So that readers can understand the content of the writing, the writer must take into account all the ideas that will be arranged in clear and concise language. If the language the writer uses is easy for readers to understand, then the language the writer uses is in accordance with what the writer wants to achieve. This means that the language a writer uses to convey his ideas is very effective (Utama dan Listianingsih, 2019:16).

Because writing is a skill that is utilized in many facets of life, it is a challenging language exercise, particularly for students. Writing is a challenging ability for both native speakers and non-native speakers, according to Rass (2020:262). This is because writers need to be able to write in a variety of ways,

including arranging information, purpose, audience, vocabulary, and procedures like capitalization, reading, spelling, and marking. These are aspects that students must learn in writing. So that in learning, a teacher must be able to accompany students in improving their writing skills. So that the goals of writing can be well realized by students, To enable students to understand writing skills, students need to practice writing a lot.

Writing is a challenging language task, particularly for students, as it requires. Based on the definitions given above, writing is a linguistic skill that is used to communicate a variety of ideas, thoughts, and feelings in writing while paying attention to different details so that the reader may understand the writing's intended meaning.

### **2.3. Explanation Text**

#### **2.3.1. Definition of Explanation Text**

Explanation text is a text explains a phenomenon or social event that occurs in everyday life and is in accordance with the facts. Examples of social events or phenomena are landslides, earthquakes, volcanic eruptions, forest fires, and so on, as well as social events such as demonstrations, brawls, wars, and so on.

An explanation text, according to Gerot and Wignell (1995: 212), aims to clarify the procedures involved in the emergence or operation of natural or social phenomena. And in this text, it is necessary to look at means or events from the perspective of objects. The purpose of the explanation text is to tell how the procedure developed from the event, explain the content related to the procedure in relation to the understanding obtained by the author, explain how the event occurred

logically, and provide reasons for the event. According to Hasibuan & M. Ansyari, 2007, in Dilkawaty (2012:32), explanation text is text that explains how something happened or why something happened. This means that a text explanation is a text that describes an event or phenomenon naturally and technically. Writing explanation texts requires the writer to show insight and answer questions, such as 'What is being discussed?', and the writer must be able to explain how something works or functions.

### **2.3.2. General Structure of Explanation Text**

According to Anderson and Anderson (1997:80), the general structure for writing explanation text is as follows:

1. A general statement, which describes the event or thing to be clarified;
2. Tells how and why, gives a series of textual explanations;
3. Closing, write down the purpose of the text explanation.

This is in line with the opinion of Neasi and Garder (2012:36) the general structure for writing explanation text is as follows:

1. A general statement, which describes the event or thing to be clarified;
2. Tells how and why, gives a series of text explanations; and
3. Conveys the purpose of the text explanation.

However, according to Hartono (2005:21), the structure of a text explanation starts with a general statement that introduces the topic or process being explained, then explains successively how and why something happened, and finally writes the conclusion, which is the final explanation in the text. In line with Law's opinion (2013: 17), which states that an explanation text is a text that can include non-human participants (can include objects or nouns; explains the process

of making a work happen), cause-and-effect relationships, passivity, and the present, which is timeless, tense. Hartono (205:22) explains that in text explanation there are six linguistic characteristics, they are:

- a. Common nouns that are general; usually these nouns are used by people to communicate, for example: hat, food, table, and so on;
- b. Action verbs that can be seen when we do them, for example: hitting, running, eating, drinking, and so on;
- c. Simple present tense. In creating an explanation text, the tense used is simple present tense, which is used to describe situations that occur in the present, past, and future;
- d. Passive sentences emphasize what is happening or what events are taking place;
- e. The conjunction of time and cause and effect
  - 1) Time conjunctions are used to show chronological order, for example: first, then, after, etc;
  - 2) Causal relationships are used to explain the cause and effect of an event, for example: because, since, as, etc.
- f. The technical terms used are to make sentences more scientific.

### **2.3.3. Language Features of Explanation Text**

Language features in the explanation text are cause and events relationship, Simple Present Tense, Generalized non-human participants, passive voice, action verb, and technical language (Siti Ulya Hilmawati Sin, 2021:17).

An example of explanation text.

#### **How Does Rain Happen**



We all know that rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems. Rain is water that descends from the sky through several processes until it occurs. Do you know how rain happens? (Introduction)

The phenomenon of rain is a water circle. The concept of a water circle includes the sun heating the earth's water surface and causing the water surface to evaporate. Earth's water includes water from lakes, rivers, and the ocean. Then, the water vapor experiences condensation and becomes condensed vapor. Condensed vapor is formed from droplets, so when the air temperature is higher, it makes the droplets gather, condense, and form clouds. The presence of winds helps clouds move and gather in other places that have lower temperatures. At that time, the droplets become heavier and unstoppable, causing them to fall so that there is rain. (Explanation sequence) If the droplets drop in an area with very cold temperatures, the droplets will drop as snow. However, not all rain reaches the surface. Some evaporate while falling through dry air. This is called virga, a phenomenon that is often seen in hot, dry desert regions. (Concluding statement)

Source: [www.studiobelajar.com](http://www.studiobelajar.com).

From the example of the explanation text above, it can be concluded that the example is divided into three paragraphs, each paragraph containing the generic structure of the explanation text. The first paragraph is an introductory paragraph, that is a statement about what you want to explain in the next paragraph. The second paragraph contains a series of explanations, and the third paragraph contains the conclusion. In the explanation example, it also contains language features: first

using rain (or non-human participles), second using present tense (rain is actually a water circle), third using action verb (drop), fourth passive voice (condensed vapor is formed form), fifth technical terms (evaporate, condensation, and virga), and finally there is a cause and effect relationship (droplets become heavier and unstoppable and cause the droplets to fall so that there is rain).

#### **2.4. Previous Related Study**

Previous researchers have studied experiential function. The findings from previous researchers are:

1. Sari (2019) is one of the researchers who researched the experiential function analysis of the political speech of the Indonesian presidential candidate in 2019. The purpose of this study is to determine the kinds of experiential functions that are present in the speeches given by the president of Indonesia in 2019 as well as the functions that are frequently present in the political speeches given by the contenders for the presidency of Indonesia in 2019. The study employed a qualitative descriptive research design, and the speech of the 2019 presidential candidate provided the data for the study. The results of this research show that in the 2019 presidential candidate's speech, the experiential function contained in speech is a material process, a mental process, and a relational process. The type of experiential function that is often dominantly used in the 2019 presidential candidate's speech is material processes.

This research and previous researchers used descriptive qualitative research methods as research methods. The difference between this research and previous research lies in the research object. In previous research, researchers used speech objects for the 2019 presidential candidates, while this

research uses student objects as data sources. Previous researchers analyzed the sentences in the 2019 Presidential Candidate's Speech as a source of data for their research. Meanwhile, in this research, as a data source, the researcher used the results of students' written explanatory texts. Apart from that, in collecting data, researchers directly participated in class to collect data.

2. Sari (2020) is a previous researcher who researched "Discourse Analysis of Experiential Function in the Miss Universe's Speeches 2019." This research aims to determine the type of experiential function process used in the 2019 Miss Universe Speech, describe the realization of the experiential function process, and explain the reasons for using the experiential function process in the 2019 Miss Universe Speech. This research uses a qualitative descriptive research method. The data taken is the text of the 2019 Miss Universe speech. The results of this research show that the material process is a process of experiential function, which is often found or is most dominantly used in the 2019 Miss Universe Speech. This shows that Miss Universe 2019 uses utterances that have grammatical and systematic reasons to show experiences and future policies. It is often found that the experiential function material process is a way of conveying to persuade, motivate, and convey information or insight to the audience in the 2019 Miss Universe Speech.

This research and previous research have similarities in using research methods, that is qualitative descriptive research methods. Meanwhile, the difference between this research and previous research is that this research uses a different object, where the previous researcher used speech as data in the research, whereas this research used students' writing about explanation text

as the data source for the research, and the data was taken directly by the researcher by taking part in classroom research at the time of data collection.

3. Other researchers are from Fadilah and Kuswoyo (2021) regarding the transitivity analysis of the presidential debate between Trump and Biden in 2020. This research focuses on analyzing the nature of transitivity, namely process, participants, and circumstances. Apart from that, the aim of this research is also to find out what types of transitivity are found in debates and what types of processes are most often found in debates. This research uses qualitative methods and a literature study because the data used in this research is in the form of phrases, words, and clauses. According to Meriam (2009), library research provides data sources that focus on specific issues, and these data can be easily accessed by the authors. The data sources for this research are two transcriptions of the debate between Trump and Biden regarding the critical crisis currently being faced in the US. These findings show that all types of processes, that is material, mental, relational, behavioral, verbal, and existential processes, are found in this debate. The results of this research show that the two candidates, namely Trump and Biden, have advanced to the material stage, where they realize that the aspect of societal realization is very important.

Previous research and this research used the same research method, namely qualitative research. The difference between this research and previous research lies in the object studied. In this research, researchers directly observe the object being studied. Data from previous research on the internet is a transcript of the debate between Trump and Biden. Meanwhile, in this research,

the researcher will directly interact with the object when the object collection is carried out. Data was collected from the students' writing.

4. Previous researchers were Lubisa et al. (2023), regarding an Analysis of the English Transitivity Process of Prabowo Speech at the IISS Forum. This researcher used a qualitative descriptive research type using the subject of Prabowo Subianto's speech at the IISS forum in the 2021 Manama Dialogue. This research aims to determine the transitivity process manifested in Prabowo's speech at the IISS forum in the 2021 Manama Dialogue. The data source for this research is speeches from A famous person a politician, Prabowo Subianto, and the data used is analyzed through systemic functional linguistics. The results of this research show that Prabowo Subianto, in his speeches, tends to use process materials.

This research and previous research use the same research method, namely qualitative research. However, the difference is in the object studied. Previous research used transcripts of Prabowo's speech at the IISS forum as a data source and obtained them via the Internet, whereas, in this study, researchers obtained data through student writing. The researcher directly participated in research in the classroom at the time of data collection. Previous research focused on understanding the transitivity process contained in Prabowo's speech. Meanwhile, this research focuses on the types of experiential function processes and what types of processes are often found in students' writing.

5. Cahyono (2023), discusses "Transitivity Analysis on Taylor Swift's Graduation Speech 2022: A Systemic Functional Linguistics Analysis Perspective." This

study aims to investigate the transitivity analysis of Taylor Swift's commencement speech on campus. This study used qualitative research methods. Understanding certain studies of intuition as a humanistic or realistic approach that emphasizes the number and form of variables influences qualitative research because it uses data from speeches (Anas, 2022; Cropley, 2015). The data source for this research is the official New York University YouTube channel, and the data was taken deliberately. The data source was obtained from the transcript of the Rolling Stone music website. In analyzing the data, researchers used SFL specifically in the transitivity section. This research shows that Taylor Swift's graduation speech used more material processes.

Previous research and this research have differences in the objects studied. The objects studied by previous researchers used speech as a data source, whereas in this study, the researchers used populations and samples. The data obtained is the result of student writing. And when collecting data, researchers directly participate in data collection.

## **2.5. Conceptual Framework**

Experiential function is a function where a person expresses content that is comparable to the sentence he utters, that is how a person expresses their experience and role to create behavior, attitudes, and perceptions that are related to the situation they are in. This conceptual framework contains six experiences or six processes that determine the language expressed in emotions, cognitive perceptions, and individual social interactions. In this conceptual framework, it will be explained how an individual experiences the surrounding circumstances, how they behave,

and how the perceptions they make are by the understanding they create for themselves.

The theory used in this research is Halliday's theory, starting with discourse analysis. In discourse, there is systemic functional linguistics, which also produces metafunctional theory. Metafunction consists of four components: ideational function, interpersonal function, logical function, and textual function. This theory analyzes the experiential function as part of the ideational function. The students' writing is then divided according to the clauses, which determine the process, wherein there are participants, process, and circumstance. So, each clause can be categorized based on the type of process. From this analysis process, the research title emerged, that is "An Analysis of Process of Experiential Function in Writing Explanation Text at Tenth Grade Students of SMK Swasta Budisatrya Medan.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

Qualitative descriptive research used in this research to explain and describe the overall experiential function in students' explanation writing. According to Sulistyono and Basuki (2006: 110), descriptive research is research that tries to examine more deeply precise descriptions and covers all aspects of activities, objects, processes, and people.

Descriptive qualitative research methodology aims to describe, clarify, illustrate, explain, and draw clearer conclusions regarding the problem to be researched by studying, as much as possible, a person, group of people, or situation. Researchers use this method to describe experiences in students' writing and to obtain information about the processes of students' writing. These processes are material, mental, relational, behavioral, verbal, and existential.

#### 3.2. Population and Sample of the Study

Sugiyono (1997) posits in the statistics book (2014: 4) that the population serves as a generalization area, encompassing objects and subjects that align with the characteristics and quantities researchers aim to investigate, following which they conclude. The population in this study used was students at Budisatrya Medan School in class X in the 2023-2024 school year.

**Table 3.1 The Population of the Study**

No.	Class	The Number of the Students
1.	X-AKL	30 Students
2.	X-MM	32 Students
3.	X-OTKP	34 Students



According to Arikunto (2017:173), a sample is a measure of the values and characteristics possessed by the population. Selecting a sample requires a technique for taking it, which is called a sampling technique. There are two sampling techniques, that is probability sampling and non-probability sampling. In this research, probability sampling is used because it provides an equal opportunity for each element or member of the population to be selected as a sample. The type of probability sampling used is simple random sampling, where the samples taken are chosen at random. The sample in this study will use the X-OTKP class. Where, the number of students in the class is 35 students.

The data used in the analysis process in this research is a collection of resulting clauses collected from experiential function texts. Then the clauses that have been collected are identified based on the type of process that is categorized. The data source for this research is the result of the preparation of explanation texts for class X-OTKP students at Budisatrya Medan

### **3.3. The Instrument of Collecting Data**

According to Sugiyono (2009:76), a research instrument is a tool used to measure observed natural and social phenomena; specifically, these phenomena are called research variables. According to Suharsimi (2012: 40–51), instruments are tools that can be used to make it easier for someone to carry out tasks or achieve goals more effectively and efficiently. Instruments used to collect data or information that is useful for analyzing research problems are called analytical instruments. In other words, an instrument is a way to search for in-depth information from an object.

In general, there are two types of instruments, that is test and non-test. According to Sukmadinata (2010:230), a research instrument is a test that is measuring because it contains questions and statements whose alternative answers have certain standard answers, right and wrong, or an answer scale. According to Riduwan and Akdon (2006: 37), a test as a data collection instrument is a series of questions or exercises used to measure knowledge, skills, intelligence, abilities, or talents possessed by individuals or groups.

The instrument used in this research is a test as an instrument to collect data. Researchers provide a series of tasks or activities that must be done by students. Before the researcher gave an assignment to students, the researcher first gave the students a simple explanation regarding the explanation text. Then, students were asked to create a simple text about the explanation.

#### **3.4. The Technique of Collecting Data**

The technique used in this research is the observation method for gathering data. Participant observation and non-participant observation are the two categories of observational data collection techniques. Researchers use participant observation because they are directly involved in research activities or in the place that is observed as a data source. The researcher asked students to compose explanation texts, and the researcher her selves checked the results of the explanation texts that had been assigned to students. The steps taken by researchers in collecting data are as follows:

1. The researcher entered the class of students who will be researched, that is X-OTKP class students at SMKS Budisatrya Medan;
2. Explained material about the explanation text to students;

3. Taught students how to create explanation text according to the structure of generic explanation text;
4. Asked students to prepare a piece of paper;
5. Gave students ways and instructions for creating simple explanation text.

### **3.5. Technique of Analyzing Data**

Organizing, sorting, grouping, coding, marking, and categorizing data by the topic or focus at hand is known as data analysis. Based on the data analysis theory of Miles, Huberman, and Saldaña (2014: 12–13), there are several components in data analysis, they are:

#### **1. Data Collection**

In this research, the researcher collected data from several sources, that is students, events, documents, and data. In this research, data collection is done by conducting tests. The data will was obtained through document analysis, which contained student worksheets for writing explanation texts.

#### **2. Data Condensation**

Data condensation is an analytical technique that involves selecting, focusing, simplifying, parsing, and transforming data from the result of field notes, interview transcripts, documents, and other sources, and removing irrelevant information. In this research, data was collected by focusing on clauses that contain the process of experiential function so that metafunctions could be obtained from the results of the analysis of students' explanation texts.

#### **3. Data Display**

As the name suggests, data display is a process of combining, organizing, and summarizing information into a more orderly form, such as presenting data in the

form of graphs and tables, so it is called data display. Data display helps researchers to easily see what is happening and can determine interesting and correct conclusions or whether they should continue with other things that might be useful. Using data display helps to determine conclusions and also validate data. The data display used in this study is a table.

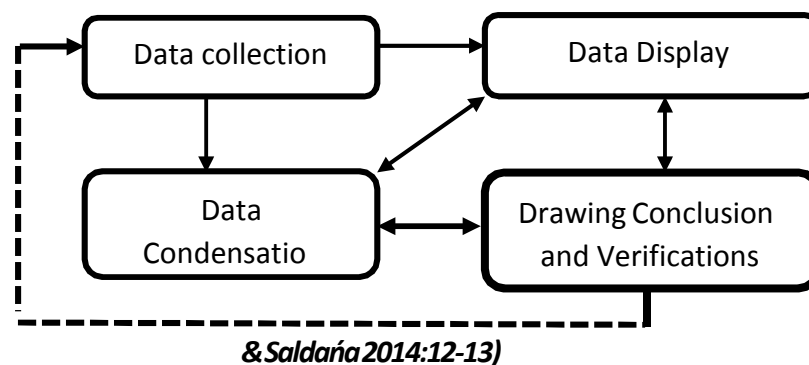
#### 4. Drawing the Conclusion and Verification

The final step in data analysis is concluding, and then the conclusions are verified during the research. The meanings that emerge from other data must be tested for truth, and conclusions are not only made during the data collection process but also need to be verified so that they can be accounted for.

The following are the steps in analyzing research data:

1. Group the entire text according to the clauses that make it up;
2. Determine the process in the explanation text;
3. Use material process, mental process, relational process, behavioral process, verbal process, and existential process to analyze the data;
4. Calculate how many processes are found in the data and what processes are the most dominant in the data;
5. Conclude the data.

**Scheme 3.5.1. Technique of Analyzing Data, Interactive Model (Miles, Huberman,**



### 3.6. Calculating the Data

The data was calculated to determine which is the most dominant process used by Budisatrya Medan School students in writing explanation texts. To calculate the most dominant number, several formulas are used, one of which is the formula introduced by Hannock et al. (2009:24).

The formula is as follows:  $\frac{f(x)}{N} \times 100\%$

Notes:

N: Percentage of different categories;

f(x): Frequency of all types in a subcategory;

n: Total types across all classifications.

### 3.7. Data Triangulation

In qualitative research, data triangulation is carried out with various methods which are referred to as a combination of various data sources and various methods (multi-method of data collection). Data sources in data triangulation are people, objects, situations, events, and various types of writings such as pictures, graphs, and other graphic forms. From these various data sources, the methods that can be used are questionnaires, interviews, observations, and others. In data triangulation in this study, in-depth analysis is needed by using previous studies related to the data collection process. To triangulate the data, researchers carried out the following stages:

1. Triangulation with the same source in different ways or methods;
2. Triangulation with the same means or methods but with different sources.

Thus, from the data triangulation, the researcher must carry out several stages, namely:

1. The researcher looked for data that still required additional information so that the quality of research results could increase, using previous research related to the data collection process;
2. Researcher determined whether triangulation requires multiplying data sources or multiplying methods;
3. Researcher collected the data more carefully