CHAPTER I

INTRODUCTION

1.1.Background of the Study

People use language to communicate with others in daily life. It is used by humans as a communication tool to convey ideas, thoughts, opinions, and feelings. Language is symbol that use to communicate with other people. It is consists of words that have meaning, usually expressed in oral and written form. Without a language, person cannot communicate or interact with others. In the language, the main goal to be achieved is the success in conveying our intent or purpose to the other people.

So many languages are used in this world as a sign of differences between countries. There is a language that is used as a communication tool between one country with another country that is English. English is a very important in human life in carrying out activities such as education, business, international socialization, etc. English is also an international language. Where in Indonesia, English is a foreign language and become one of the subjects that must be studied at school. There are four skills in English that is listening, reading, speaking and writing.

Writing is one form of manifestation of linguistic competence expressed in the form of the use of written language, other than in the form of spoken language (Pardiyono, 2007: ix).Writing is an activity to create or pour information, message and idea into sentence that must be grammatically correct. In writing can also be as an assessment of one's behavior like write about personal experience and every form of writing must have a clear purpose. Writing skills are seen as things that underlie success. But, usually many students assume that writing is very difficult, like in written text.

Narrative text is a type of text that tells a world event, which can be informative or entertaining, and can be in the form of past world events or present happenings (Pardiyono, 2007 :163).In writing narrative text, students not enough to only understand about the text to be written, but it is also necessary to understand about grammatical rules, coherence and cohesion in writing. The realization of producing cohesive and coherent writing cannot be separated from the notion of experiential meaning. Analyzing students' narrative text writing is one way to find out their ability in writing. The student's product in this case narrative text can give information about their abilities in writing narrative text.

Linguistic is the study of language. Language can be understood as an interaction of sound and meaning. There are three broad aspects to study which include the form of language, language meaning and language in context. The study of the meaning of language, on the other hand is related to how language uses logic and real references to convey process and define meaning, as well as to manage, and resolve ambiguity. One of the studies the meaning of language is functional grammar.

Functional grammar is a theory that attempts to explain the natural language structure, in the sense and meaning that everything in functional grammar can be explained, and reference to how language is used. In functional grammar, a clause simultaneously encodes three strands of meaning. Where all languages are considered to be shaped and organized in relation to three main kinds of meaning are termed metafunction.

Experiential meaning is largely concerned with the contents and ideas. The contents and ideas of the language are used in the context that is in the text. The grammar of experiential meaning is expressed by transitivity system. Transitivity system is a system which deals with the content that is expressed in language: all doing, sensing, being, saying activities that happen in

the world. It refers to a system for describing and how meaning is represented in the clause.

There are three basics elements to all process structure of transitivity namely: the process itself,

the participant, and the circumtance of the process. The process itself is the central to transitivity.

There are six types of transitivity namely: material process, mental process, relational process,

verbal process, existential process, and behavioral process. That process has different meaning in

representation of clause.

Based on the explanation, the writer interested in conducting this study and ever learn

about experiential meaning. Experiential meaning is concern with the contents and ideas. The

contents and ideas of the language are used in the context that is in the text. Therefore, in this

study the writer would like to analyze experiential meaning in the student's writing narrative text

and the writer had done observation in SMP Negeri 11 Medan. The writer doing test and get the

data. The result is most of the students' text are not completely based on the rhetorical structure

in narrative text.

Table .1 Observation Result

No	Name	Types of Process					
		Material	Behavioural	Mental	Verbal	Relational	Existential
1.	RM	1	-	1	-	1	-
2.	MF	1	-	-	-	1	-
3.	SH	11	-	2	-	1	3
4.	CF	6	-	-	-	1	-
5.	AD	3	1	-	-	-	-
6.	YJ	5	1	3	3	4	-
7.	EV	6	-	1	-	2	-
8.	NP	8	-	-	-	1	-
9.	RA	5	2	1	-	-	1
10.	AS	9	1	3	1	4	-
11.	ZH	5	-	-	-	3	1
12.	PK	5	1	3	2	3	-
13.	MFS	3	-	-	-	2	1
14.	NA	9	-	5	4	2	1
15.	AA	8	-	4	1	4	2
16.	HM	8	-	1	3	1	-

17.	LR	9	1	3	1	4	-
18.	AI	11	2	5	2	2	1
19.	NS	10	-	-	1	4	-
20.	CO	5	-	1	-	2	-
21.	MR	2	3	-	-	-	1
22.	DP	1	-	-	-	-	-

From the data above, the writer found some cases in the student's text. Their skill in writing is lack. When the writer checked the result of the student text, the writer found many texts are incomplete based on the rhetorical structure, lack of vocabulary, and some students cheated on other students. Based on the cases, this study aims to analyze the types of the process that students used in writing narrative text and after that analyze the dominant types that is written in narrative text by students.

1.2. The Problem of the Study

Based on the background above, the problem can be formulated as follows:

1. What types of process used by students in writing narrative text?

2. What types of process are the dominantly used by students in writing narrative text?

1.3 The objective of the study

Based on the formulation of the problem above, the objectives are:

1. To identify the process types that used by students in writing narrative   text.

2. To identify types of process that is dominant used by students in writing narrative text

1.4 The scope of the study

Based on the background of the study above, the scope of the study focus on analyzing the experiential meaning of narrative text by the students based on Halliday's functional theory is related to transitivity. In this theory, transitivity is classified into three constituents. They are process types, participant, and circumstances. Based on M.A.K. Halliday there are six types of process namely material process, mental process, relational process, verbal process, behavioral process, and existential process.

Narrative text is a text about a series of interrelated events, which are presented in sequence usually in the form of imagination or factual in order to entertain the reader. Examples of genres from the narrative text are fable, history, short story, fairytale, legend, personal experience, etc. Regarding that, here the writer will focus on the personal experience. The writer will ask the students to write their personal experience in the past. The text should be consists of at least four paragraph which are orientation, complication, resolution, and reorientation. Each Paragraph must have a minimum of 3 sentences and the text should be consists of minimum 100 words.

1.5 The significances of the study

The findings of this study are theoretically and practically relevant:

a. The Theoretically

The result of the study is useful in writing and useful for the development of analysis.

b. The Practically

For learners the result of this research study can give brief explanation of the experiential meaning and to improve their understanding. For other researchers the result of this research can help the other researchers accomplish their research related to analysis experiential meaning.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The basic concept of the study should be made clear from the start. In order to consider important to understand the ideas. In conducted a research, theories are needed to explain some related concepts and this theoretical framework which is presented in order to give some clearer concepts applied in this study. It aimed to avoid ambiguity, misunderstanding, and misinterpretation of the concept employed.

2.2 Systemic Functional Linguistic

There are many approaches used by linguistics 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 linguistic is an approach to language developed largely by M.A.K. Halliday. The SFL approach is used world-wide, especially in language education, and for a number of purposes like discourse analysis. According to Christie and Unsworth (2016:150) that systemic functional linguistic is concerned to describe the potential meaning of linguistic option or choices that are available to construct meaning in a particular context. Based on the explanation above, it is explained that systemic functional linguistic related to meaning and contexts. Where the meanings that emerge from the choice of words used to describe the action, the person speaking, or the object and person being spoken of. Systemic functional linguistics also leads to language theory and is used to analyze texts based on the context used.

Systemic functional linguistic has its distinctive respects in comparison with the other linguistic system. For instance, the systemic functional grammar studies the language through meaning. Functional grammar explains language viewed from the relationship between context, meaning, and wording. As an illustration, Halliday believed that linguistics should describe actual sentences with many function and without a deep structure. According to Gerot and Wignell (1994: 6) functional grammar view language as a resource for making meaning. Based on the definition above, it is explained that functional grammar attempt to describe language in actual use and so focus on the text and the context. Besides that, not only with the structure but also with how those structures construct meaning. By functional grammar, we will know about the real meaning of the using words.

According to the writer, systemic functional linguistic is part of the language used to analyze the language used in various contexts that exist in daily interactions, both in the form of speaking and writing. Systemic functional linguistics treats grammar as a meaning making resource and insists on the interrelation of form and meaning. Systemic functional linguistic can also help us in explaining and analyzing every action we take.

2.3 Metafunction

Metafunction refers to the basic functions of language in relation to the ecological and social environment (Wei, 2016:28). It means metafunction are needed to meet certain social functions and meaning which is carried out by language is not limited into only one meaning. Where an individual can express various ways of language or pour information about many things by showing the meaning, where it can be understood by others.

Language is, to Halliday, inherently functional. He makes reference to the "functional components" of languages in early papers on the grammar of English as "generalized uses of language, which since they seem to determine the nature of the language system." Meta means three. It consists of three generalized meaning. Halliday as the founder of the systemic functional grammar calls these three meaning as metafunction. He argues that all languages are considered to be shaped and organized in relation to the three main kinds of meaning. They are the ideational, interpersonal, and textual meaning. In other words, language provides a theory of human experience and certain of the resources of the lexicogrammar of every language.

Based on the explanation above, it can be concluded that humans actually have a way of using language and the ways people use language is classified into three categories. They are called as language metafunction. Metafunction is the language acts as expression of meaning. It is consists of interpersonal function, textual function and ideational function.

2.3.1 Ideational Function

Halliday's theory about the ideational function refers to the expression of people's various experiences in their inner personal world. According to Thompson (2014:30) ideational function is using language to talk about the world. It means that one important function of language is to enable us to represent what is going on in the world. Ideational function is expressing the way language involves in experience, thought, and feelings. Where the language of experience is related to the real world and includes experiences about internal world of one's own consciousness, reactions, perceptions, and actions speaking and understanding.

According to Bloor and Bloor (2004:10) the ideational metafunction is classified in introduction to functional grammar into two sub-functions or modes: the experiential and the logical. The experiential is largely concerned with content or ideas. The logical is concerned with the relationship between ideas. From the expert explanation above, the ideational function divided into two, they are experiential and logical. Experiential meaning construing ideas and experiences that enable the speaker to make meaning about the world around and inside us. While logical meaning has a relationship in the process of merging or binding ideas together.

Based on the explanation above, it can be concluded that ideational function is language concerned with maintaining a theory of experience. It is the meaning of reality, which is objectively recognized by people. Ideational function also includes into two part they are experiential meaning and logical meaning.

2.3.2 Interpersonal Function

The interpersonal meaning relates to text's aspects of the tenor (social relation). It is concerned with resources for analyzing interaction who is communicating with whom. In functional grammar, this meaning is represented in the use of the subject and finite (in the

subject and auxiliary the predicate) which is then called mood and the rest is called residue. According to Bloor and Bloor (2004:10) language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude, and judgments, this metafunction is known as the interpersonal metafunction. It means interpersonal function looks at how language is used to maintain human relationships and to interact with other people. It claims that a speaker not only talks about something, but it always talking to and with others in order to express and to establish relations with them. It is also represent the idea that language can be used as a means of communicating information.

From the explanation above, it can be concluded that interpersonal function is a personal function to create and maintain the social relationship, between the speaker and the listener. Through the use language in which there are a series of sentences and we can explain or provide information about many things subjective by involving emotion or personal attitude.

2.3.3 Textual Function

The textual function is one of the three metafunction that relates to mode (contextual coherence). It enables the speaker or writer to construct texts. This function is expressed in the choice and use of sentences, the pouring style of information in sentences with theme, rheme techniques, and refer to the concepts of cohesion and coherence. According to Bloor and Bloor (2004:10) language is used to relate what is said (or written) to the rest of the text and to other linguistic events, this involves the use of language to organize the text itself and this is known as the textual metafunction. Based on the explanation above, the textual function is how the language make the relation construction to the context that is discussed. It is concern with resources for analyzing the ways in which message are constructed. The grammatical system that relate to the textual function include theme and rheme.

From the explanation above, the writer argues that textual function is one of three function that enables the speaker or writer to construct text. It deals with establishing coherence and cohesion in text. Textual function language is used to relate what is said or written to the rest of the text and other linguistic events. This involves the use of language to organize the text itself.

2.4 Experiential Meaning

In the systemic functional linguistic account the ideational strand of meaning in fact involves two components that of experiential meaning and logical meaning. Experiential meaning expressed through the system of transitivity or process type, with the choice of process implicating associated participant roles and configurations (Eggins 2004: 206). Based on the definition above, it is explained that one of basic ways in analyzing experiential meaning is transitivity that is used to refer a system for describing the whole clause. It is formed from elements that represent the experience of whose life, do what, to whom, when, where, and how it happened.

On the other side, Fontaine (2013: 42) state that experiential meaning is expressed in the clause by a configuration of elements which represent the speaker's experience. These are the processes, participating entities, and any accompanying circumstances. Experiential meaning concerns with clauses that have guided as the way of representing patterns of experience. This draws on the systems of transitivity to create proportions which convey the user's experience of the senses and inner world of the mind. Transitivity has special meaning in Systemic Functional Linguistic. It is a very important concept, often working as the foundation for any analysis within a systemic functional grammar framework. Transitivity is the overall grammatical resource for construing goings on. It construes this flux of experience as quanta of change. Transitivity is also

instead a notion to be applied to the entire clause, extending beyond verbs and objects and even arguments, and includes circumstances.

From the definition above, it is explained that experiential meaning refers to involvement in construing of experience through the unit of the clause. The purpose that when people speak or write, they produce text that refers to any instance of language, in any medium that makes sense to someone who knows the language. It is enable for us to conceptualize and describe our experience based on the phenomena of the internal world of our thought, feelings, and perceptions. The experiential meaning also a strand of meaning will involve system transitivity.

According to the writer, experiential meaning is representing of human experience that concerned with the contents and ideas. It is related to the external experience or reality outside ourselves and internal experience or reality inside oneself, that to make sense of what goes on around them and inside them.

2.4.1 Process

A process refers to activity done which is equivalent to verb. The process centres on that part of the clause that is realized by the verbal group, but it can also be regarded as what 'goings-on' are represented in the whole clause. There are indeed different process types identified by Halliday in Linda Gerot and Peter Wignell (1995: 54)

Material	Doing	Bodily, physically, materially
Behavioural	Behaving	Physiologically and psychological
Mental	Sensing	Emotionally, intelectually, sensorial
Verbal	Saying	Lingual, Signally
Relational	Being	Equal to, or some attribute of
Existential	Existing	There exist

It is the central to transitivity and consists of the various types processes. Processes of all types unfold through time, but the way the process unfolds may vary from one process type to another. Based on the explanation above, the writer can conclude that processes are central to transitivity.

The process centers on that part of the clause that is realized by verbal group. There are six types of process. They are material process, behavioural process, mental process, verbal process, existential process, and relational process.

2.4.1.1 Material Process

Material processes are processes of material doing. They express the notion that some entity physically does something-which may be done to some other entity. There are 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 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. 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.

Table 2.1: Example of Material Process

Doni	Combs	his hair
Actor	Material Process	Goal

Based on the explanation above, the writer argues that material process is process doing for what is happening. Material process construes the actions and accidents. It is also involving physical actions. Some examples of material processes are cooking, running, writing, etc.

2.4.1.2 Behavioural Process

Behavioural processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. Behavioural process has only one participant. Behavioural process expresses a form of doing that

does not usually extend to another participant. This one participant is called behaver, and typically is conscious being like a senser but the process is one of doing not sensing.

Table 2.2: Example of Behavioral Process

Riki	Sleeps	on the bed
Behaver	Behavioural Process	Circumstance

Based on the explanation above, the writer argues that behavioural process borderline between material and mental process. Some other examples of behavioural processes are sit, dance, sing, think, watch, look, talk, smile, laugh, breathe, etc.

2.4.1.3 Mental Process

Mental processes are ones of sensing, feeling, and perceiving. They differ from material processes which express concrete and physical processes of doing. Mental process verbs can be subcategorized into three types: cognition (verbs can be of thinking, knowing, and understanding), affection or reactive (verbs of liking, loving, and feeling), and perception (verbs of seeing and hearing).

Table 2.3: Example of Mental Process

1. Cognition is verb of thinking, believing, expecting, knowing, understanding, as the example:

I	Do not understand	This stuff
Senser	Mental Process: cognition	Phenomenon

2. Affection is verb of feeling: liking, fearing, as the example:

Riko	Loves	Wawan
Senser	Mental Process: affection	Phenomenon

3. Perception is verb of seeing, hearing, as the example:

They	Saw	A big squirrel

Senser	Mental Process: perception	Phenomenon

Table 2.4: Types of Sensing

Types of Sensing	Verb	Example
Perceptive	Perceive, see, notice, hear, taste, smell, etc.	He sees an actor
Cognitive	Think, believe, expect, know, remember, understand, realize, etc.	He knows the actor
Affection	Love, adore, like, rejoice, etc.	He adores the actor

Based on the explanation above, the writer argues that mental process is process encodes meaning of thinking and feeling. Where, people do not only talk and ask about actions or doing in a physical sense. This process concerned with our experience of the world. Mental process also divided into three subtypes, namely: cognition, affection, and perception.

2.4.1.4 Verbal Process

Verbal processes are processes of saying, or one accurately of symbolically signaling. Very often these are realizes by two distinct clauses: the projecting clause encodes a signal source (sayer) and a signaling (verbal process) and the other (projecting clause) realizes. Halliday (2004: 255) divides three participants function in addition to sayer, receiver, verbiage, and target.

Receiver is the one to whom the saying is directed and to whom the verbalization is addressed. The receiver is realized by a nominal group. Target occurs only in a sub-type of verbal clause. This function construes the entity that is targeted by the process of saying.

Table 2.5: Examples of Verbal Process

Doni	Told	Her secret	to his best friend
Sayer	Verbal Process	Verbiage	Receiver
Sayer	Verbal Process		Target

Based on the explanation above, the writer argues that verbal process is on the borderline of mental and material, which is symbolic relationships constructed in human consciousness and enacted in the form of language.

2.4.1.5 Relational Process

Relational processes are often described as processes of being. Relational processes involve starts of being (including having). They can be classified according to whether they are being used to identify something. Processes which establish an identify are called identifying processes and processes which assign a quality are called attributive processes. Each has own characteristic participant roles. In attributive these are Carrier and Attributive.

Table 2.6: Example of Attributive Process

Tommy	Is	a good basketball player	in his school
Carrier	Attributive process	Attribute	Circumstance

Although the most typical intensive attributive verb is *be* in English, various attributive synonyms are possible: kept, seemed, looked, became, turned.

In identifying processes the participant roles are Token and Value.

Table 2.7: Example of Identifying Process

Tommy	may be	the best basketball player	in his school
Token	Identifying process	Value	Circumstance

Token will always be subject in an active clause and Value will always be subject in a passive clause. The commonest identifying verb is *be*, but other synonymous intensive verbs exist, such as stand for, make, mean, or express.

Based on the explanation above, the writer argues that relational process is process that relate a participant to identify and description. They can be classified according to whether they are being used. It may relate a participant to a description, for example become, look, appear, remain, have, etc.

2.4.1.6 Existential Processes

The last is existential processes represent that something exists or happens. The clauses usually use the word 'there' in the pattern of clause to indicate the feature of existence. Existential clause contains a distinct circumstantial element of time or place. It is a common way of locating the process in spacetime to follow it with a non-finite clause. The entity or event which is being said to exist is labeled existent.

Table 2.8: Example of Existential Process

There	Was	a picture	on the wall
	Existential Process	Existent	Circumstance

'There' is used in existential process has no representational meaning. It does not refer to any location. The structural 'there' in existential process does not receive any functional label. It presents in English clauses because the clause require a subject. Usually, these clauses have the verb "be" or other verb expressing existence (exist, arise, etc) followed by nominal group functioning as existent. Circumstantial elements are common in existential processes.

Based on the explanation above, existential process represents that something exists or happen. Existential process typically has the verb be (is, am, are, was, were, have, etc) but there are some related verbs that commonly occur such as: exist, occur, arise, happen, etc.

2.4.2 Participant

The basic principle is that participants are realized by nominal group. In Halliday (1985: 131) the participant function are the specific roles taken on by persons and objects involved in

the process. The main participant roles classified according to the process type they occur. Based on the definition above, it is explained that participant express person or thing as subject or object and are realized by a noun or a nominal group. The participant functions are those that directly involved in a process. Types of process generally involve different types of participant. Different types of participant, too, have to be distinguish from each other with different label.

In material process the entity who or which does something is Actor. There optionally is an entity to which the process is extended or directed. This entity which may be done is the Goal. While in mental process involve two participants: senser as participant I (the conscious being who is involved in mental process by feeling, thinking, or perceiving) and phenomenon as participant II (that which is felt, thought, or perceived by the conscious senser). Behavioural process are the least salient of Halliday's six process types, and the boundaries of behavioural processes are idenfinite. There is only one participant who is behaving called behaver. In verbal there are two participants: sayer and verbiage. 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. While in existential process there is a single participant called existent. Based on the explanation above, it can be concluded that each participant is different in every process.

According to the writer, participant is the person that provide the answer to such question as who and filling in detail of the immediate situation of utterance in which the process occurs. The participant is divided into two categorized, they are participant I: one that does the activity and participant II: one that the process is done to. Participant take part in a process and each process has a different participant.

2.4.3 Circumstance

Circumstances are the conditions in which processes are occurring. According to Thompson (2014: 114) circumstances encode the background against which the process take place. The definition above explains that circumstances describe the process or situation in some way. This may be related to where the process is taking place, how it is taking place or why it is taking place. The occurrence of a circumstance in a clause can be realized in various forms.

In standard systemic functional grammar there are nine main categories of circumstance:

Table 2.9: Types of Circumstance

Type	Sub-type	Question Answered	Example
Extent	Distance	How far?	He ran three miles
	Duration	How long?	He ran for three days
	Frequency	How frequently?	He ran every day
Location	Place	Where?	He ran in Toronto
	Time	When?	He ran last year
Manner	Means	By what means?	He saved her with a rope
	Quality	How?	She saved him quickly
	Comparison	Like what?	She ran like the wind
	Degree	How much?	She loved him more than anyone
Cause	Reason	Why?	She ran because she loved to
	Purpose	For what purpose?	She ran to raise money
	Behalf	On whose behalf?	She ran for her sister
Contigency	Condition	Under what conditions?	In the event of fire leave the building
	Default	Under what negative conditions?	Without an agreement the plan will fall

	Concession	Withwhat concessions?	Despite her help, the plan failed.
Accompani-ment	Comitative	Who/what with?	John ran with Jane
	Additive	Who/what else?	John wears mittens in addition to his gloves
Role	Guise	What as?	He spoke as his mentor
	Product	What into?	He was transformed into a prince
Matter	Matter	What about?	He warned me about the film
Angle	Source	According to whom?	According to the lecturer, the class is cancelled.
	Viewpoint	From whose viewpoint/ perspective	To me, he's an idiot

According to the writer, circumstance is the explanation of process. It is explain about 'how, when, where, and why' of the process. Circumstance is also divided into several types and occur with all process types.

2.5 Writing

Writing is one of four basic skills such as listening, speaking, reading, and it is very important in teaching and learning process. Writing is also a language in printed form it is used to convey information about something and to express idea. According to Nunan (2003:88) states that writing is the mental work of the inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader. From the definition above, we know that writing is one of the most important skills to be mastered. It is also a skill which is used to communicate indirectly, without face to face interaction. We can pour ideas

outlined in written form where by taking action, the process of finding and organize ideas, put them on paper that reshapes and revise them.

According to Brown (2001:374) writing is a process of putting ideas down on paper to transform thoughts in to words, to sharpen main ideas, and give them structure and coherent organization. Based on the definition above, explains that writing is an activity to develop ideas that are used for various purposes produced in different forms. Writing involves some language components such as spelling, grammar, vocabulary, and punctuation. Writing is also a tool of communication to express thinking or feeling. For examples write letters, essays, novels, and etc.

According to the writer, writing is a way to create an information, to express our thought and ideas and organizing them into clause, sentences or statement and usually made on paper, using tools such as pen or pencil. Writing inseparable from our daily lives, so it needs to be developed. Many people think that writing is very difficult, so to make this easier it is necessary to practice and need to understand the process of writing.

2.5.1 The Process of Writing

Writing process that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Harmer (2004: 4) said that the process has four main elements, they are

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

From the explanation above, the writer argues that every activity has a process. Writing also has a process which all the writer must follow to have a good writing, although sometimes writing feels difficult for many people. So, it is very important to know every process or steps in writing first, where the process is a way to organize to be clear, and can be read by interested reader.

2.5.2 Genre of Writing

Genre is a type of text or writing work itself. According to Pardiyono (2007:2) genre can be defined as a type of text that functions as a reference pattern so that a text can be made effectively; effective in terms of the accuracy of the objectives, selection, and preparation of text elements, as well as the accuracy in the use of grammar. From the definition above explains that genre refers to the type of story created and considered the context of the situation, so that information or messages can be conveyed to readers more effectively. Where in the concept of genre, it is explained about the kinds of texts with differences in each purpose, the techniques for preparing or packaging the information, and the sentence form. For example, the objectives and information packaging techniques for descriptive text type will be different from the text for narrative text.

Pardiyono (2007: 33) states that there are eleven genres in writing such as:

1. Genre of Description

Description text is a type of text that gives readers a description of an object, both living and dead. To start making the description text first make a list of the first steps, then introduce a collection of objects or things to be explained, then start with the second step, the description. Based on the definition above, it is explained description text is a text that is arranged by explaining an object or place clearly. In the description text there are only two rhetorical structures namely identification and description and the focus of writing on this text lies in describing the parts of an object. The example such as describing our idol, our friends, animal, or place that we like.

2. Genre of Recount

Recount type text is defined as one type of text created with the aim to provide information about past activities. To start creating recount text, you must first start, that is, one text element that contains the topic. Then, the event note and re orientation are ended. Based on the definition above, it is explained that recount is a text that retells the events that have occurred. In the recount text there are three rhetorical structures namely orientation, events, and re-orientation and the focus of this text is in the form of past activities or experiences. The examples are the story of personal experience, such as go to the museum, go to the beach, holiday to Bali, etc.

3. Genre of Narration

Tells one of the many events that contain problems that our experience, or are experienced by others, in which there are conflicts, climax and resolution, the core of the story can be packaged in one form of narrative text. To start making narrative type text, it must first be launched, which is an element text containing the topic of the story or event to be narrated. Then, for what is the conflict, after that make a resolution of the existing conflict and finally for the coda. Based on the definition above, it is explained that narration is a text that tells an event in detail based on the order of time. In making the text we need to know the rhetorical structure of the narrative text where the orientation is made clearly what, where and what happens, so that the reader becomes interested in reading and knowing the full contents. The focus of this text is event and happenings. Examples such as novels, short stories, drama, and etc.

4. Genre of Procedure

Instructions about the steps that must be done so that a job can be completed properly can be packaged in a text type of procedure type. For the type of procedure text, before writing, it is

necessary to determine one topic to be carried out. After the topic is determined, make a description of the steps that must be done. Based on the definition above, it is explained that procedure text is a text that contains steps or procedure for making or do something. In making the procedure text we must know how the rhetorical structure in the text, making it easier for us to write the text. The focus of this text lies in the telling of the procedure or sequence of how a job is completed. For examples are how to make coffee, how to use a computer, the best way to get to a bank, setting up a printer, and etc.

5. Genre of Explanation

The process of the occurrence or formation of a natural or social phenomenon, the explanation can be packaged in an explanatory text. In order to start making explanatory texts, one topic in advance about natural or social phenomena will be explained. The next step is to make a general statement about the topic. Based on the definition above, it is explained that explanation text is a text used to convey or explain the process of a natural or social phenomenon. In this text we can explain every process in every phenomenon and we must also know the rhetorical structure in the text, so that it looks more effective. The focus of this text lies in explaining how an object works, the character of an object, and so on. The examples are the process of eruption of the mountain, the process of earthquake, how a VCD player works, etc.

6. Genre of Discussion

Discussion text is a type of text that conveys insight, packaging information in the form of ideas or general opinions on a natural or social phenomenon that occurs in a community on two sides of the exposure; (1) exposure to public opinion that is supportive, (2) exposure to public opinion that is rejecting and ends with a personal opinion exposure from the author who is giving advice or recommendations. To create a discussion text, first determine the topic and then

make a general statement about a social issue that will be responded to. Then, make arguments that are supportive and rejecting and finally provide recommendations. Based on the definition above, it is explained discussion text is a text that contains different opinions about an issue. In this text, information is stated in two ways, namely supporting opinion and rejecting opinion. To be able to express responses effectively, an understanding of the text and its rhetorical structure needs to be known. The focus of this text is the presentation or discussion of two different things accompanied by reality information. For examples in speeches, seminars, and panel discussions.

7. Genre of Exposition

Exposition is a type of text that is very appropriate for (1) arguing that something is the case, (2) arguing that something should be or ought to be. To begin making exposition text, a thesis is first made, namely a controversial question containing a hot topic and a statement indicating the author's position in responding to the hot topic. Based on the definition above, it is explained that exposition text is a text that presents the author's ideas or opinions on a topic accompanied by facts. In this text usually relates to responses or express opinions in an issue. Elements of the text are very important to understand before starting writing. Text element of the exposition text consists of thesis, arguments and reiteration. The examples such as readings that can be obtained from the internet, like (increase in the prices of fuels, additional classes for the final exam for high school students)

8. Genre of News Item

News item is a type of text that is composed of many interesting things or events that deserve to be shared with others. To start creating news item text, you first need to make a headline, which is a statement that is usually a summarized sentence, then make the summary of the event, background which contains an explanation of what actually happened, and source.

Based on the definition above, it is explained that news item is a text that provides the latest information about daily events. News item text has several elements, namely the headline which is the point that will be reported, the summary of the event, background event and source. For examples rampant drug use among teenagers, big changes made after Aceh tsunami and we can be found in the newspaper.

9. Genre of Information Report

Information report is a type of text that contains information about the explanation of a phenomenon, both natural and non-natural that is useful as additional knowledge to the reader. To start making text information reports, first make a title that contains a topic about things or phenomena that will be informed to the readers. Then make a general opinion in the form of a question and a final description that contains an explanation of what has been stated in the title. Based on the definition above, it is explained that information report is a text that explains in detail of object. The focus of this text lies in the completeness of the exposure of data which is important general information. For example, like the explanation of an animal; Dolphins, the body plan of crocodiles, dinosaurs.

10. Genre of Anecdote

Telling others about stupid, ridiculous or funny events in order to share, we can package the story in the form of a text that is categorized as an anecdote. To create anecdotal text, first create or specify a title. The title is a topic about the event that will be shared with the reader. Then followed by making an abstract or crisis in the form of questions about the event. Based on the definition above, it is explained that anecdote is a text that contains funny elements to entertain. The focus of this text lies in the process of ridiculous or funny events that aim to share

a sense of a story. For examples can be seen on the internet such as funny stories that are similar to fairy tales (snake in the bath, the unpaid lunch and rabbit striped)

11.Genre of Review

Review text is a type of text that provides criticism, evaluates or reviews intellectual works such as books, films or various works of art. To make a review text, first determine what intellectual work to be evaluated or criticized. Then determine the title of the work and followed by identification which contains an explanation of the title. Based on the definition above, it is explained review text is a text that is intended to review a work. The focus of this text provides criticism, the results of evaluations of a scientific work or art. For examples review books, journals, films, product, etc.

According to the writer, genre has the strong relation with the text, where the text has a clear purpose, which all information or messages are also made effectively in a particular text. Each genre has a different arrangement of text elements and accuracy in the use of grammar and has a different goals. And the genre is also divided into several parts.

2.6 Narrative Text

In past events that we may have experienced, there must be something that can be used as a story that can provide entertainment and can also provide good lessons for ourselves or for others who hear. According to Pardiyono (2007: 93) if we want to tell one of the many events that contain problems that we have experienced or experienced by others in which there are conflicts, climaxes and resolutions, the core of the story can be packaged in a narrative text form. The definition above explains that narrative text is a text that tells the past events that contain problems. Where in the text the writing focus is on the event that is happening to you or someone

else. For examples of narrative text are folklore, fairy tales, history, personal experience, short story and novel.

According to the writer, narrative is a text that is related to past events that contain conflicts in the story so that it can entertain others. Narrative also deals with some problems which lead to the climax and then turn into a solution to the problem. It must be arranged based on text elements to be appropriate and be able to attract the attention of readers.

2.6.1 Rhetorical Structure of Narrative Text

It is very important to understand the text elements of the narrative, where in the text elements contain the topic of the story. Complete text elements will make the story worth reading. So readers are interested and entertained in reading. Pardiyono (2007: 100) states that text elements or rhetorical structure of narrative text there are four elements, such as:

a. Orientation

This element is usually a statement containing the topic of the activity or problematic events to be told.

b. Sequence of events

This element contains the full story of what happened. The story or story starts from an initial event which is then continued to the problem conflict to the top of the problem.
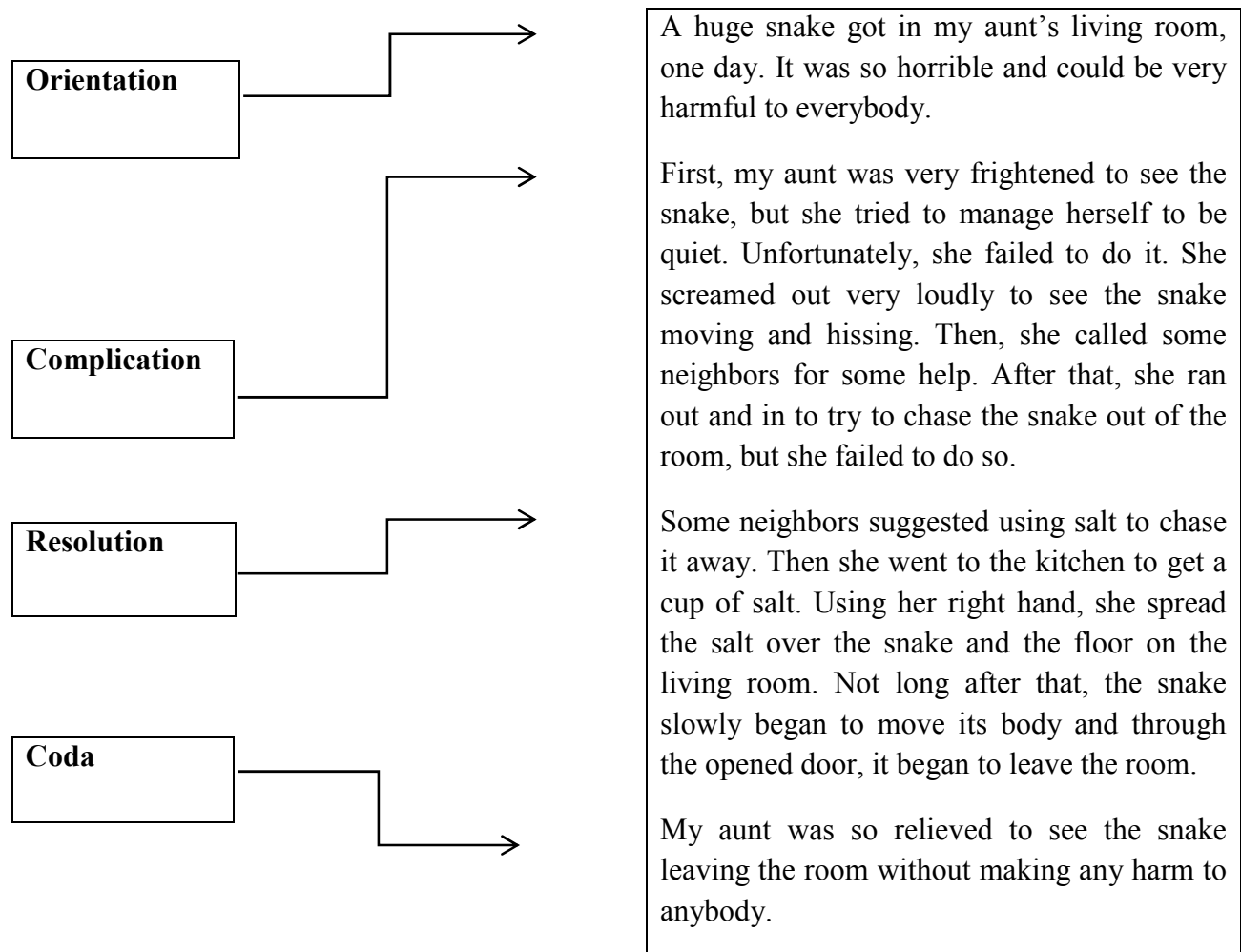
c. Resolution

Contains a description of the solution of the problem to the conflict that has been outlined.

d. Coda

Coda is a closing story that usually contains positive things that can be learned from the problem.

Figure 2.1 Example of Narrative Text

Orientation	A huge snake got in my aunt's living room, one day. It was so horrible and could be very harmful to everybody.
Complication	First, my aunt was very frightened to see the snake, but she tried to manage herself to be quiet. Unfortunately, she failed to do it. She screamed out very loudly to see the snake moving and hissing. Then, she called some neighbors for some help. After that, she ran out and in to try to chase the snake out of the room, but she failed to do so.
Resolution	Some neighbors suggested using salt to chase it away. Then she went to the kitchen to get a cup of salt. Using her right hand, she spread the salt over the snake and the floor on the living room. Not long after that, the snake slowly began to move its body and through the opened door, it began to leave the room.
Coda	My aunt was so relieved to see the snake leaving the room without making any harm to anybody.

2.6.2 Grammatical Features of Narrative Text

According to Knapp and Watkins (2005: 221) there are grammatical features of narrating:

a. When sequencing people and events in time and space, narating typically uses: action verbs, temporal connectives.

b. Typically written in the past tense unless quoting direct speech

c. In action sequences, mainly action verbs are used, while in reflections/ evaluations, mental verbs predominate.

d. Narratives often use rhythm and repetition to create particular effects

e. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects.

Based on the explanation above, it can be concluded in writing narrative text most often using past tense either simple past tense, past continuous, or other form of past tense, use an action verb, use certain nouns as people pronouns, and use conjunction to be able to sort various events.

2.7 The Previous Research

There are some previous research dealing about experiential meaning to support this research. Nur (2010) in titled *An Analysis of Participant and Process in Recount Text Made By The Eight Grade Students in SMP Alhuda Semarang in The Academic Year 2009/2010*. The analysis purposed to find out the students ability in writing recount text, to find the participant and process in recount text displayed in the recount text made by the eighth grade students of SMP Alhuda Semarang, to find out problem faced by the students in mastering the language features of recount text, especially participant process, to suggest some possible solution for the problems.

Damanik (2017) are relevant researchers with this study. In her journal titled *An Analysis of Experiential Meaning in Poetry "William Wordsworth"*. Her journal aimed analyze experiential meaning in poetry written by William Wordsworth, applied Halliday systemic functional grammar to pinpoint and analyze the occurrences of processes in the poetry.
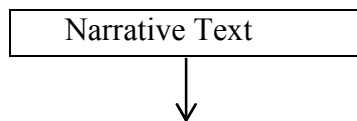
Another study Sidabutar (2019) in her graduating paper titled *Transitivity System in Recount Text Written By the Student of SMA Swasta Mulia Pratama Medan*. The objectives of this study is to identify the process types and the most dominant process types in the recount text written by the students of SMA Swasta Mulia Pratama Medan. The present study deals with An Analysis of Experiential Meaning in Students' Writing Narrative Text. In here the researcher tries to analyses the type of processes and the dominant type used in narrative text written by students. The texts were analyzed based on Halliday's functional theory is related to transitivity. According to the theory there are six types of processes: material, mental, relational, verbal, behavioral, and existential. The previous research review give contribution to writer, it can be used as a reference to support this research. Here the writer is only to analyze the process in this case and the writer will analyze all the metafunction especially in ideational function (experiential meaning).
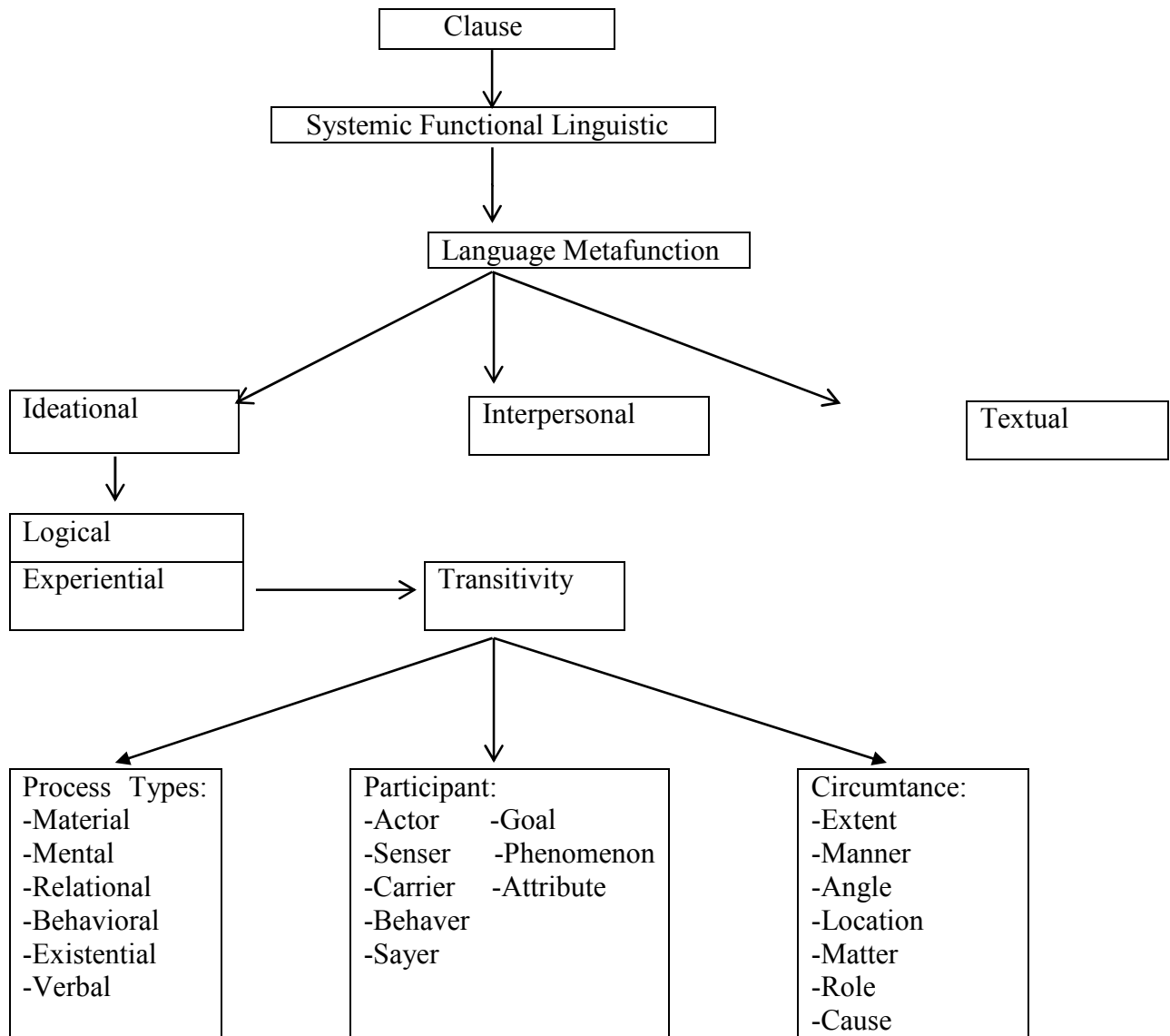
2.8 Conceptual Framework

As mentioned before, this study is conducted using an analysis based on experiential meaning of systemic functional grammar in students' writing narrative text. The students' text must be consist of orientation, complication, resolution, and reorientation, so that the text can called as narrative text and valid to be analyzed. After that, analyze the process type that related to the transitivity in each clause of students' text. Transitivity is classified into three constituents. They are process types, participant and circumstances. There are six types of process namely material process, mental process, relational process, verbal process, behavioral process, and existential process. The analysis carried out this study on the following figure below.

Figure 2.2 Conceptual Framework

Narrative Text

$\downarrow$

```
                        ┌──────────────┐
                        │    Clause    │
                        └──────┬───────┘
                               │
                               ▼
                ┌──────────────────────────────┐
                │ Systemic Functional Linguistic│
                └──────────────┬───────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │ Language Metafunction│
                    └─────────────────────┘
```

Ideational	Interpersonal	Textual

Logical
Experiential	→	Transitivity

Process Types:
- -Material
- -Mental
- -Relational
- -Behavioral
- -Existential
- -Verbal

Participant:
- -Actor   -Goal
- -Senser   -Phenomenon
- -Carrier   -Attribute
- -Behaver
- -Sayer

Circumtance:
- -Extent
- -Manner
- -Angle
- -Location
- -Matter
- -Role
- -Cause

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research is an investigation and detailed study of materials or a problem using scientific methods for collection. There are two types of research, namely qualitative research and quantitative research. In this study, the writer applied a descriptive qualitative method. In this research design, the writer analyzed experiential meaning in student's writing narrative text.

3.2 Subject of the Study

Halliday (2004: 33) says that text is the form of data used for linguistic analysis and all of the descriptions of grammar are based on text. Referring to the statement, the data of the research took 10 randomly written compositions of students that focus on writing narrative text. Those students from the ninth grade in SMP HKBP Pardamean Medan.

3.3 Object of the Study

The object of this study was the experiential meaning related to transitivity by M.A.K Halliday. Halliday states that transitivity consists of three constituents namely: process types, participant functions, and circumstance. Here, the writer analyzed the students' text based on the process types by Halliday.

3.4 Data and Source Data

The data was clause obtain from students' sheet in writing narrative text. This research focuses on experiential meaning based on Halliday's functional theory. It was consists of three constituents namely: process types, participant, and circumstance. After that, found out the dominant of process types in students' sheet. The researcher analyzed 10 texts randomly from the students' sheet.

3.5 The Instrument of Collecting Data

The instrument was used to achieve accurately and can indicate whether the study was successful or not. The data were taken by doing observation. Here, the researcher asked the students to write down the text especially in the narrative text that focuses on personal experience. The text should be consists of a minimum of 100 words and consists of four paragraphs with each paragraph consists of at least 3 sentences. After that, the data got from the students' sheet.

3.6 The Technique of Collecting Data

In the collected data, the writer took the following steps:

1. The writer asked the students to take a piece of paper and asked them to write a narrative text.

2. Gave them 40 minutes to write narrative text.

3. Collected the students' sheets related to experiential meaning.

3.7 Technique of Data Analysis

Types of the data that the writer used the clause, which took from the narrative text. The students' text must be consist of orientation, complication, resolution, and reorientation so that the text can call as narrative text and valid to be analyzed. The writer checked the student's sheet and put clauses then classified the types of process which students made in writing narrative text. The last, the writer found out the dominant process types by counting the number of times each type of process appears in students' narrative text writing, and finally the writer had described and explained the finding of this study.

Table 3.1 Example of Analyzing Data

I	Kick	The ball
Actor	Material Process	Goal

Like the example above, the writer analyzed each clause from the student's sheet.

3.8 Validity (Triangulation)

The validity of the data was needed in qualitative research. Denzin (1978:294) states triangulation, or the use of multiple methods, is a plan of action that will raise sociologists above the personalistic biases that stem from single methodologies. By combining methods and investigators in the same study, observes can partially overcome the deficiencies that flow from one investigator or one method.

Oslen, W (2004:3) states in social science triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types known as data triangulation. Data triangulation is often thought to help in validating the claims that might arise from an initial pilot study. The mixing of methodologies, e.g. mixing the use of survey data with interviews is a more profound form of triangulation.

In this research, the writer used data triangulation from Miles and Huberman (1994) namely methodology triangulation. Through these techniques, the writer was collected the data by used observation and conducting primary research which used and the writer collected and compared the result of the problem in the research with the contents related to the theory used.