

# AN EXPERIENTIAL FUNCTION ON STUDENTS' GENRE OF WRITING

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# FOREWORDS

The aim of this handbook is to give language learners and teachers some references and theories about Systemic Functional Grammar which have a bearing on language teaching. Systemic Functional Grammar (SFG), developed by Michael Halliday and his colleagues, has had a great impact on language teaching. It is different from all the previous models of grammar in that it interprets language as interrelated sets of options for making meaning and seeks to provide a clear relationship between functions and grammatical systems (Halliday, 1994). Hence, he describes the three main functions, or metafunctions, of language as follows: (1) The ideational/experiential metafunction which enables people to use language to represent experience, and is influenced by field. (2) The interpersonal metafunction, enables people to use language to enact social relationships, and is influenced by tenor, and (3) The textual metafunction, enables people to use language to construct logical and coherent texts, and is influenced by mode. Like traditional grammar, structural grammar and transformational-generative grammar, the three metafunctions, which represent Halliday's systemic grammar, also have largely made an impact on language teaching.

The handbook presents metafunctions of language which represent someone's experience, namely experiential metafunction and also genre. Genre are developed for the purpose of language teaching and learning tend to be more idealized, abstract descriptions of recognizable text structures that used to achieve general social purposes in culture. By taking the metafunctions and genre perspective, this book is hoped to provide teachers or learners with many ways of thinking about English grammar in use that they will be able to draw on in various aspects of their work, including:

1. Presenting a systemic functional grammar model into English language teaching program.

2. Helping the readers who do not know how to differentiate the genre of writing
3. Helping the readers, especially the lecturer, who are teaching English in university in order to improve the students' ability which is related to reading and writing skills in improving and enabling them to write the genre of writing
4. Helping learners develop a better understanding of a systemic functional grammar, especially ideational/experiential metafunctions.

The book presents five chapters. The first chapter provides background, problems, objectives, scope, and significances of the research. Subsequent chapters explore an overview of systemic functional grammar and genres, including:

1. Expressing Systemic Functional Linguistics, metafunctions, the ideational function, experiential function (covers process, participant, and circumstances), genre and types of genre. (Chapter 2)
2. Representing research design, data source, technique of collecting data, and technique of analyzing data. (Chapter 3)
3. Representing data analysis, findings, and discussions. (Chapter 4)
4. Creating conclusions and suggestions. (Chapter 5).

Since it is the first edition, the writer realizes that this book needs revision. Critiques and suggestions from the readers of this book are always welcomed.

**Pematangsiantar, June 2014**

**Herman, M.Pd.**

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**Pematangsiantar, June 2014**

**Herman, M.Pd.**

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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Research**

Writing is an art (stated by Sihombing in her lecture, 2011). Through writing, readers will be able to find out one's personality. It is understood that personality itself are two, namely introvert and extrovert. Those who have introvert personality usually describes (in form of writing) everything as simple and short as possible. That is why the reader will get only small information from his writing. It means those people's writing cannot be used fully as the source of information. In other side, those who have extrovert personality will explain/expose everything as complete as possible. Therefore information shared through their writing will be more informative than those of the introvert one. If seeing this condition from the function of language. It means that those who have introvert personality are not so successful to use the language. In fact, a language has many functions. Through a

language, human beings can communicate their ideas to each other, can understand each other, sharing their feelings to others in their daily life. Since many people recognize the importance of language, they teach their language to their children. The language which is learned first is called “mother tongue”. They use their mother tongue in their daily conversation with others.

When talking about language, focus will be given to linguistics. Linguistics is the science which attempts to understand language (Clark, Eschholz, and Rosa 1981:18). This statement is in line with Crystal (1971:9) who stated that Linguistics is the scientific study of language. With these two points of view, it can be concluded that language has a tight relation to linguistics. Later, there are some experts of linguistics try to explain about language. Sapir (1921:8) defines language as a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily symbols. In order to share them, human beings use language in their life. But every language users will share them differently by using their own language. Because of that reason, all human beings learn to speak at least one language as their own language – the language which we hear as we grow up–unless we are abnormal. Because of this common

ability, language users place this language as the priority in their life. Boey (1975:1) stated in his book, If we ask the man in the street, what language is, he might say, “Oh it is what we use in communication” or “It is made up of sounds when we speak” or “It is made up or words that refer to things”.

In Bible, exactly in Genesis 11:1–9, it is written that human being was proud of their ability in using language and wanted to be the same as God, so they made Babel Tower. Of course, they did that because they could interact or communicate to one another with one language. They used their intellect and they thought that they could be the same as God if they could build Babel Tower as the high as they could do it. Then God was angry with them. In order to stop their work, God made them could not communicate anymore with their only one language. So the development of Babel Tower failed. It can be seen now how important language for human beings. In conclusion, man will never be apart from language. With this condition, it is clear enough that language has many functions. One of them is to describe the meaning of writing. In this case, this function has a role to share information for the readers, especially students to understand about all of the events in the world wide.

Understanding means experiencing something whether it is done directly or indirectly. In their effort to experience something, the language users do it in many ways including in writing. Writing itself accommodates its writers' experience. Sometimes it is not easy to understand one's writing. It is so, because every purpose of writing is written in its genre. The way genre is learned systematically is named as Systemic Functional Linguistics. It is a theory about language as a resource for making meaning which is situated in a context of situation and a context of culture (Halliday, 1994: 16). This theory also stresses on communication. In other word, it concerns with relation between language and context in which it is used. It is popularly known as Metafunctions of language.

Halliday (1978:60) divides metafunction of language into three, namely Ideational Function, Interpersonal Function, and Textual Function. Ideational function is a function of language which is used to describe. Interpersonal function is a function of language which is used to exchange, and a function of language which is used to organize is known as Textual function. Furthermore, the writer focuses on the Ideational function which is classified into two sub functions, namely The Experiential Function and the Logical Function. The Experiential Function uses



language as representation and the Logical Function uses language as natural logic.

The Experiential Function is realized by the transitivity system. The clause is interpreted as a process configuration. There are three components involved in this configuration, known as: The process, Participants, and Circumstances associated with the process. Based on its types, Experiential Function is divided into six types. They are: Material Function as a process of doing, Mental Function as a process of sensing, Verbal Function as a process of saying, Behavioral Function as a process of behaving, Existential Function as a process of existing, and Relational Function as a process of being (Halliday (1994:14). From those function above, the writer would like to analyze the process of types of Experiential Function.

This experiential function is depicted into four skills that needed for completing communication, namely listening, speaking, reading, and writing. But in this occasion, the writer intends to search for the argumentative writing which is produced by the students of UHN in Pematangsiantar. To share their languages, it can be done through two ways, namely oral and written form. Writing is probably already an integral part of human's

daily routine. There are so many human's activities related to writing in daily routine, like creating messages or reminders at home, sending e-mail at computer through internet, and writing notes in school. Writing a paragraph is the result of the process in inventing topic and its idea together with words to express the topic and the idea in a smooth text (Siahaan 2006:iii). Furthermore, Siahaan (2008:215) stated in his book that writing is a psychological activity of the language user to put information in the written text. The information which is put in written text is what the users have experienced before.

With this reason, the writer uses it as the topic of this thesis to make an analysis to the six types of Experiential Function because the writer realizes that people, especially students, often make mistake in differentiating among the types of Experiential Function. This problem has been discussed earlier by a student of postgraduate, Sembiring (2008) with title *The Analysis of Six Types of Experiential Functions Found in the Holy Bible: Titus*. In previous analysis, the writer analyzed only to the six processes in Holy Bible, Titus. The writer finds the same problem with the previous writer that many students still get confuse in making analysis (differentiating) to the experiential

function. The writer himself as a student of postgraduate when he was assigned to analyze texts, he found some problems particularly when texts analysis based on experiential functions. The writer and other students (friends) confused to analyze the texts. When the writer himself found that text analysis is difficult, automatically he assumes that students of S-1 program will face more difficulties. With this condition, the writer would like to conduct the research of the analysis of experiential function through the natural data by using genre of writing which is produced by the students themselves. The students' writing in a paper clearly shows kinds of process and participant will be produced in their writing. By having their writing, it can be directly concluded kinds of genre writing will be found. It was worthwhile, with the least informed students achieving good results, on a par with the most informed, and all students having learnt something new and valuable in their writing besides in improving their knowledge about experiential function.

By having the further analysis through genre of writing, it is hoped that the students are able to improve their knowledge, not only in experiential function, but also to the ability in producing the good genre of writing

## **1.2 Problems of the Research**

Based on the above explanation, there are several problems created as the following:

1. What is the most dominant Process used by UHN students in their genre of writing?
2. What is the most dominant Participant used by UHN students in their genre of writing?
3. What is the most dominant genre of writing produced by UHN students' genre of writing?

## **1.3 Objectives of the Research**

The objective of this research is to answer the problems as what have been mentioned in the previous point. They are:

1. To find out the most dominant Process used by UHN students through their writing
2. To find out the most dominant Participant used by UHN students through their writing
3. To find out the most dominant genre of writing which produced by UHN students.

## **1.4 Scope of the Research**

In this research, the writer will discuss only the Process and the Participant as the parts of Experiential function and genre in writing. The circumstance will not be discussed because it is as complement or not an obligatory (optional). In this case, the experiential function can be discussed through the genre in writing which are produced by UHN students of Pematangsiantar. Genre are developed for the purpose of language teaching and learning tend to be more idealized, abstract descriptions of recognizable text structures that used to achieve general social purposes in culture.

By having this reason, the writer focuses to investigate the experiential functions (kinds of Process and Participant) in the types of genres in writing produced by the students and also the dominant types of genres produced by them.

## **1.5 Significance of the Research**

This analysis is very important for better understanding about the six types of Experiential Function related to genre of writing. From this analysis, the writer hopes that this thesis will be useful for:

1. Making the readers know more about the six types of Experiential Function;
2. Expanding the writer's knowledge about the six types of Experiential Function;
3. Helping the readers who do not know about the six types of Experiential Function.
4. Expanding the writer's knowledge about the genre of writing.
5. Helping the readers who do not know how to differentiate the genre of writing
6. Helping the readers, especially the lecturers, who teach English in university in order to improve the students' ability which is related to reading and writing skills in improving and enabling them to write the genre of writing.

In addition, the writer hopes that this analysis will be a worthy inspiration for those who want to do further research on Experiential Function

# **CHAPTER II**

## **REVIEW OF LITERATURE**

### **2.1 Systemic Functional Linguistics**

There are many approaches used by linguists in describing varieties of language. There are modern linguistics by Ferdinand Saussure, Firthian Linguistics by J.R Firth and Systemic Linguistics by M.A.K Halliday. Systemic Functional Linguistics (SFL) is a theory about language as a resource for making meaning which is situated in a context of situation and a context of culture. SFL was developed by Halliday (1985, 1999), a professor of linguistics from university of Sidney, Australia.

Systemic Functional Linguistics is also known as Systemic Functional Grammar (SFG), has had a great impact on language teaching. It is different from all the previous models of grammar in that it interprets language as interrelated sets of options for making meaning and seeks to provide a clear relationship between functions and grammatical systems (Halliday, 1994). Functional linguists analyse a text, spoken or written, from a

functional point of view. A text is “a harmonious collection of meaning appropriate to its context” (Butt, et al., 2000). A full understanding of a text is often impossible without reference to the context in which it occurs. And context can be considered from two perspectives: the context of culture and the context of situation. The former refers to the broad sociocultural environment, which includes ideology, social conventions and institutions; the latter relates to the specific situations within the sociocultural environment (Droga & Humphrey, 2002). With respect to the context of situation, all the situational differences between texts can be explained by three aspects of the context, namely field, tenor, and mode. Field refers to what is to be talked or written about; tenor is the relationship between the speaker and listener or the writer and reader; mode refers to the channel of communication (Butt, et al., 2000). These three aspects reflect the three main functions or called as metafunctions of language.

## **2.2 Metafunction**

Based on Halliday’s theory of systemic functional grammar, grammatical phenomena have three basic functional, called as METAFUNCTIONS. Some systemic functional grammarians may classify the metafunctions



into three approaches according to their meanings. Halliday (1994:34) proposes three types of metafunction:

- a. Textual function in the structure of the clauses as a message. A clause has meaning as a message, a quantum of information the Theme is the point of departure for the message. It is the element the speaker selects for “grounding” what he is going to say.
- b. Interpersonal function in the structure of the clause as an exchange. A clause has meaning as an exchange, transaction between speaker and listener; the Subject is the warranty of the exchange. It is the element the speaker makes responsible for the validity of what he is saying
- c. Experiential function in the structure of the clause as representation. A clause has meaning as a representation, a construal of some process in ongoing human experience; the Actor is the active participant in that process. it is the element the speaker portrays as the one that does he deed.

In either classification, metafunctions perform respectively in a simultaneous way. In language system, metafunctions are all central to the way grammar works.

In this study, the Interpersonal and textual metafunction will not be discussed in reference to the genre of writing. The genre of writing will be used as the subject matter to make an analysis based on the six process of experiential function, namely: Material Function is process of doing, Mental Function is process of sensing, Verbal Function is process of saying, Behavioral Function is process of behaving, Existential Function is process of existing, and Relational Function is process of being (Halliday (1994:14). Details of ideational functional function, especially experiential function will be introduced in the following parts.

### **2.3 The Ideational Function**

Halliday's theory about the ideational function refers to the expression of people's various experiences in their real life as well as their inner personal world. This function reflects both the subjective world (influenced by personal feelings or opinions) and the objective world (based on facts and reality) including time, location, people and events. As is mentioned, the ideational metafunction has two sub-parts: the experiential function and the logical metafunction. However, the experiential function can sometimes be regarded as a paralleled metafunction with

the interpersonal function and the textual one. The focus of the experiential function will be focused more detail below.

## **2.4 Experiential Function**

Experiential function concerns with clauses that have guided as the way of representing patterns of experience. Bell (1991:121) states “experiential function expresses cognitive meaning; the fundamental idea conveying function of language. This draws on the systems and networks of transitivity to create proportions which convey the user's experience of the external world of the senses and inner world of the mind.

Grammatically, the clauses are means of expressing experience. They enable us to conceptualize and describe our experience, whether of the phenomena of the external world or of the internal world of our thought, feelings, and perceptions. Semantically, a clause represents a pattern of experience, conceptualized as a situation types. The situation types consist of process, participants, and circumstance. The next sections explain about the situation types briefly

## **2.4.1 Process**

According to Halliday (1994:107), a clause consists of three components:

- a. The process itself
- b. Participants in the Process
- c. Circumstances associated with the process

The three components provide the frame of reference for interpreting our experience of what goes on. The three components will be explained more detail in the next section.

### **2.4.1.1 Material Processes**

Material processes are processes of doing in the physical world. Material processes have two inherent participants involved in them. The first of these is the Actor, which is an obligatory element and expresses the doer of the process. The second is the Goal, which is an optional element and expresses the person or entity (whether animate or inanimate) affected by the process. In addition to these two inherent participant roles, there is an extra element called Circumstance, which provides additional information on the “when, where, how, and why” of the process. The Circumstantial meaning is realized, not in nominal phrases, but as either adverbial

phrases or prepositional phrases, and so is subsidiary in status to the process. Circumstance expresses supplementary information, such as place, time, extent, matter, manner, duration, condition, means, etc.

The following examples illustrate these constructions:

John	kicked	the ball.
Actor	Process: material	Goal

John	hit	the man	very hard.
Actor	Process: material	Goal	Circumstance: Manner

The boat	sailed	in the bay.
Actor	Process: material	Circumstance: Place

Of course, it is possible to reverse Actor + Goal in a passive form, placing a Goal at an initial position and Actor at the end of the sentence, such as:

The man	was hit	by John
Goal	Process: material	Actor

Material processes can be further sub-classified according to whether the process is performed intentionally or spontaneously and whether by an animate Actor or inanimate Actor.

### 2.4.1.2 Mental Processes

Mental processes encode the meanings of feeling or thinking. They differ from material processes, which express concrete, physical processes of doing. Mental processes are “internalized” processes, in contrast to the “externalized” processes of doing and speaking (Simpson 1993:91). Unlike the case of material process, it is odd to ask “What did X do to Y?” in mental process.

Grammatically, all mental processes involve two participants: Senser (the conscious being who is involved in a mental process by feeling, thinking, or perceiving) and Phenomenon (that which is felt, thought, or perceived by the conscious Senser) (Eggins 1994:242-3; Halliday 1994:117). Mental process verbs can be subcategorized into three types: Cognition (verbs of thinking, knowing, understanding), Affection (verbs of liking, loving, fearing, hating), and Perception (verbs of seeing, hearing) (Halliday 1994:118). Examples of each type are as follows.

#### 1. Cognition

I	don't understand	his theory.
Senser	Process: mental	Phenomenon

#### 2. Affection

I	fear	the coming war.
Senser	Process: mental	Phenomenon

### 3. Perception

I	heard	the music.	in the basement
Senser	Process:	Phenomenon	Cir: Place
	mental		

The participant roles of Senser and Phenomenon are sometimes inadequate; as previously mentioned, the presence of Actor/Agent and Goal/Affected/Medium are “relevant across all three major process-types, including mental processes” (Fawcett 1987:131). For example, “John” in “John saw the picture” and “John looked at the picture” exhibit different meanings ; while John in the former may be purely a Senser (for example: “the picture came into John’s view”), “John” in the latter example occupies the double role of Agent-Senser, in the sense that “John” consciously looked at the picture. As a result, the presence of the double roles of Agent-Senser (for example: “I’m thinking about getting a new car”) and Affected-Senser (for example: “I was frightened by the ghost”) should be recognized.

### **2.4.1.3 Relational Processes**

Relational processes are concerned with the process of being in the world of abstract relations. Normally, an abstract relationship that exists between two participants associated with the process is considered, but unlike the case of material process, a participant does not affect the other participant in a physical sense. Examples are “John is talented,” and “John is the leader.”

The types of relational process are quite complex and controversial. For the present analysis, it is sufficient to identify the following two principal process types: the attributive mode in intensive processes and the identifying mode in intensive processes. Intensive, being one of the three main relational types (for example: Intensive, Circumstantial, and Possessive), expresses an “x is y” relationship, while Circumstantial denotes an “x is at y” relationship, and Possessive, an “x has y” relationship. Each of the three types can appear in two distinct modes:

Attributive: “y is an attribute of x”

Identifying: “y is the identity of x”

Since only the attributive mode and the identifying mode in intensive processes are of particular relevance to the present study, a detailed explanation of the other types (Circumstantial and Possessive) is unnecessary here.



### 2.4.1.3.1 Intensive attributive processes

The intensive attributive process basically suggests the relationship of “x carries the attribute y,” where a quality, classification, or adjective (Attribute) is assigned to a participant (Carrier). The relationship between the Attribute and the Carrier is commonly expressed by the verb *be*. The Carrier is always realized by a noun or a nominal phrase, and the Attribute by an adjective or a nominal phrase, for example:

John	is	talented.
Carrier	Process: relational	Attribute

John	is	a talented boy.
Carrier	Process: relational	Attribute

Although the most typical intensive verb is *be* in English, various intensive attributive synonyms are possible, as the following

Examples illustrate:

She kept quiet. They seemed terrified.

He looked puzzled. He became ill.

She turned angry. It seemed perfect.

One of the important characteristics of the intensive attributive process is that it cannot be passivized; the Subject commonly coincides with the Carrier, and rarely

with the Attribute. The reason why an attributive clause is not reversible in this way is that the intensive attributive mode virtually involves “only one independent nominal participant, the Carrier, with the Attribute functioning to encode the ascription assigned to the Carrier”. For example, it is impossible to reverse the following intensive attributive sentence,

“She became sad,”      ><      “Sad was become by her.”

However there seem to be some exceptions, particularly when the relational process is analysed in combination with the material process

#### **2.4.1.3.2 Intensive identifying processes**

The intensive identifying process in relational processes differs from the intensive attributive process in both semantic and grammatical senses. In a semantic sense, an identifying process is not concerned with “ascribing or classifying, but defining.” So the intensive identifying process can be characterized as “x serves to define the identity of y”, as in “John is the president.”

In a grammatical sense, unlike the attributive process, which includes only one independent participant (Carrier), the identifying process contains two independent participants: a Token that is a holder, form, or occupant

that stands to be defined, and a Value that defines the Token by giving the Token “meaning, referent, function, status, or role” (Halliday 1985:115). Both the Token and the Value are expressed by nominal phrases.

The identifying process is reversible, because the identifying process involves two independent nominal participants, unlike the attributive process, which contains only one autonomous participant (the Carrier). For example:

John	is	the president.
Token	Process: relational	Value

The president	is	John
Value	Process: relational	Token

Normally, a semantic judgment will suggest which part of the sentence is Token or Value (Egins 1994:260). According to him, a useful test to distinguish these two may be:

Token will always be Subject in an active clause

Value will always be Subject in a passive clause

The commonest intensive identifying verb is *be*, but other synonymous intensive verbs exist, such as stand for, make, mean, or express.

#### 2.4.1.4 Behavioral Processes

Behavioral processes are processes of physiological and psychological behavior, and they are on the borderline between material and mental processes. Behavioral processes “represent outer manifestations of inner workings, the acting out of processes of consciousness and physiological states” (Halliday 1994:107). Behavioral processes are the least salient of Halliday’s six process types, and the boundaries of behavioral processes are indefinite. The participant who is behaving is called Behavior. Like the Sensor, Behavior is usually a conscious being, but the process is more like one of doing, as in material processes

For example:                      John              is crying.  
   Behavior              Process: behavioral

Some other examples of behavioral processes are sit, dance, sing, lie (down) (near material processes), think, watch, look, listen (near mental processes), talk, gossip, grumble, chatter (near verbal processes), smile, laugh, cry, frown (physiological processes expressing states of consciousness), sleep, breathe, cough, yawn (other physiological processes) (Halliday 1994:139)

### 2.4.1.5 Verbal Processes

A verbal process is the process of saying, and it exists on the borderline between mental and relational processes. Just like saying and meaning, the verbal process expresses the relationship between ideas constructed in human consciousness and the ideas enacted in the form of language (Halliday 1994:107). Examples of verbal processes are “I said I am happy” and “The chairperson calls for the meeting.” Note that “saying” is used in an extended sense and the “speaker” need not be a conscious being (unlike a Senser in mental process), hence a verbal process includes any kind of exchange of meaning, such as “The booklet tells you how to find a job” or “The clock says it is ten.” The participant who is speaking is called Sayer, the addressee to whom the process is directed is Target, and what is said is Verbiage, for example:

The committee	announced	that the new bill will be passed.
Sayer	Process: verbal	Verbiage

I	told	Her	How to play the piano.
Sayer	Process: verbal	Target	Verbiage

The element “what is said” may be either directly quoted or indirectly reported. Disregarding clause complexity, or rank shift, as Halliday says (1994:140), I shall simplify the labeling as follows, as this will suffice for our present analysis.

(1) He	said	“I’m tired.”
Sayer	Process: verbal	Verbiage
(2) He	said	he was tired.
Sayer	Process: verbal	Verbiage

**2.4.1.6 Existential Processes**

The last remaining process type is called existential. These processes are processes of existing and happening, as in “There was a little house on the big prairie,” “There isn’t enough space,” or “Has there been any problem?” Existential sentences typically have the verb *be*, and the word *there* is necessary as a Subject although it has no representational function. The object or event that is being said to exist is called Existent. An Existent can be any kind of phenomenon, such as a thing, person, object, institution or abstraction, action, or event. Existentials are represented as follows.

There was	a little house	on the big prairie.
Process:	Existent	Circumstance : Place
existential		

Since no existential process example appears in the text considered in this article, no further explanation is needed.

### **2.4.2 Participant**

Participant is the person, creature, object, institution or abstraction that involve in a process (Halliday 1978:112). In experiential function, participant accompanies the six processes. Participant is inherent in the process. There are a number of specific ways in which a participant may take part in a process; it may act out the process, it may sense through it, it may receive through it, it may be affected by it, it may say it, and so on. The processes determine how many and what kind of participants are involved. In the syntactic structure, the participants are typically realized by subject, direct object, and indirect object.

Participant provides the answer to such questions as who/what, filling in detail of the immediate situation of utterance in which the process occurs and of which the text is a representation (Bell 1991:127).

In material process there are two participants involved. Participant is called actor- one that does the deed and

participant II is called goal – one that suffer the process. While in mental process, there are senser as participant I - one who perceives, knows, likes, etc., and phenomenon as participant II - that which is perceived, known, liked, etc.

In relational process, identification process has token and value as participant I and II; attribution process has carrier and attribute as participant I and II, and possession process has possessive and possessed as participant I and II. In behavioral process, there is only one participant called behavior. In verbal process there are two participants: sayer and verbiage, while in existential process there is a single participant called existent. We can see the summary of all the participants above in Table 1 below, so that it is easy for us to understand them.

**Table 1. Types of Processes and participants**

<b>Types of Process</b>	<b>Participant I</b>	<b>Participant II</b>
Material	Actor	Goal
Mental	Senser	Phenomenon
Relational	Identification : Token	Value
	Attribution : Carrier	Attribute
	Possesion : Possessor	Possessed
Behavior	Behaver	Range
Verbal	Sayer	Verbiage
Existential	Existence	-



## 2.5 Genre

The word genre itself comes from The French (originally Latin) word for kind or class. The term genre was first introduced in the area of English as specific purpose (ESP) in 1981, in an ESP journal article by Elaine Tarone and her colleagues on the language of scientific reports (Paltridge, 2001:2). In addition, Mahwah (2002:2) explains that genre as means for analysing text has become a means for better pragmatic and linguistic understanding of texts. It also supplies possible pedagogical applications. It devoted to genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the reading and writing classroom. Further explanation from Chandler (2005:2) that term genre is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer a distinctive type of the texts.

From the description above a conclusion that can be drawn is that genre has the strong relation with the text. What is text? Texts are made of words. Words are around us. When words are used to make meaning the text is created. So the text that used in this research refers to Encyclopedia Britanica (2008) which says that text is a unit of connected speech or writing , especially composed of more than one sentence, that form a cohesive form.

There are thousands of texts around us. The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features. The purpose of communication or social function is the reasons why we speak or write or create the text. Organization structure of the text or generic structure is the text organization or text arrangement. Language features or lexical grammar that is such things as the grammar, vocabulary and connectors that we use.

Lin (2006: 6) says that genre refers to more specific classes of texts, such as newspaper reports or recipes. Furthermore Partridge (2001: 11) genre describe types of activities such as personal letter, advertisement students essay and the term of text type represent group of text which are similar in linguistic form such as Procedure, anecdote, description. However, the term of genre in this article means type of the text. The type of text can be divided into 12, namely recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, spoof, narrative, procedure, description, and review. All of the text will be explained more detail in the next section.

## **2.6 Types of Genre**

There are 12 types of genres and each has certain purpose, certain stages (schematic structure) and certain linguistic features. (Gerot & Wignell, P, 1994:192-219).

### **2.6.1 Narrative**

Narrative is introduced to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The generic (schematic) structures are:

1. Orientation ( who was involved, when and where was it happened)
2. Complication ( a problem arises and followed by other problems)
3. Resolution ( provide solution to the problem)

Language features Narrative:

- Use of noun phrases ( a beautiful princess, a huge temple)
- Use of adverbial phrases of time and place ( in the garden, two days ago)
- Use of simple past tense ( He walked away from the village)

- Use of action verbs ( walked, slept)
- Use of adjectives phrases ( long black hair)

Example:

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The King and his men tried to kill the monster, but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armor and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster. Grendel went back to his home in a lake and died. Grendel's mother was very angry, and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. The dragon

lived in a cave with a treasure. It was very big and breathed fire. The knights were afraid, and they did not want to fight the dragon. King Beowulf was an old man, but he put on his armor again and went to the dragon's cave with his men.

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.2 Description**

A description is used to describe a particular person, place or thing

Generic Structure descriptive:

1. Identification (identify phenomenon to be described)
2. Description (describe parts, qualities, characteristics)

Language features descriptive:

- Focus on specific participants
- Use of attributive and identifying processes
- Frequent use classifiers in nominal groups.
- Use of the Simple Present Tense

Example:

Singapore is a city state; it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines, and Brunei, it belongs to ASEAN, the Association of South-East Asian Nations.

Like Indonesia, Singapore is a country of 'Bhinneka Tunggal Ika'. Chinese, Malays, Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Koreans, Thais, and Arabs also live on that tiny island. Singapore is sometimes called 'Instant Asia' because you can see varieties of customs, cultures, and foods of nearly all Asia in Singapore.

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.3 Explanation**

An Explanation is used to explain the processes involved in the formation, working of natural, or socio cultural phenomena

Generic structure explanation:

1. A general statement to position the reader
2. A sequenced explanation of why or how something occurs
3. Closing

Language features explanation:

- Focus on generic, non-human participants.
- Use mainly of general and abstract nouns, action verbs, simple present tense, passive voice, conjunction of time and cause, noun phrases, complex sentences, and technical language.

Example:

Insulin is a hormone that has profound effects on metabolism. Insulin causes cells in the liver, muscle, and fat tissue to take up glucose from the blood. It stores the glucose as glycogen in the liver and muscle and stops use of fat as an energy source. When insulin is absent or low, glucose is not taken up by body cells, and the body begins to use fat as an energy source, for example, by transfer of lipids from adipose tissue to the liver for mobilization as an energy source. As its level is a central metabolic control mechanism, its status is also used as a control signal to other body systems, such as amino acid uptake by body cells. In addition, it has several other anabolic effects throughout the body. When control of insulin levels fails, diabetes mellitus will result. Insulin also influences other body functions, such as vascular compliance and cognition. Once insulin enters the human brain, it enhances learning and memory and in particular benefits verbal memory.

## 2.6.4 Exposition

An exposition divided into two types, analytical exposition and hortatory exposition.

**Analytical Exposition** persuades the reader or listener that something is the case.

Generic Structure analytical exposition:

1. Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position)
2. Arguments (consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence)
3. Reiteration (restates the position more forcefully in the light of the arguments presented)

Language features analytical exposition:

- Emotive words such as: alarmed, worried.
- Words that qualify statements such as: usual probably
- Words that link arguments such as: firstly, however, on the other hand, therefore.
- Usually present tense
- Compound and complex sentences



Example:

Do you like exercising? Exercise is important for us to be healthy. By exercising, we can get many benefits. First, exercise makes us strong by increasing the size and strength of our muscles. Without it, muscles waste away. Besides, it strengthens our heart. As a result, our heart can pump blood more efficiently. This means that it can do more work with less effort. You know, just running for a bus can strain an unfit person's heart. Exercise also makes us breathe deeper and take in more oxygen. The food we eat must be combined with oxygen inside our body before it can give us energy.

Next, exercise improves our circulation by making our blood vessels more elastic and opening up new channels. What does it mean? Well, food and oxygen, which are carried in our blood, get around our body more efficiently. Exercise also improves our speed of reaction and coordination by making our brain and nervous system work more efficiently. It also helps us to move more gracefully. And finally, it helps us relax and overcome stress. We feel generally healthier and happier. These are the reasons why exercise is important to us.

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

While a ***hortatory exposition*** persuades the reader or listener that something should or should not be the case.

Generic structure hortatory exposition:

1. Thesis (stating an issue of concern)
2. Arguments (giving reasons for concern, leading recommendation)
3. Recommendation (stating what ought or ought not to happen)

Language features hortatory exposition:

- Emotive words: alarmed, worried
- Words that qualify statements: usual probably
- Words that link arguments: firstly, however, on the other hand, therefore
- Usually present tense
- Compound and complex sentences
- Modal auxiliary: can, may, should, must

Example:

A locker is a small lockable cupboard or compartment where personal belongings can be left, for example, at a swimming pool, gym, school or workplace. Some schools also conduct locker searches in unexpected times for several good reasons

First, lockers are school property; students are merely allowed to use them as they do with sports equipment, library books, school computers, etc. lockers can be taken back without notice, for example if they are vandalized or become smelly with rotting food.

Second, we trust teachers to use this power responsibly and not abuse it. Even if the policy sees a small minority misuse the search power, the cost is outweighed by the benefit of greater security and disincentive to smuggle illegal goods such as drugs and weapons into school.

In conclusion, schools are supposed to conduct locker searches to ensure that schools are safe places for students.

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.5 Procedure**

A procedure is to describe how something is accomplished through a sequence of action or step.

The generic (schematic) structures are:

- Goals (the final purpose of doing the instruction)
- Materials (ingredients, utensils, equipment to do the instructions)

- Steps (a set of instruction to achieve the final purpose)

The significant linguistic features are:

- Use of imperative (Cut....., Don't mix.....)
- Use of action verbs (turn, put)
- Use of connectives(first, then, finally)

Example:

Hi, friends. I am sure you often use bowls. Now, you can make one yourself from fruits. We name it a tropical fruit bowl. You need a newspaper, an old bowl, glue, and a brush, cooking oil and different colored paint to do this activity.

Now, here is how to make it. First, make rough fruit shapes from scrunched-up newspaper. Water down the glue and paste five layers of newspaper over the shapes. Leave them in a warm airy spot to dry. Then, brush the outside of the bowl with oil. Finish? Now, glue six layers of newspaper strips to the bowl to make a strong mold. Let this dry overnight. Once the fruit shapes are dry, paint them in realistic colors. Separate your dried newspaper mold from the old bowl. Are you done? Okay. Decorate the mold in bright tropical colors. When the paint is dry, add your fruit shapes. See, your bowl is nice, isn't it?

## 2.6.6 Discussion

A Discussion is used to present information and opinions about more than one side of an issue (“for” points “against” points)

Generic structure discussion:

1. Opening statement presenting the issue
2. Arguments or evidence for different points of view ( pros and cons)
3. Concluding recommendation

Language features discussion:

- Use of general nouns: alcohol, abortion, smoking, etc.
- Use of relating verbs: is, are, etc.
- Use of thinking verbs: think, feel, hope believe, etc.
- Use of additive connectives: addition, furthermore, besides, etc.
- Use of contrastive connectives: although, even, if, nevertheless, etc.
- Use of causal connectives: because, because of, etc.
- Use of modal auxiliary: must, should, etc.
- Use of adverbial manner: hopefully.

Example:

Two students were discussing the school's new rule that all the students must wear a cap and a tie. One of them showed her annoyance. She said that wearing a cap and a tie was only suitable for a flag rising ceremony. So, she was against the rule.

Contrary to the girl's opinion, the other student was glad with it. The boy said that he didn't mind the new rule. He thought that wearing a cap and a tie will make the students look great and like real educated persons. Well, the first student gave the reasons that they would feel uncomfortable and hot. Moreover, the classrooms were not air conditioned. The second said it wasn't a big problem. He was sure that the students would wear them proudly. They would surely be used to it anyway

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.7 Recount**

A Recount is used to tell the readers what happened in the past through a sequence of events.

Generic Structure of Recount:

1. Orientation ( who were involved, when and where was it happened)

2. Events ( tell what happened in a chronological order)
3. Re-orientation ( optional – closure of events)

Language features Recount:

- Use of pronouns and nouns ( David, he, she)
- Use of action verbs in past (went, studied)
- Use of past tense ( We went for a trip to the zoo)
- Use of adverbial phrases
- Use of adjectives

Example:

Ryan, my roommate, and I had a great weekend. Last Saturday we got up early and had a big breakfast. Then, we took the bus to go downtown and went to an art museum. The museum opened at nine o'clock and we stayed there all morning.

We saw some beautiful paintings. We had a guide who explained everything to us. I liked all the art, but Ryan didn't like the modern art very much. I bought copies of two paintings. I'm going to put them on the wall of my bedroom.

At one o'clock, we were hungry so we had lunch at the museum cafeteria. After lunch, we took a walk in the park near the museum. We went home at five o'clock. We

were very tired, but we had a good time. On Sunday, we stayed home and studied.

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.8 Report**

A report is to describe the way things are, with reference to range of natural, manmade and social phenomena in our environment

Text organization report:

1. General classification (introduces the topic of the report/tells what phenomenon under discussion is.)
2. Description (tell the details of topic such as physical appearance, parts, qualities, habits/behavior).

Language features of report:

- Use of general nouns ( Whales, Kangaroo, Computer)
- Use of present tense(Komodo dragons usually weigh more than 160 kg)
- Use of behavioral verbs (Snakes often sunbathe in the sun)
- Use of technical terms ( Water contains oxygen and hydrogen)



- Use of relating verbs (is, are, has)

Example:

The platypus is a semi-aquatic mammal endemic to eastern Australia, including Tasmania. It is one of the five extant species of monotremes, the only mammals that lay eggs instead of giving birth to live young.

The body and the broad flat tail of this animal are covered with dense brown fur that traps a layer of insulating air to keep the animal warm. It uses its tail for storage of fat reserves. It has webbed feet and a large rubbery snout. These are features that appear closer to those of a duck than those of any known mammal.

Weight varies considerably from 0,7 to 2,4 kilograms, with males being larger than females. A male averages 50 centimeters in total length, while the female averages approximately 45 centimeters.

The platypus has an average temperature of 32 degrees Celcius rather than 37 degrees Celcius, that's typical of a placental mammal

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### 2.6.9 News item

A news item is to inform reader, listener or viewer about events of the day which are considered newsworthy or important

Generic structure news item:

1. News worthy event ( tells the event in a summary form)
2. Background events ( elaborate what happened, tell what caused the incident)
3. Sources ( comments by participants, witnesses, authorities and experts involved in the event)

Language features news item:

- Information on the use of head lines.
- Use of action verbs (hit, attack)
- Use of saying verbs (said, added, claimed)
- Use of passive sentences (Aceh was hit by Tsunami in 2004)
- Use of adverbs in passive sentences (The victims were badly injured)

Example:

PHILIPPINES: At least nine people were killed and dozens are injured when the Philippines security forces clashed with dozens of slum dwellers who resisted the

tearing down their homes in the northern province, a police commander said Tuesday.

Raul Gonzales, the police chief in the northern Cordillera area, said, that the soldiers and police officers traded gunfire with dozens of people who are illegally occupying in the private land in Kalinga province.

“Our team was ambushed on their way to the community to be demolished,” said Gonzales. He added that the security only defended themselves after the residents dug foxholes and opened fire with automatic rifles.

“Nine people were killed and dozens were wounded, including 10 police officers during almost 10 hours of fighting. We even had to evacuate some of our officers who needed surgery to get the bullets from their bodies.” –Reuters

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.10 Review**

A review is to criticize an artwork or event for public audience, such us work for art include movie, TV show, book, play, operas, recordings, exhibitions, concert and ballets

Generic structure review:

1. Orientation (background information on the text)
2. Evaluation (concluding statement: judgment, opinion, or recommendation. It can consist of more than one.
3. Interpretative Recount (summary of an art works including characters and plot).
4. Evaluative summation: the last opinion consisting the appraisal or the punch line of the art works being criticized.

Language features review:

- Focus on specific participants
- Use of adjectives
- Use of long and complex clauses
- Use of metaphor
- Reviews are used to summarize, analyze and respond to art works. They may include: movie, TV shows, books, plays, concerts, etc.

Example:

This series is based on a true story of a girl named Aya Kito was stricken by a cruel disease called Spinocerebellar Degeneration. This disease affects Aya's nervous system and as the name suggests, it poses a degeneration of her movement, and will eventually affect

her mobility, speech, and even her ability to eat. The theme of this series is very depressing, but the overall tone is very heartwarming. Aya Kito's diary was made into a best-selling book and the series follows her sufferings as she struggles to find hope, strength, and courage to face such a devastating disease. This film deserves two thumbs up.

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.11 Spoof**

A Spoof is to tell an event with a humorous twist.

Generic structure spoof text:

1. Orientation (who were involved, when and where was happened)
2. Events ( tell what happened in a chronological order)
3. Twist (provide the funniest part of the story)

Language features spoof:

- Use of connectives (first, then, finally)
- Use of adverbial phrases of time and place (in the garden, two days ago)
- Use of simple past tense (he walked away from the village)

Example:

Last Friday, I gave an hour long lecture on computing angular distances using star charts of the Mercator style. After the class sang Happy Birthday in Italian, I asked the following: “All right, who here can tell me the distance from Betelgeuse to Procyon using your standard chart?” A hand shot up immediately and my chest swelled with pride. They had gotten it, I thought. “About an inch and a half,” came the response

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

### **2.6.12 Anecdote**

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers

Generic structure anecdote text:

1. Abstract
2. Orientation
3. Crisis
4. Reaction
5. Coda.

Language features anecdote:

- Using exclamation words; it's awful!, it's wonderful!, etc
- Using imperative; listen to this
- Using rhetoric question; do you know what?
- Using action verb; go, write, etc
- Using conjunction of time; then, afterward
- Using simple past tense

Example:

Soon after Dave left college, one of his uncles, who was rich died and left Dave a lot of money. So he decided to set up his own real estate agency. He had only been there for a few hours when he heard someone coming towards the door of his office. "It's my first customer!" he thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in New York who wanted to buy a big and expensive house in the country.

The man knocked at the door while this was going on, came in and waited politely for the agent to finish his conversation. Then he said to me, "I'm from the telephone company, and I was sent here to connect your telephone."

(Quoted from Detik-Detik Ujian Nasional Bahasa Inggris, 2010)

Based on the explanation above, it can be concluded that all of them should be studied into two subjects matter, they are reading (I up to IV) and writing (I up to IV). In fact, the evidence of students' achievement in reading can be seen in the writing. It means that when the lecturer teaches reading, the final achievement can be seen in the students' writing. It is also can be said when the lecturer teaches three genres of writing, such as narrative, descriptive, and exposition. So, there must be three kinds of text students' should be written down. This way should be done also to other advance reading and writing subjects. But it needs the application. That is why it is made the experiment through this thesis.

Here, it can be seen that there are twelve genres of writing, but there is no argumentation writing included over there based on the writer's quotation in the book (Gerot & Wignell, P, 1994:192-219). Based on the explanation of twelve genres of writing, we can see how important writing is. Writing is one of the skills that should be improved for the one who wants to study English, especially students of university. Of course, the way how to improve their writing, practice will be needed in this case. Practice in writing the twelve genres of writing needs some steps or procedures. It cannot be done directly



without any steps. Here, the writer tries to make some steps to get a better achievement in writing for students. The writer chooses the reading and writing subject in applying the procedure. The writer believes that the 12 genres of writing should be split in the two subjects and learned in there. Based on the reason, the writer makes decision and divides the twelve genres of writing. For reading I and writing I, the writer includes the narration, description, and procedure. Next, the writer decides that recount, report, and spoof are suitable for reading II and writing II subject. Then, review, anecdote, and news item are included in reading III and writing III. Lastly, the writer includes explanation, exposition, and discussion in reading IV and writing IV subject. The division of each genre into the subject has been considered to the level of difficulty which is going to be studied by the students. Lastly, it is hoped that it can be useful for the teacher, especially lecturer to teach the students, especially in improving the writing ability.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about the method and procedure that are used to solve the problem of the study. The writer has written some theories in the previous chapter. Based on the theories, the writer tries to describe research design, subject, object, technique of collecting data, and technique of analysing the data.

#### **3.1 Research Design**

Here for this research, the writer uses the combination of way of using descriptive qualitative and quantitative approach. The purposes of the usage of both are: a) Qualitative approach is used to describe the data. One of the characteristics of qualitative method is to see process we have to deal with setting, that is the place where all things to be researched. b) Quantitative approach is used to count the percentage of each variation that will be related to some non-linguistics factors.

### **3.2 Data Source**

The data source was taken from the clauses of sentences of UHN students' writing. The writer asked the students to write writings as the data to be analysed the process of experiential function.

### **3.3 Technique of Collecting Data**

There are many techniques used in collecting data. The writer himself chose the field research, classroom, and asked the research subject to make writing. The writer used four classes to get the students' writing. It meant that 4 classes were used to obtain the twelve genre of writing from the students. And, there were at least 42 students in each of the class. Thus, the writer asked the students to write their writing based on genre of writing freely.

### **3.4 Techniques of Analysing Data**

After getting the data from the research subjects, the writer uses some steps in analysing the data as the following:

- a. Collecting the writings created by the students of UHN Pematangsiantar and categorizing them to their own genre

- b. Analysing the process of experiential function used by the students in writing their writing.
- c. Counting the process of experiential function that have been used by the UHN students in their genre of writing and deciding the most dominant one used by the research subject
- d. Finding the dominant participants from the dominant process in their writings
- e. Finding the dominant genre of writing from the dominant process in their writings.

# **CHAPTER IV**

## **DATA ANALYSIS, FINDINGS, AND DISCUSSION**

This chapter deals with data analysis, findings, and discussion. The field data is taken by asking the students of sixth semester of UHN Pematangsiantar write their writings. After analysing all the clauses, the writer would like to present the data analysis by the following:

### **4.1 Data Analysis**

Experiential function concerns with clauses that have guided as the way of representing patterns of experience. Grammatically, the clauses are means of expressing experience. A clause represents a pattern of experience, conceptualized as a situation types. The situation types consist of process and participants. The data analysis of process and participants as the following:

### 4.1.1 Process

The data analysis of Process based on the students' genre of writing is shown below.

Data 1

Clause 1: Yesterday, 5<sup>th</sup> until 7<sup>th</sup> July 2011 in Tahura Berastagi, I and my team from Simalungun follow the planting 1000 trees

Yesterday, 5 <sup>th</sup> until 7 <sup>th</sup> July 2011	in Tahura Berastagi,	I and my team from Simalungun	follow	the planting 1000 trees
Circum: Location: Temporal	Cir: Spatial	actor	Process: Material	Goal

Clause 2: That was the national program

That	was	The national program
Token	Process: Relational: Identification	Value

Clause 3: so many people who came from the other city like from Kalimantan, Jawa, Sulawesi, and Sumatra.

So, many people	who came	from the other city	from Kalimantan, Jawa, Sulawesi, and Sumatra
Actor	Process: Material	Goal	Cir: Location: Spatial

Clause 4: We gather together in Tahura

We	gather	together	In Tahura
Actor	Process: Material	Goal	Cir: Location: Spatial

Clause 5: and we make camp there.

And	We	make	camp	There
	Actor	Process: Material	Goal	Cir: Location: Spatial

Clause 6: We stayed here for 3 days.

We	stayed	here	For 3 days
Actor	Process; Material	Goal	Cir: Temporal: Extend

Clause 7: Many activities we followed there beside plant the trees, like seminar, debate, poetry, and the other.

Many activities	We	Followed	There	Beside plant the trees, like seminar, debate, poetry, and the other
Goal	Actor	Process: material	Cir. Location: Spatial	goal

Clause 8: We were so enjoyed it.

We	Were	so enjoyed it
Carrier	Process: Relational: Attribution	Attribute

Clause 9: One camp consists of 5 people

One camp	consists of	5 people
Carrier	Process: Relational: Attribution	Attribute

Clause 10: and the 5 people have to be the best team,

And	The 5 people	Have to be	The best team
	Token	Process: Relational: Identification	Value



Clause 11: it means

It	Means
Senser	Process: Mental

Clause 12: that they have to able to do the best.

that	they	Have to be able to do	The best
	Actor	Process: Material	Goal

Clause 13: Because in this program, we wanted to be a winner.

because	In this program	we	Wanted	To be a winner
	Cir: Location: Spatial	Senser	Process: mental	Phenomenon

Clause 14: But unfortunately, we did not got it.

But	unfortunately	we	did not got	It
	Cir: Manner	Actor	Process: Material	Goal

Clause 15: we failed to be a winner.

We	failed	To be a winner
Carrier	Process: Relational: Attribution	Attribute

Clause 16: But we were little enjoyed

But	we	Were	Little enjoyed
	Carrier	Process: Relational: Attribution	Attribute

Clause 17: because we were still brought the certificate

because	we	were still brought	the certificate
	Actor	Process: Material	Goal

Clause 18: and we got many experiences there.

and	we	got	many experiences	There
	Actor	Process: Material	Goal	Cir: Location: Spatial

## Data 2

Clause 1: Last Wednesday, my sister who got the announcement of SPMB,

Last Wednesday	My sister	who	got	The announcement of SPMB
Cir: Location: Temporal	Actor		Process: Material	Goal

Clause 2: she felt nervous along a day

She	felt	nervous	Along a day
Senser	Process: mental	Phenomenon	Cir. Location: Temporal

Clause 3: before the result is announced.

before	The result	Is	announced
	Carrier	Process: Relational: Attribution	Attribute

Clause 4: Because she didn't brave to see it alone to internet shop,

Because	she	Didn't brave	To see it alone	To internet shop
	Senser	Process: mental	Phenomenon	Cir. Location: Spatial

Clause 5: so my brother accompanied her.

So	My brother	accompanied	Her
	Actor	Process: material	goal

Clause 6: While she opened the website of SPMB in the internet,

While	she	Opened	The website of SPMB	In the internet
	Actor	Process: material	Goal	Cir. Location: Spatial

Clause 7: her face became frozen

Her face	Became	frozen
Carrier	Process: Relational: Attribution	Attribute

Clause 8: and her hand became frozen.

Her hand	Became	frozen
Carrier	Process: Relational: Attribution	Attribute

Clause 9: Until, she saw her name in the list of the result,

Until	she	saw	Her name	In the list of the result
	Senser	Process: mental	Phenomenon	Cir. Location: Spatial

Clause 10: she was very happy

She	was	slim
Carrier	Process: Relational: Attribution	Attribute

Clause 11: and her face became bright like a shining star

And	Her face	Became	Bright like a shining star
	Carrier	Process: Relational: Attribution	Attribute

Clause 12: and her hand became bright like a shining star.

And	Her hand	Became	Bright like a shining star
	Carrier	Process: Relational: Attribution	Attribute

Clause 13: After she satisfied to see her name in the internet,

After	she	satisfied	To see her name	In the internet
	Senser	Process: mental	Phenomenon	Cir. Location: Spatial

Clause 14: she went home

She	Went	Home
Actor	Process: material	goal

Clause 15: and my brother went home.

And	My brother	went	home
	Actor	Process: material	goal

Clause 16: She was very happy

She	was	Very happy
Carrier	Process: Relational: Attribution	Attribute

Clause 17: and she said

and	she	Said
	Sayer	Process: Verbal

Clause 18: that it was like a dream,

that	it	was	Like a dream
	Carrier	Process: Relational: Attribution	Attribute

Clause 19: she could enter to the state university in USU, especially psychology major.

She	Could enter	to the state university	In USU, especially psychology major
Actor	Process: material	Goal	Cir. Location: Spatial

### Data 3

Clause 1: My village is in Lumban Julu.

My village	is	In Lumban Julu
Token	Process: Relational: Identification	Cir. Location: Spatial

Clause 2: I call it a village

I	call	It a village
Sayer	Process: Verbal	Verbiage

Clause 3: because it is a small city.

Because	it	is	A small city
	Carrier	Process: Relational: Attribution	Attribute

Clause 4: It's near from Parapat

it	is	Near from Parapat
Carrier	Process: Relational: Attribution	Cir. Location: Spatial

Clause 5: and it's about 50 kms from Pematangsiantar.

and	it	is	About 50 kms	From Pematangsiantar
	Carrier	Process: Relational: Attribution	Cir. Extent: Spatial	Cir. Location: Spatial

Clause 6: There are some people live there

There	are	Some people live there
	Process: Existential	Existent



Clause 7: and many activities that we can do in Lumban Julu, like: farming in the field and garden, fishing, etc.

And	Many activities	That	We	Can do	In Lumban Julu	Like: farming in the field, garden, fishing, etc
	Goal		Actor	Process: Material	Cir. Location: Spatial	Goal

Clause 8: My village also have a beautiful view like: “Taman Eden 100”.

My village	Also have	A beautiful view like: “Taman Eden 100”
Possessor	Process: Possession	Possessed

Clause 9: It also has a beautiful waterfall

It	Also has	A beautiful waterfall
Possessor	Process: Possession	Possessed

Clause 10: and it has 7 (seven) levels.

And	it	has	7 (seven) levels
	Possessor	Process: Possession	Possessed

Clause 11: We also can find some fruits in my village like:  
oranges, durians, mangoes, guavas, avocados, etc.

We	also can find	Some fruits	In my village	Like: oranges, mangoes, guavas, avocados, etc
Actor	Process: Material	Goal	Cir. Location: Spatial	goal

Clause 12: Although my village is very cold,

Although	My village	is	Very cold
	Carrier	Process: Relational: Attribution	Attribute

Clause 13: but I enjoy to live there.

But	I	Enjoy	To live there
	Senser	Process: mental	Phenomenon

Clause 14: So, you can come to my village

So	You	Can come	To my village
	Actor	Process: Material	goal

Clause 15: because my village is very nice to visit especially in Toba Samosir.

because	My village	is	Very nice to visit	Especially in Toba Samosir
	Carrier	Process: Relational: Attribution	Attribute	Cir. Location: Spatial

#### Data 4

Clause 1: Once upon a time in West Sumatra, there was a woman live in one village

Once upon a time	In West Sumatra	there	was	A woman live in one village
Cir. Extent: Temporal	Cir. Location: Spatial		Process: Existential	Existent

Clause 2: and she has child.

And	she	has	Child
	Possessor	Process: Possession	Possessed

Clause 3: The name of the child is Malin Kundang.

The name of the child	is	Malin Kundang
Token	Process: Relational: Identification	Value

Clause 4: Malin Kundang is a poor family in their village

Malin Kundang	is	A poor family	In their village
Carrier	Process: Relational: Attribution	Attribute	Cir. Location: Spatial

Clause 5: and his mother is a poor family in their village.

And	His mother	Is	A poor family	In their village
	Carrier	Process: Relational: Attribution	Attribute	Cir. Location: Spatial

Clause 6: One day, Malin Kundang want to go to the city look for a good job

One day	Malin Kudang	want	to go to the city	look for a good job
Cir. Location: temporal	Senser	Process: mental	Cir. Location: Spatial	Phenomenon

Clause 7: and he permission to his mother,

And	he	permission	to his mother
	Sayer	Process: Verbal	Verbiage

Clause 8: and his mother permission him go to the city.

and	His mother	permission	him	go to the city
	Sayer	Process: Verbal	Verbiage	Cir. Location: Spatial

Clause 9: And Malin Kundang left the village.

And	Malin Kundang	left	the village
	Actor	Process: material	Goal

Clause 10: After until in there, Malin see many people in there,

After until in there	Malin	see	many people	in there
Cir. Location: Temporal	Senser	Process: mental	Phenomenon	Cir. Location: Spatial

Clause 11: he don't know

He	Don't know
Senser	Process: mental

Clause 12: what he do there.

what	he	do	There
	Actor	Process: material	Cir. Location: Spatial

Clause 13: He ask one by one people to search job

He	Ask	One by one to search job
Sayer	Process: Verbal	Verbiage

Clause 14: but there is not a job for him.

But	there	Is not	A job for him
		Process: Existential	Existent

Clause 15: And then, someone receive him for work in the big house,

and	then	someone	receive	Him for work	In the big house
		Sayer	Process: Verbal	Verbiage	Cir. Location: Spatial

Clause 16: he must be a servant.

He	Must be	A servant
Carrier	Process: Relational: Attribution	Attribute

Clause 17: His employer see Malin very diligent

His employer	see	Malin very diligent
Senser	Process: mental	Phenomenon

Clause 18: and he clever do his job in his house.

and	he	Clever do	His job	In his house
	Actor	Process: material	Goal	Cir. Location: Spatial

Clause 19: The employer have a beautiful daughter

The employer	have	A beautiful daughter
Possessor	Process: Possession	Possessed

Clause 20: and Malin is coupled to his daughter.

and	Malin	Is coupled	To his daughter
	Verbiage	Process: Verbal	Sayer

Clause 21: Malin married

Malin	Married
Behaver	Process: behavioral

Clause 22: and the daughter married.

and	The daughter	Married
	Behaver	Process: behavioral

Clause 23: Now, Malin is a richman in the city,

Now	Malin	is	a richman	in the city
Cir. Location: Temporal	Carrier	Process: Relational: Attribution	Attribute	Cir. Location: Spatial

Clause 24: and one day, there is a man see Malin climb a car,

and	One ay	there	is	a man see malin climb a car
	Cir. Location: Temporal		Process: Existential	Existent

Clause 25: and he tell to his mother in the village.

and	he	tell	to his mother	in the village
	Senser	Process: Verbal	Verbiage	Cir. Location: spatial

Clause 26: And his mother is very happy

and	His mother	is	Very happy
	Carrier	Process: Relational: Attribution	Attribute



Clause 27: because his child be a successful man in the big city.

because	His child	is	A successful man	In the big city
	Carrier	Process: Relational: Attribution	Attribute	Cir. Location: Spatial

Clause 28: And his mother go to meet Malin.

and	His mother	go	to meet malin
	Actor	Process: material	goal

Clause 29: And then, his mother meet Malin,

and	then	His mother	meet	Malin
		Senser	Process: mental	Phenomenon

Clause 30: but Malin didn't want see his mother.

But	Malin	didn't want	see his mother
	Senser	Process: mental	Phenomenon

Clause 31: His mother very sad.

His mother	was	Very sad
Carrier	Process: Relational: Attribution	Attribute

Clause 32: After that, Malin's mother go back to his village.

After that	Malin's mother	Go back	To his village
	Actor	Process: material	goal

Clause 33: And one day, Malin's mother heard

and	One day	Malin's mother	Heard
	Cir. Location: Spatial	Senser	Process: mental

Clause 34: that Malin got a accident

that	Malin	got	An accident
	Actor	Process: material	goal

Clause 35: and he died.

and	he	died
	Behaver	Process: behavioral

After analysing the data, the kinds of processes in the students' writing can be described in Table 2 as in the following.

**Table 2. Kinds of Processes in students' genre of writing**

No	Kinds of Process	Number	Percentage (%)
1	Material	25	28.7%
2	Mental	14	16.1%
3	Relational		
	a. Attribution	24	27.6%
	b. Identification	4	4.60%
	c. Possession	5	5.74%
4	Behavioral	3	3.44%
5	Verbal	8	9.20%
6	Existential	4	4.60%

### **4.1.2 Participants**

The data analysis of Participants based on the students' genre of writing is shown below.

#### **Data 1**

Clause 1: Medan is the capital of North Sumatra.

Medan	is	The capital city of North Sumatra
Token	Process: Relational: Identification	Value

Clause 2: It is one of the crowded city in Indonesia besides Jakarta, Yogyakarta, Bandung, and Surabaya.

It	is	one of the crowded city	in Indonesia, besides Jakarta, Yogyakarta, Bandung, and Surabaya
Token	Process: Relational: Identification	Value	Cir. Location: Spatial

Clause 3: The city is located at the North Sumatra.

The city	is located	at the North Sumatra
Goal	Process: Material	Cir. Location: Spatial

Clause 4: There are about 20.000 citizen

There	are	about 20.000 citizens
	Process: Existential	Existent

Clause 5: and most of the people are bataknes.

And	most of the people	are	Bataknes
	Carrier	Process: Relational: Attribution	Attribute

Clause 6: There are many also vehicles pass the road

There	are	many also vehicles pass the road
	Process: Existential	Existent

Clause 7: which the vehicles make much pollution in the city.

Which	the vehicles	make	much pollution	in the city
	Actor	Process: Material	Goal	Cir. Location: Spatial

Clause 8: It is also well-known by the education city,

it	is also well-known	by the education city
Value	Process: Relational: Identification	Token

Clause 9: because there are many students to study in one of the universities such as Unimed, USU, UMSU, and etc.

because	there	are	Many students to study in one of the universities such as Unimed, USU, UMSU, and etc
		Process: Existential	Existent

Clause 10: Medan is also famous with the special food

“BIKA AMBON”

Medan	is	Also famous with the special food “BIKA AMBON”
Token	Process: Relational: Identification	Value

**Data 2**

Clause 1: On last Friday, July 1<sup>st</sup> 2011, when I went home from college at five o'clock,

On last Friday, July 1 <sup>st</sup> 2011	When	I	Went	home	From college	At five o'clock
Cir. Location: Temporal		Actor	Process: material	Goal	Cir. Location: Spatial	Cir. Location : Temporal

Clause 2: as usually, I took a bus name “sejahtera”.

As usually	I	took	a bus name “sejahtera”
	Actor	Process: material	goal

Clause 3: The bus was one of the favorite bus

The bus	was	one of the favourite bus
Token	Process: Relational: Identification	Value

Clause 4: so that when I got into the bus,

So that	when	I	got	into the bus
		Actor	Process: material	Cir. Location: Spatial

Clause 5: the bus was full

The bus	was	full
Carrier	Process: Relational: Attribution	Attribute

Clause 6: and many people had to stand between the line of the chair.

And	many people	had to stand	between the line of the chair
	Actor	Process: material	Cir. Location: Spatial

Clause 7: Because the bus was full,

Because	the bus	was	full
	Carrier	Process: Relational: Attribution	Attribute

Clause 8: the bus started to go.

The bus	started to go
Actor	Process: material

Clause 9: For a few minutes, the journey was in good

For a few minutes	the journey	was	in good
Cir. Extent: Temporal	Carrier	Process: Relational: Attribution	Attribute

Clause 10: but few minutes later, exactly in “Simpang Rami”, there was a long traffic jam.

But	few minutes later	exactly in “Simpang Rami”	there	was	a long traffic jam
	Cir. Extent: Temporal	Cir. Location: Spatial		Process: Existential	Existent



Clause 11: This traffic jam was happened

The traffic jam	was happened
carrier	Process: Relational: Attribution

Clause 12: because there was no BBM “Solar” in Galon,

because	there	was	no BBM “solar”	in galon
		Process: Existential	Existent	Cir. Location: Spatial

Clause 13: so many cars had to wait for the BBM.

So	many cars	had to wait	for the BBM
	Actor	Process: Material	goal

Clause 14: This traffic jam was finished

The traffic jam	was finished
carrier	Process: Relational: Attribution

Clause 15: after two (2) hour we waited in the car.

After two (2) hour	we	waited	in the car
Cir. Extent: Temporal	Actor	Process: material	Cir. Location: Spatial

Clause 16: And we thanks to God,

And	we	thanks	to God
	Sayer	Process: Verbal	Verbiage

Clause 17: we could continued our journey.

We	could continued	our journey
Actor	Process: material	Goal

### Data 3

Clause 1: Agnes Monica is one of Diva in Indonesia.

Agnes Monica	is	one of Diva in Indonesia
Carrier	Process: Relational: Attribution	Attribute

Clause 2: She is 24 years old,

She	is	24 years old
Carrier	Process: Relational: Attribution	Attribute

Clause 3: she is beautiful

She	is	beautiful
Carrier	Process: Relational: Attribution	Attribute

Clause 4: and she is smart girl.

And	She	is	smart girl
	Carrier	Process: Relational: Attribution	Attribute

Clause 5: She has a white face,

She	has	a white face
Possessor	Process: Possession	Possessed

Clause 6: she has a nice eyes,

She	has	a nice eyes
Possessor	Process: Possession	Possessed

Clause 7: she has smooth skins,

She	has	smooth skins
Possessor	Process: Possession	Possessed

Clause 8: her nose is sharp,

Her nose	is	sharp
Carrier	Process: Relational: Attribution	Attribute

Clause 9: she has black short hair.

She	has	black short hair
Possessor	Process: Possession	Possessed

Clause 10: Her body is slim

Her body	is	slim
Carrier	Process: Relational: Attribution	Attribute

Clause 11: while she always follow sport such as fitness to keep her body.

While	she	always follow	sport such as fitness to keep her body
	Actor	Process: material	goal

Clause 12: Well, she has a nice voice,

Well	she	has	a nice voice
	Possessor	Process: Possession	Possessed

Clause 13: she has a good character,

She	has	a good character
Possessor	Process: Possession	Possessed

Clause 14: and many people like to her voice

And	many people	like	to her voice
	Sayer	Process: Verbal	Verbiage

Clause 15: and many people love to her voice

And	many people	love	to her voice
	Sayer	Process: Verbal	Verbiage

Clause 16: while she can a good dance.

While	she	can	a good dance
	Actor	Process: material	goal

Clause 17: In addition, she ever go to abroad,

In addition	she	ever go	to abroad
	Actor	Process: material	goal

Clause 18: she want to show her a good voice

She	want	to show her a good voice
Senser	Process: mental	Phenomenon

Clause 19: and she want to show her a good performance.

and	she	want	to show her a good performance
	Senser	Process: mental	Phenomenon

Clause 20: If she shown in television,

If	she	shown	in television
	Actor	Process: Material	Cir. Location: Spatial

Clause 21: she still has a good performance and ready on

She	still has	a good performance and ready on
Possessor	Process: Possession	Possessed

#### Data 4

Clause 1: Two years ago, when I went home from school,

Two years ago	when	I	went	home	from school
Cir. Location: temporal		Actor	Process: material	Goal	Cir. Location: Spatial

Clause 2: I had an experience.

I	had	an experience
Possessor	Process: Possession	Possessed

Clause 3: My father picked me up from school,

My father	picked	me up	from school
Actor	Process: material	Goal	Cir. Location: Spatial

Clause 4: but he forgot that our gas car almost entirely

but	he	forgot	that our gas almost entirely
	Senser	Process: mental	phenomenon

Clause 5: When my father had been driving about ten minutes,

when	my father	had been driving	about ten minutes
	Actor	Process: material	Cir. Extent: Temporal

Clause 6: suddenly the car stopped.

suddenly	The car	stopped
	Actor	Process: material

Clause 7: I was very afraid

I	was	Very afraid
Carrier	Process: Relational: Attribution	Attribute

Clause 8: because my father didn't tell me about that before.

because	my father	didn't tell	me about that before
	Senser	Process: Verbal	Verbiage

Clause 9: I go down from the car

I	go down	from the car
Actor	Process: material	Cir. Location: Spatial

Clause 10: and I saw

And	I	saw
	Senser	Process: mental

Clause 11: that the situation was very lonely.

that	the situation	was	very lonely
	Carrier	Process: Relational: Attribution	Attribute

Clause 12: It made

It	made	I was very afraid
Sensor	Process: mental	phenomenon

Clause 13: But suddenly, a car stopped

but	suddenly	a car	stopped
		Actor	Process: material

Clause 14: and one young couple came

and	one young couple	came
	Actor:	Process: material



Clause 15: and one young couple to offer a car of gas for us.

and	one young couple	offer	a car of gas for us
	Senser	Process: verbal	verbiage

Clause 16: I was very surprised

I	was	very surprised
Carrier	Process: Relational: Attribution	Attribute

Clause 17: and I to receive the gas.

and	I	receive	the gas
	Senser	Process: mental	phenomenon

Clause 18: And then our car can to drive more.

and	then	our car	can to drive	more
		Actor	Process: material	goal

After analysing the data, the kinds of participants in the students' writing can be described in Table 3 as in the following.

**Table 3. Kinds of Participants in students' genre of writing**

No	Participant I	Number	%	No	Participant II	Number	%
1	Actor	21	34.4	1	Goal	12	23.1
2	Senser	6	9.84	2	Phenomenon	3	5.77
3	Carrier	16	26.2	3	Attribute	14	26.9

No	Participant I	Number	%	No	Participant II	Number	%
	Token	5	8.20		Value	5	9.62
	Possessor	8	13.1		Possessed	8	15.4
4	Behaver	-	-	4	Range	-	-
5	Sayer	5	8.20	5	Verbiage	5	9.62
6	No Participant	-	-	6	Existence	5	9.62

## 4.2 Findings

### 4.2.1 The Dominant Process Depicted on Students' Writing upon Genre

After analysing the data, the researcher found that only 3 genres of writing occurred dominantly on students' writings, namely: descriptive, narrative, and recount. Besides, the writer also found in his research that all processes are being used in the students' writing. It is proven by data 4 (on chapter 4, data analysis p. 55) which shows the process, namely material, mental, relational, verbal, behavioural, and existential. With these data analysis above, the researcher found that the dominant process used in their writings is relational process (see table 4.1 p. 59). They are: 25 (28.7 %) for material, 14 (16.1 %) for mental, 33 (37.94%) for relational, 3 (3.44 %) for behavioural, 8 (9.20 %) for verbal, and 4 (4.60 %) for existential.

### **4.2.2 The Dominant Participant Depicted on Students' Writing upon Genre**

After analyzing the data, the researcher found that only 3 genres of writing occurred dominantly on students' writings, namely: descriptive, narrative, and recount. Besides, the writer also found in his research that all processes are being used in the students' writing. Participant in experiential function consists of two, Participant I and II. They can be seen on table 2.1. Each process has its own participants. With these data analysis above, the researcher found the dominant participant used in their writings is actor. It can be shown in the percentage counted by the researcher in table 4.2. They are: 21 (34.4%) for actor, 6 (9.84%) for senser, 16 (26.2%) for carrier, 5 (8.20%) for token, 8 (13.1%) for possessor, 5 (8.20%) for sayer, and there is no participant found for behavior.

### **4.2.3 The Dominant Genre Depicted on Students'**

#### **Writing upon Genre**

There are 12 types of genres and each has certain purpose, certain stages (schematic structure) and certain linguistic features. (Gerot & Wignell, P, 1994:192-219). They are recount, report, discussion, explanation, exposition analytical, exposition hortatory, news item, spoof, narrative, procedure, description, and review.

After analyzing the data, the researcher found that only 3 genres of writing occurred dominantly on students' writings, namely: descriptive, narrative, and recount. From the three genres of writing, the researcher found the most dominant one is recount (counted from the students' writing upon text).

### **4.3 Discussion**

The data discussed below only 8 of 230 students' writing as sample to be shown as analysis. They are chosen as sample due to their weaknesses to accommodate the writer's intention in his/her writing. After analyzing the data above, the researcher would like to discuss the students' writing. The data discussed below is taken from one student initialled with DAT. The complete data can be

seen on Appendix page 79. The discussions from the researcher are:

1. The students' mistakes in using tenses such as, "gathered" but is written in present, "gather" in their sentences don't change the process in SFL. But, with the grammatical error of tenses, it will affect the writing's quality because it has broken the rules of grammar and writing in English. It can be seen through example in sentence 4 for "We gather together in Tahura". The word "gather" should be written in past participle because from the beginning, the writer created recount text and it was written in past time. But here, the students wrote in base form and it has broken the rules of grammar. Not only for sentence number 4, but also for sentence number 1, 5, 9, 19, etc.
2. The students are inadequate in using the more appropriate words but they still don't change the clause of SFL either because the meaning in SL and TL are the same, but technique in translating and using the appropriate words to their writing is different to every writer/translator. It can be seen on the sample in Data 2 for clause 6 (sentence number 6) for "While she opened the website of SPMB in the internet". In the sentence, the word "opened" is correct in translating a text

directly (word per word), but the word isn't suitable in the sentence. It should be "browse" in the sentence. It means that the students still use the translating text word per word into Source Language (SL) or Target Language (TL), especially to Indonesia-English or English-Indonesia.

3. In one types of experiential function, there is relational process. Relational process is related to the using of article. The students' fail in using the correct article 'a/an' or 'the' doesn't change the process of material in general but it will affect the types of relational, Intensive attribute and Intensive identifying. For example in the sentence of "John is a talented boy" and "John is the president". Both sentences are different in types of relational. The first sentence is intensive attribute, while the second is intensive identifying. So article is very important in English and everything should be formatted clearly and appropriately since their writing usually will be read by many other readers.

# CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

After describing an overview about the experiential function based on SFL theory by Halliday and analyzing them in the genre of writing produced by the students of UHN, some conclusions are drawn as the following:

1. Based on the genre of writing, the dominant process found is relational.
2. The dominant participants found in the students' genre of writing are Carrier and Attribute.
3. The recount genre of writing is used dominantly in the students' writing.

## 5.2 Suggestions

Based on the findings and conclusions above, the writer suggests some suggestions, namely:

1. The teachers who teach English to base their teaching on SFL because it can explain the intention and form of sentences more clearly.
2. The students who are still learning advance English can study more about SFL because it can help them to write text well, especially in correcting their mistakes in using grammar, appropriate words, and articles in accommodating their intention.
3. The readers who are interested in analysing transitivity system to do further research or analysis by applying the whole aspects of Systemic Functional Linguistics (SFL) because each part of SFL is related each other and has its own function in giving more information to the text analysis.
4. The other researchers to make further analysis in other kinds of text in order to get a better understanding of SFL, especially to the Experiential function, because the writer feels that his research through genre of writing is not enough yet to fulfill human's needs in further studying of SFL.



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# **APPENDIX**

## **PROCESS**

### **Data 1**

Yesterday, 5<sup>th</sup> until 7<sup>th</sup> July 2011 in Tahura Berastagi, I and my team from Simalungun follow the planting 1000 trees. That was the national program, so many people who came from the other city like from Kalimantan, Jawa, Sulawesi, and Sumatra. We gather together in Tahura and we make camp there. We stayed here for 3 days. Many activities we followed there beside plant the trees, like seminar, debate, poetry, and the other. We were so enjoyed it.

One camp consists of 5 people and the 5 people have to be the best team, it means that they have to able to do the best. Because in this program, we wanted to be a winner. But unfortunately, we did not got it. we failed to be a

winner. But we were little enjoyed because we were still brought the certificate and we got many experiences there.

**Dinar A. Tampubolon (07120195)**

## **Data 2**

Last Wednesday, my sister who got the announcement of SPMB, she felt nervous along a day before the result is announced. Because she didn't brave to see it alone to internet shop, so my brother accompanied her.

While she opened the website of SPMB in the internet, her face and her hand became frozen. Until, she saw her name in the list of the result, she was very happy and her face and her hand became bright like a shining star.

After she satisfied to see her name in the internet, she and my brother went home. She was very happy and she said that it was like a dream, she could enter to the state university in USU, especially psychology major.

**Irmayanti Siallagan (08120159)**

## **Data 3**

My village is in Lumban Julu. I call it a village because it is a small city. It's near from Parapat and it's about 50 kms from pematangsiantar. There are some people live there and many activities that we can do in Lumban Julu, like: farming in the field and garden, fishing, etc.

My village also have a beautiful view like: "Taman Eden 100". It's have a beautiful waterfall that have 7 (seven) levels. We also can find some fruits in my village like: oranges, durians, mangoes, guavas, avocados, etc.

Although my village is very cold, but I enjoy to live there. So, you can come to my village because my village is very nice to visit especially in Toba Samosir.

**Lambok Arlina M. Sirait (08120376)**

#### **Data 4**

Once upon a time in West Sumatra, there was a woman live in one village and she has child. The name of the child is Malin Kundang. Malin Kundang and his mother is a poor family in their village. One day, Malin Kundang want to go to the city look for a good job and he permission to his mother, and his mother permission him go to the city. And Malin Kundag left the village. After until in there, Malin see many people in there, he don't know what he do there. He

ask one by one people to search job but there is not a job for him. And then, some one receive him for work in the big house, he must be a servant. His employer see Malin very diligent and clever do his job in his house. The employer have a beautiful daughter and Malin is coupled to his daughter. Malin and the daughter married. Now, Malin is a richman in the city, and one day, there is a man see Malin climb a car, and he tell to his mother in the village. And his mother is very happy because his child be a successful man in the big city. And his mother go to meet Malin. And then, his mother meet Malin, but Malin didn't want see his mother.

His mother very sad. After that, Malin's mother go back to his village. And oneday, Malin's mother heard that Malin got a accident and he died.

**Horas Johannes**

## **PARTICIPANTS**

### **Data 1**

Medan is the capital of North Sumatra. It is one of the crowded city in Indonesia besides Jakarta, Yogyakarta, Bandung, and Surabaya.



The city is located at the North Sumatra. There are about 20.000 citizen and most of the people are bataknese. There are many also vehicles pass the road which make much pollution in the city. It is also well-known by the education city, because there are many students to study in one of the universities such as unimed, USU, UMSU, and etc. Medan is also famous with the special food “BIKA AMBON”

**Feby Rany (08120421)**

## **Data 2**

On last Friday, July 1<sup>st</sup> 2011, when I went home from college at five o'clock, as usually, I took a bus name “sejahtera”. The bus was one of the favorite bus so that when I got into the bus, the bus was full and many people had to stand between the line of the chair. Because the bus was full, the bus started to go. For a dew minutes, the journey was in good but few minutes later, exactly in “Simpang Rami”, there was a long traffic jam. This traffic jam was happened because there was no BBM “Solar” in Galon, so many cars had to wait for the BBM.

This traffic jam was finished after two (2) hour we waited in the car. And thanks to Gad, we could continued our journey.

## **Betty Marlina Sinaga (05120243)**

### **Data 3**

Agnes Monica is one of Diva in Indonesia. She is 24 years old, she is beautiful and smart girl.

She has a white face, a nice eyes, she has smooth skins, her nose sharp, she has black short hair. Her body is slim while she always follow sport such as fitness to keep her body.

Well, she has a nice voice, a good character, and many people like and love to her voice while she can a good dance. In addition, she ever go to abroad, she want to show her a good voice and performance. If she shown in television, she still has a good performance and ready on.

### **Friska Hotmaida Sinaga (08120417)**

### **Data 4**

Two years ago, when I went home from school, I had an experience. My father picked me up from school, but he forgot that our gas almost entirely. When my father had

been driving about ten minutes, suddenly the car stopped. I was very afraid because my father didn't tell me about that before.

I go down from my car and I saw the situation was very lonely. It made I was very afraid. But suddenly, a car stopped and one young couple came and to offer a can of gas for us. I was very surprised and to receive the gas. And then our car can to drive more.

**Ester Herawaty Aruan (08120196)**

## ABOUT THE AUTHOR

**Herman**, Pematangsiantar, 31<sup>st</sup> March 1986. He graduated from English program of FKIP Nommensen University in 2009. Then, he went to Magister Program in PascaSarjana Nommensen University in the year of 2009. In 2011, he was a speaker in the International Seminar which held in Pematangsiantar, Indonesia. He presented a paper entitled “An Indispensable Tool in Translation at Sixth Semester of Nommensen University Pematangsiantar”.

The aim of this handbook is to give language learners and teachers some references and theories about Systemic Functional Grammar which have a bearing on language teaching. Systemic Functional Grammar (SFG), developed by Michael Halliday and his colleagues, has had a great impact on language teaching. It is different from all the previous models of grammar in that it interprets language as interrelated sets of options for making meaning and seeks to provide a clear relationship between functions and grammatical systems (Halliday, 1994). Hence, he describes the three main functions, or metafunctions, of language as follows: (1) The ideational/experiential metafunction which enables people to use language to represent experience, and is influenced by field. (2) The interpersonal metafunction, enables people to use language to enact social relationships, and is influenced by tenor, and (3) The textual metafunction, enables people to use language to construct logical and coherent texts, and is influenced by mode. Like traditional grammar, structural grammar and transformational-generative grammar, the three metafunctions, which represent Halliday's systemic grammar, also have largely made an impact on language teaching.

