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**MAGISTER OF ENGLISH EDUCATION PROGRAM  
GRADUATE SCHOOL OF HKBP NOMMENSEN UNIVERSITY.**

**MEDAN – NORTH SUMATRA – INDONESIA**

2016



# SERTIFIKAT

YESSY OCTAVIANNA, M.Pd

PEMAKALAH

SEMINAR NASIONAL,  
KARAKTER MERAH MERAH SUKSES  
KARAKTER UNTUK SUKSES DALAM PENDIDIKAN  
PERSIAPAN MERAH MERAH MASA DEPAN YANG SUKSES

SABTU, 18 APRIL, 2015  
DI  
HOTEL GRAND KANAYA



Prof. Dr. Robert Silbarani, M.S

Prof. Sondang P. Siagian, Ph.D





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*Experiential Functions found in clauses of the English Textbook at  
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**Abstract**

This study presents a research conducted on experiential functions in clauses of reading text in English Textbook at grade X, XI, XII of Senior High School. The main objective was to describe the types of processes, participants and circumstances as found in the clauses of reading text. It was presented a qualitative descriptive dealing with quantifiable (numeric) mode. The sources data were taken from the reading text of the English textbook that published by Grafindo (Jacil) in 2013. The reading texts were taken randomly from each semester. They were taken ten reading texts; four reading texts for English textbook at grade X, three reading texts for English textbook at grade XI, three reading texts for English textbook at grade XII. The data were collected by applying the documentary technique. There are ten reading texts were taken as the sample. The data analysis found out the findings indicated that there were 6 types of process, 6 participants, and 7 circumstances used in the book. In the textbook at grade X, Material Process was 45 (49%), Mental Process was 6 (7%), Verbal Process was 9 (10%), Relational Process was 21 (23%), Behavioral Process was 2 (2%), Existential Process was 8 (9%). And for Participants were Actor 36 (54%), Senser 3 (4%), Token 12 (18%), Behavior 1 (2%), Sayer 10 (15%) and Existent 5 (7%). And circumstances; Extent 1 (3%), Location 22 (64%), Manner 5 (15%), Cause 3 (9%), Accompaniment 1 (3%), Matter 1 (3%) and Angel 1 (3%). In the textbook at grade XI, Material Process was 14 (38%), Mental Process was 5 (14%), Verbal Process was 2 (5%), Relational Process was 16 (43%). And for Participants were Actor 23 (39%), Senser 8 (14%), Token 17 (29%), Carrier 7 (12%), Sayer 3 (4%) and Existent 1 (2%). And circumstances; Location 6 (55%), Cause 5 (45%). In the textbook at grade XII, Material Process was 22 (49%), Mental Process was 5 (11%), Verbal Process was 6 (13%), Relational Process was 11 (25%), and Existential Process was 1 (2%). And for Participants were Actor 36 (54%), Senser 3 (4%), Token 12 (18%), Behavior 1 (2%), Sayer 10 (15%) and Existent 5 (7%). And circumstances; Extent 1 (4%), Location 8 (33%), Manner 2 (8%), Cause 13 (55%), Accompaniment 1 (3%), Matter 1 (3%) and Angel 1 (3%). It was found that Material Process was dominantly used in textbook at grade X, XII, and Relational Process was dominantly used in textbook at grade XI. Actor was dominantly participant used in each book. Location was dominantly circumstance used in each book. It is proved that the use of Process, Participant and Circumstances were related to the context of the situation.

**Keywords :** experiential functions, circumstance

**1. Background of the Study**

Functional grammar provides a popular description of language nowadays. This school of grammar is now used as the basis of language teaching, especially English. As one of the grammar school, functional grammar is concerned with the analysis of language as a description and explanation on the relations of the use of language units (a text) from its own point of view. Functional grammar, as one of the grammar models used in analyzing a language, is a very interesting theory since this school of grammar has a different approach from other former (formal).



Functional grammar refers to an approach to language on the principle of roles or function played by a language. That is why the notion functional approach to language ( or rather Functional Grammar ) is interpreted as conveying three related meanings. Firstly, functional study to language is based on the principle that language is structured in response to the needs of people as social beings for language. In other words, language in use, or known as text, that is everything that is said or written, forms in context of use which is often referred to as social context. Thus, language evolves in line with human needs for language. Secondly, functional approach refers to the concept that human beings use language in order to fulfill three functions known as metafunctions namely (1) to represent (ideational), (2) to exchange (interpersonal), and (3) to organize experience (textual).

In understanding the text, the function of language will help the reader to understand what the writer means from the text. Most of the reader have difficulties in understanding a text even though they have read it several times. They do not know how to get the information from the texts. There are many factors that influence the readers' competence to understand them. They have limited ability to comprehend them.

In this case, experiential function is very important to be discussed because it has constituent structure that can be described functionally in terms of process, participant, and circumstance, with process being the essential ingredient. It can be said that experiential function concerns with the clauses that guides the text as the way of representing patterns of experience through the process of doing, process of being, process of existing, process of phenomenological and indicating perception, relational, activities of saying, commanding, asking and etc. All of these elements can make the students understand the reading texts of textbook.

Concerning with the previous explanation, the writer chooses the English textbooks which the title are *Advanced Learning English 1, 2, and 3* to analyze the clauses of reading text by using the experiential functions. These books are published by Grafindo. These books are used by the students of Senior High School. The researcher wants to analyze these books because she wants to know what type of process is used in each book, what type is dominantly used in each book, what type of participant dominantly is used in each book and what type of circumstance dominantly is used in each book, and also, she wants to know all these books have the same process, participant and circumstance. However, the researcher found the weaknesses of books. There are many weaknesses from this text book. First, this textbook questions tend to be low level or fact-based. So, the students assume that learning is simply a collection of facts and figures. Second, this textbook has all the answers to all the questions. So, the students tend to see learning as an accumulation of correct answers. And the last, the text reading in these books consist a lot of text reading, but only consisted of one paragraph, the text consisting of two or more only simply and did not contain a social issue to increase the students' knowledge.

Based on these weaknesses of the English 'textbook, the researcher is very much interested in analyzing closely about experiential functions to found the process, participant, and circumstance dominantly of reading texts as found in the reading text, which is directed to the importance of understanding the text.

The Objectives of the Study are to describe the types of process used in the clauses found in the reading text to describe the types of circumstance used in the clauses found in the reading text. A study on experiential function is very interesting and challenging because it is one of the aspects of the language used. In this case, the findings of this study are expected to be useful: To give a basic knowledge to the readers what kinds and experiential function is used in the English text book dominantly, to give some contributions to the applied linguistics field, especially in English instructional process concerning to the text analysis.

### **The Metafunction of Language**

The textual metafunction concerns with organizing combined interpersonal and ideational meanings into messages that cohere with contexts. For example, distinguishing given from new information in an utterance.

In each metafunction, an analysis of a clause gives a different kind of structure composed from a different set of elements. In the ideational metafunction is subdivided into experiential and logical; 1. The experiential refers to process, participants and circumstances, 2. The logical refers to some general organized relations that are expressed for instance by dependencies between elements in structure and 3. The interpersonal metafunction, a clause is analyzed into mood and residue, with the mood element further analyzed into subject and finite.

### **The Ideational Function**

The ideational metafunction is the function for constructing human experience. It is the means by which we make sense of "reality". Halliday divides the ideational function into two functions: the logical and the experiential metafunctions. The logical metafunction refers to the grammatical resources for building up grammatical units into complexes, for instance, for combining two or more clauses into a clause complex.

### **The Textual Function**

The textual function refers to the fact that language has mechanisms to make any stretch of spoken or written discourse into a coherent and unified text and make a living passage different from a random list of sentences. Although two sentences may have exactly the same ideational and interpersonal functions, they may be different in terms of textual coherence. Halliday described, "Language makes links between itself and the situation; and discourse becomes possible because the speaker or writer can produce a text and the listener or reader can recognize one" (Halliday, 1971:334).

### **The Experiential Function**

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

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

1) Material Function is process of doing



- 1) Mental Function is process of sensing
- 2) Verbal Function is process of saying
- 4) Behavioral Function is process of behaving
- 5) Existential Function is process of existing
- 6) Relational Function is process of being

### The Six Types of Experiential Function

There are six types of experiential function that have been explained before. Halliday (1994: 14) says that the six types of experiential function are not strange to be known. They are:

- 1) *Material doing bodily, physically, materially*
- 2) *Mental sensing emotionally, intellectually, sensorily*
- 3) *Verbal saying lingually, signalling*
- 4) *Behavioral behaving physiologically and psychologically*
- 5) *Existential existing there exists*
- 6) *Relational being equal to, or some attribute of*

### 2. Data Source

The data were collected from the English Textbook School which the title is *Advance Learning English 1, 2, and 3*, those books are used the students of Senior High School. In this case, the writer only chooses the reading passages randomly to be analyzed the clauses to found the process, and circumstances dominantly by using experiential functions. In this case, not all the pages will analyzed by the writer. The data were taken three or more reading texts from each semester in each textbook. The titles of reading texts which is analyzed by the writer, it can be seen in the table (table 3.1).

**Table 3.1**  
Selecting the Object

No.	The Title of Books	Unit	Topic
	Advanced Learning English 1 (X) 1st Semester	1	Went to Germany
		3	Making a Banana Split
	2nd Semester	4	Dirgantara Needs Rp 4 b to Construct New Hangar for Sukhoi
		6	Indonesia Vulcano Death Toll Doubles
	Advanced Learning English 2 (XI) 1st Semester	1	Panda
		4	No have title
	2nd Semester	6	A Campaign of the Importance of Reading

3.	Advanced Learning English 3 (XII) 1st Semester	2	The Legend of Karimunjaya Island
	2nd Semester	3	Birth Control
		4	Indonesia

### Technique of Collecting the Data

The data were collected by applying the documentary technique. Ary (1979:304) states many interesting and useful projects in the field have been concerned with information obtained by examining records or documents. It was meant that through documentary technique, the data were collected by reading and studying some books related to this research. In this case, the writer read some books, studied, identified and classified these references related to the topic of discussion, and from the English text Book of Senior High School randomly selected for this purposes.

To analyze the data, the writer took some steps as the following:

1. Identifying each type of Clauses to find the Process, and Circumstances of the reading text.
2. Labeling each type of Clauses to find the Process, and Circumstances of the reading text.
3. Classifying each type of Clauses to find the Process, and Circumstances of the of the reading text.
4. Counting the percentage of each type of Process, and Circumstances of the English Text Book of Senior High School.
5. Showing the dominant type of Process, and Circumstances of the English Text Book of Senior High School by giving some explanation.

### 3.The Data Analysis

The proportion of data used in the textbooks is summarized in table

**Table 4.1**  
**The Data**

No	Class	Reading text	Number of clauses
1	X	Went to Germany	31
		Making a Banana Split	19
		Dirgantara Needs Rp 4 b to Construct New Hangar for Sukhoi	7
		Indonesia Vulcano –Death Tol. Doubles	22
2	XI	Panda	20
		No have life	15



		A Campaign of the Importance of Reading	26
	XI	The Legend of Karimunjaya Island	18
		Birth Control	17
		Indonesia	19
	Total:		194

## Findings

Based on the analysis of the study, the researcher found out that all this books does not have the same process, and circumstance. All the findings can be seen below explanations.

### Advanced Learning English 1 Textbook

In this book, the researcher found that the material process is the dominant process with the total number of Material process is 45 (49%), Mental process is 6 (7%), Verbal process is 9 (10%), Relational process is 21 (23%), Behavioral process is 2 (2%), and Existential process is 8 (9%). It means that Material Process is known as process of doing. It deals with the notion that some entity 'does' something which maybe done 'to' some other entity. And the last, location is the dominant of circumstance. It tells about the time and place of event. It means that Location always used to describe the time and place of events of information clearly.

### Advanced Learning English 2 Textbook

In this book, the researcher found that the Relational Process is the dominant process with the total number of Material process is 14 (38%), Mental process is 5 (14%), Verbal process is 2 (5%), Relational process is 16 (43%), Behavioral process is 0 (0%), and Existential process is 0 (0%). It means that relational Process is known as process of being. And the term 'relational' is not 'being' in the sense of existing. And the last, location is the dominant of circumstance. It tells about the time and place of event. It means that Location always used to describe the time and place of events of information clearly.

### Advanced Learning English 3 Textbook

In this book, the researcher found that the material process is the dominant process with the total number of Material process is 22 (49%), Mental process is 5 (11%), Verbal process is 6 (13%), Relational process is 11(25%), Behavioral process is 0 (0%), and Existential process is 1 (2%). It means that Material Process is known as process of doing. It deals with the notion that some entity 'does' something which maybe done 'to' some other entity. And the last, cause is the dominant of circumstance. It tells about reason and purpose. It means that Cause always used to describe reason to tell what causes the process in reading text and is probed by why or how, and purpose to tell the purpose of reading text and is probed by what for.

#### 4. Conclusion

There are 6 types of processes used in the English textbook. They are material, mental, relational, verbal, behavioral, existential processes. The dominant used of process is Material for textbook class X and XII, and Relational Process is for textbook class XI.

There are 7 types of circumstances used in the English textbook. They are; extent, location, manner, cause, accompaniment, matter and agent. It appears that the dominant type is location.

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- [http://www.Wikipedia. Com/textbook](http://www.Wikipedia.Com/textbook).
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