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

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Abtract

The purpose of this study was to find out how is the experiential function realized in the report text writing of students in the second grade at SMA Buddhis Bodhicitta Medan, and what is the most dominant process found in the report text writing of students in the second grade at SMA Buddhist Bodhicitta Medan. This study used a qualitative descriptive method in analyzing data. Data was taken from the writings of 33 students as data. The data used is 486 clauses consisting of 6 processes which are experiential functions. From the data obtained, material processes were obtained 246 times (50.6%), mental processes 22 times (4.5%), relational processes 22 times (41.8%), behavioral processes 1 time (0.2%), verbal process 5 times (1%), and the last is existential process 9 times (1.9%). In this study, material processes were the most widely found or predominantly experiential function process type used by students in their report text writing. The realization of such a process of experiential functioning is most widely used by students because the error use of chosen verb in report text writing based on the lexicogrammatical features. Each student uses the process of such an experiential function to indicate something that depends on the intent to be conveyed. Based on expert theory which says that the process used in text reports should be a relational process. However, in reality, the analysis of students' writing results in this study shows that process materials are the ones most widely used. This interprets that there is a failure in choosing the right verbs to build a good and correct text report. Researcher suggest to English teachers that when teaching text genres, especially report text, to pay more attention to appropriate verb selection patterns. The author hopes that future research will explore additional lexicogrammatical components applied to different contexts.

Keywords: *Discourse Analysis, Experiential Function, Writing, Report*

Introduction

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

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

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

Successful English communication requires not only fluency in the multitude of language skills necessary for communication development but also the ability to apply these skills effectively in productive ways. The basis of the four abilities in different types of communications, depending on the interaction, is believed to be a strong command of English grammar. Orally or

in writing, when someone is explaining something to someone else, they instinctively try to arrange their words so that those listening may understand what they are saying. Consequently, meaning cannot be communicated without the experiential function. Phrases that pose as representations of experience patterns are of interest to the experiential function.

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

According to Bell (2001:121), the experiential function of cognitive meaning transfer is one of the basic concepts in language learning. The term "transitivity" refers to the ability of systems and networks to transmit the user's perception of the mental and sensory worlds. According to Abbas (2006:125), writing proficiency is defined as the capacity to express thoughts, views, and feelings to others through written language. The accuracy of expressing concepts should align with the correctness of language in terms of vocabulary, grammar, spelling, and usage. To get some information that increases awareness of and knowledge about language use in context, a more in-depth analysis of English grammar is required.

According to Weigle (2002:39), in English, writing is one of the four abilities that students learn. Writing is the act of putting ideas, opinions, experiences, historical events, and knowledge into letters and notes. Writing can be a tool for expressing our feelings and can contain symbols that stand in for the definitions of words (Pangaribuan and Pakpahan, 2020: 59). Compared to other English language skills, writing is more challenging since it requires students to master numerous skills to produce a single piece of writing (Brown, 2001:335).

Literature Review

Discourse Analysis Overview

Discourse analysis is a research technique that helps analyze and understand how language is used in specific communication situations. According to Halliday (2008:77-78), while discourse refers to text that is understood as a socio-cultural process, text refers to discourse that is understood as a linguistic activity. As a result, texts longer than a few pages could be considered "discourse". Furthermore, references to any section of the text are permitted. This approach examines the structure, meaning, and function of language to shed light on the social, cultural, and power aspects of language in writing or discourse. Discourse analysis may be performed in several situations, such as written writing, conversation, speeches, ads, and so on.

One linguistic theory developed by Halliday is called Systemic Functional Grammar. This theory argues that language is a system that conveys meaning and social evolution in addition to being a means of transmitting information. According to Eggins (2004:327), systemic functional linguistics (SFL) is a linguistic framework that considers language as a tool for constructing meaning in a particular context. SFL integrates syntactic (grammatical structure), semantic (meaning), and social components in language comprehension.

Metafunction of Systemic Functional Lunguistic (SFL)

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

Experiential Function

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

There are six types of processes are found in experiential function, they are:

1) Material: process that contains of action verb, external experience; things happen, events and activities take place, and people or other agents take action to make those things happen.

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

3) Relational: the process contains of being and having are the kinds of relational process.

4) Behavioral: the process explains physiological processes in humans that are thought to be behavioral.

5) Verbal: verbal process depicts information-related acts such as talking, demanding, requesting, andproviding.

6) Existential: existential process is a process that lies between relational and material processes that indicate that something exists or occurs.

Research Method

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

The population of the study were students in SMA Buddhis Bodhicitta Medan as second-grade students. The sample of the study were students of one class in second grade. The total number of students was 33 students of Science-2. The data source for the analysis method in this research was the expressions produced by students with the aim of experience. After that, the set of clauses was categorized based on the type of process being examined. The results of the preparation of student report texts in the second grade of SMA Buddhis Bodhicitta Medan in this study served as a source of data.

The instrument used in this study was a test. students were given a series of tasks or activities to do. Researchers provided an explanation in advance about what the report text is. Then, students were asked to write a simple report text. For supporting additional instruments used in this study are a sheet of student writing paper, a mobile phone, and a whiteboard. The researcher made documentation of each sheet of student's writing to be included later in the appendix.

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

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

Bodhicitta Medan;

2. Explaining the material about report text writing;

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

4. Asking the students to prepare the paper;

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

Miles, Huberman, & Saldana (2014:12-13) theory was used to analyze the data, the steps are data collection, data condensation, data display, drawing the conclusion and verification.

Figure 1. Technique of Analyzing Data, Interactive Model
(Miles, Huberman, & Saldana 2014:12-13)
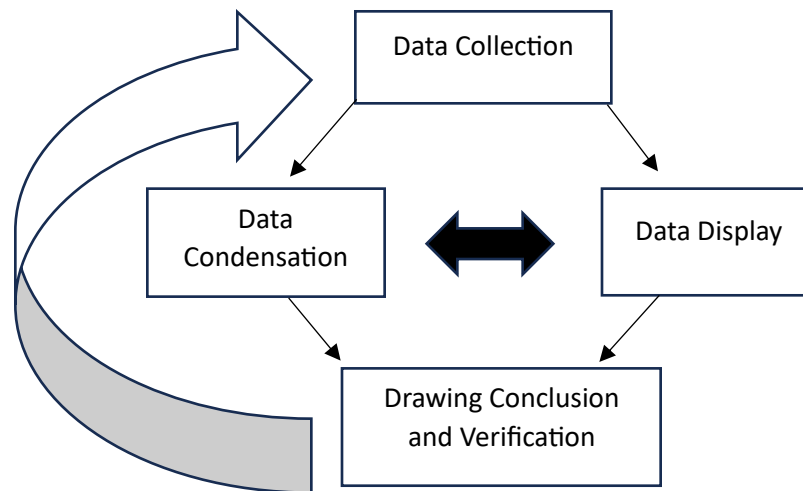
1. Results and Discussion

The research data source was the text writing of reports by SMA Buddhis Bodhicitta Medan students with a focus on experiential functions. Researchers analyze data to understand how different experiential processes operate. This theory identifies six categories of experiential function: material, mental, relational, verbal, behavioral, and existential processes.

Example of Experiential Function Analysis

It can run as fast as a dog (Student 12)

In this instance, "It" assumes the role of an actor by presenting itself as a participant. Consequently, the material process is represented by the action phrase "can run," as it demonstrates the activities undertaken by this participant, referred to as the "actor." The third component explained in the clause above is "fast as a dog" which is related to achieving a goal.

We can hear thunder (Student 2)

This phrase consists of a solitary cognitive process represented by the phrase "can hear". Again, these cognitive processes fall under the umbrella of "Perception". In the field of mental health, job-related terms are classified into three groups, which are outlined in a reference summary aligned with the job description. Next, the subject of this cognitive process is identified as "we", with "thunder" serving as the identifier of perception as a phenomenon.

Snakes are reptiles (Student 5)

Given that the relational process outlined in this context pertains to relational identification, "Snakes" takes on the function of a token-labeled element. Subsequently, "are" was the sole relational process that could be recognized, with "reptiles" serving as the value for the final component.

May die of storotion (Student 1)

The clause above explains that behavioral processes in student writing are the least found processes because only 1 clause is found. The use of behavioral processes in clause written by students is a verb that describes physiological behavior such as smiling, laughing, breathing, sleeping, and so on. The behavioral verb found is die.

Javanese people call the comets lintang kemulus (Student 32)

This clause only consists of one verbal process. "Call" takes the role of a component that is marked with a verbal process. "Javanese people" is the component labeled as sayer and the final component "the comets latitude kemulus" is labeled as "verbiage".

There is dermis (Student 31)

This clause consists of one process as a marker of the existential process. "There" takes over as a component which is marked as existent while "is" is marked as an existential process. For this type of process, there is no name for the component that takes over as an object.

Experiential Function in Students Report Text Writing

When examining the data, the researcher segmented every sentence within the student's report text writing into individual clauses. Subsequently, the clauses were recognized and categorized by the researcher according to six distinct types of processes in transitivity.

Table 1. Distribution of Processes in Each Student in Report Text Writing

Participants	Process					
	Material	**Mental**	**Relational**	**Behavioral**	**Verbal**	**Existential**
Student 1	13	2	6	1	-	1
Student 2	6	1	6	-	1	-
Student 3	6	-	11	-	-	-
Student 4	6	2	5	-	-	-
Student 5	10	-	9	-	-	-
Student 6	3	-	4	-	-	-
Student 7	4	1	4	-	-	2
Student 8	9	-	6	-	-	1
Student 9	7	-	7	-	-	-
Student 10	8	1	3	-	1	-
Student 11	11	-	3	-	-	-
Student 12	5	3	13	-	-	-

Student 13	17	1	2	-	-	-
Student 14	5	-	2	-	-	-
Student 15	6	1	8	-	1	-
Student 16	11	-	15	-	-	1
Student 17	4	2	5	-	-	-
Student 18	4	2	12	-	-	-
Student 19	4	-	5	-	-	1
Student 20	17	-	5	-	-	1
Student 21	11	-	2	-	-	-
Student 22	6	1	2	-	-	-
Student 23	8	-	10	-	-	1
Student 24	3	2	6	-	-	-
Student 25	6	-	9	-	-	-
Student 26	5	-	7	-	1	-
Student 27	8	-	2	-	-	-
Student 28	9	-	7	-	-	-
Student 29	9	-	6	-	-	-
Student 30	9	-	-	-	-	-
Student 31	8	-	9	-	-	1
Student 32	9	-	6	-	1	-
Student 33	8	-	5	-	-	-
Total	246	22	203	1	5	9

The data presented in Table 4.2.2.1 shows that there are 246 material process, 22 mental process, 203 relational process, 1 behavioral process, 5 verbal process, and 9 existential process.

Table 2. Research Result: Appereances of Processes

Process	Frequently of Appearances	Percentages
Material	246	50.6%
Mental	22	4.5%
Relational	203	41.8%
Behavioral	1	0.2%
Verbal	5	1%
Existential	9	1.9%
Total	486	100%

Table 2 illustrates that material processes, accounting for approximately 50.6% or 246 clauses, emerge as the main processes in the data set. The term "material processes" denotes actions and events. Following closely, the next mental process appears, occurring 22 times (4.5%), indicating a sensing process. Relational processes ranked third, with 203 clauses, covering approximately 41.8% of the data, with a focus on the acts of being and having. After this, behavioral processes emerged as fourth, with only one occurrence (0.2%), which was related to psychological behavioral processes. Then, verbal processes, which denote the act of speaking, appear in fifth place. This happened 5 times (1%). The final process concerns the process of existence which is called the existential process. It consists of about 9 clauses or 1.9% of the data. It can be seen from the table that the material process is the category most frequently observed in the results of student report writing. In contrast, the verbal process, which occurs only once, is the least common procedure.

In this study, material processes were the most commonly used or dominant type of experiential function process in students' report text writing. Students frequently used this type of process due to errors in selecting verbs according to lexicogrammatical features. Each student utilized this experiential function process to convey their intended meaning. According to expert theory, the process used in report texts should ideally be a relational process. However, the analysis of students' writing in this study reveals that material processes were the most frequently employed.

Conclusion

The experiential function is realized in the report text writing of second grade students at SMA Buddhis Bodhicitta Medan through six types of transitivity processes. These include existential, behavioral, relational, mental, and material processes. Among them, material processes emerge as the most dominant transitivity processes.

In the dataset, material processes occupy the largest portion, around 50.6% or 246 clauses. This process requires actions and events. After that, mental processes are the second type, referring to sensory processes, with 22 incidents (4.5%). The third process is a relational process, representing the state of being and having, with a total of 203 (41.8%) occurrences. Behavioral processes came in fourth, with only one clause, accounting for 0.2% of the data, discussing psychological behavior. Next is the verbal process, representing speech, with 5 clauses, about 1% of the dataset. Lastly, existential processes related to existence appeared 9 times (1.9%).

To improve understanding of a text or discourse, researchers suggest exploring the transitivity system more deeply. Analyzing a report's structure can also help readers understand its content. In addition, researchers anticipate that future research will conduct analysis within a broader research scope. It is hoped that students will benefit from various external sources, including research publications, the internet, and report text analysis. Researchers suggest to English teachers that when teaching text genres, especially report text, to pay more attention to appropriate verb selection patterns. Based on expert theory which says that the process used in text reports should be a relational process. However, in reality, the analysis of students' writing results in this study shows that process materials are the ones most widely used. This interprets that there is a failure in choosing the right verbs to build a good and correct text report. Finally, the authors

express the hope that future research will explore additional lexicogrammatical components, such as theme/rhyme or mood/rest, applied to different contexts.

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