



Students' Descriptive Text Writing in Experiential Function Realization

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Abstract The main focus of the research was to know the students' descriptive writing in experiential function realizations and to find out the dominant process in that problems. Qualitative research was used in conducting this research. The participants of this research were 26 students at TBI-1 seventh semester of English Department IAIN Padangsidimpuan. The instrument to collect the data was the documents of students' answer sheet in writing descriptive text. The data were analyzed by using Cresswell's theory these are organizing and preparing data, reading data, coding data, generating description of data, representing data, and interpreting data. The result showed that the students' writing descriptive text in experiential function realized on six process. The processes were material, verbal, mental, relational, behavioral and existential process. From the six processes, relational process realization was the dominant on students' sentences. There are 47.67% process was categorized into relational process.

Keywords: Descriptive Text; Experiential Function; Material Process; Relational Process; Systemic Functional Linguistics.

Abstrak Fokus utama penelitian ini adalah untuk mengetahui hasil tulisan deskriptif teks siswa dalam penggunaan *experiential function* dan untuk menemukan proses yang dominan. Penelitian ini adalah penelitian qualitative. Partisipan dari penelitian ini adalah 26 mahasiswa TBI-1 semester tujuh Program Studi Tadris Bahasa Inggris IAIN Padangsidimpuan. Alat pengumpul datanya adalah dokumen lembar jawaban mahasiswa dalam menulis teks descriptive. Data dianalisis menggunakan teori Cresswell yaitu menyiapkan, membaca, mengkode, mendeskripsikan, merepresentasikan, dan menginterpretasikan data. Hasil penelitian menunjukkan realisasi experiential function dalam tulisan descriptive mahasiswa terdapat enam proses. Proses tersebut adalah *material, verbal, mental, relational, behavioral* dan *existential process*. Dari enam proses, *relational* proses adalah yang paling dominan dalam kalimat mahasiswa. Ada 47.67% yang dikategorikan menjadi *relational* proses.

Kata Kunci: Teks Deskriptif; Fungsi Eksperiential; Proses Material; Proses Relational; Linguistik Systemic Fungsional.

INTRODUCTION

Writing is one of four language skills that have to be mastered by the students. The students are expected to be able to write a text especially in academic writing. Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills that not every speaker develop naturally (Brown, 2007). Writing is the process of finding ideas were the writer can express them into a result of writing through sentences, paragraphs or text. Furthermore, the writing itself can be found as several kind of texts such narrative, descriptive, procedure, recount, spoof, etc.

The number have to be discussed in this research is descriptive text. Descriptive text is a simple text that describes a single location/place, person, object and things. Although it is seems a simple one, but the students still have difficulties when writing a descriptive text session. Descriptive text is description about sensory experience, how someone looks, sound, and tastes. Mostly, it is about visual experience, but the description also deals with other perception (Kane, 2000). Furthermore, descriptive text is a type written text paragraph in which have specific function to describe an object an it has the aim that is giving description of the object to the reader clearly (Siregar and Dongoran, 2020; Anggun, 2016). It is clear that descriptive text is a text that has a purpose to inform or persuade the reader about things or place as an object.

Descriptive text is a paragraph that is defined as a group of sentence that are closely related in thought and which serve one comment process often use to describe what a person looks like and acts like and what an object looks like (Siburian, 2013; Nurfidoh and Kareviati, 2020). There are two elements of descriptive text which are *identification* and *description*. The *identification* is the identification of the object or things we described. Meanwhile, *description* is to describe parts, characteristic, qualities of the object.

In writing descriptive text, the lecturer needs to have knowledge about Systemic Functional Linguistics as the basic for teaching descriptive text. SFL enables students to become aware and visualize choices in writing to model them easily (Linares and Zhi-Ying, 2020). Text and genre also have important role in Systemic Functional Linguistics (Wulandari, 2017). Systemic Functional Linguistics tends to see language as a resource for making meaning and try to describe language in actual use focusing on the texts and their context (Noprianto, 2017; Qurratul, 2013). Moreover, the lecturer also should be equipped with the capability of delivering it in process teaching and learning (Potradinata, 2018) . It means that the students descriptive text writing has to be discussed to see the students'

capability of learning and teaching processes in text descriptive writing. It could give lecturer a detailed information how students create contextual meaning in a text through the structure and organizations.

Systemic Functional linguistic as the part of study of language discourse analysis, analyzed written from functional point of view and focused on the language function (Qurratul, 2013). SFL or meta-function usually analyze clauses based on three functions, they are ideational function, interpersonal function and textual function (Ngongo, Dethan, and Hyna, 2018; Siregar, 2019). Ideational function consists of two parts which are experiential and logical function. In this case, the writer focuses the research with experiential function.

Several related studies have been conducted to see how the students' descriptive text in experiential function. The first is Noprianto (2017), he conducted a study about the students' descriptive writing in SFL perspectives. He found that the students' major problems in writing descriptive text lied three aspects; the inability in adjusting the social function of the text, difficulty in writing descriptive text with a chronological structure and the difficulty in filling the text with appropriate language features. He proposed discovery learning model to be used in teaching descriptive text in the classroom due to its strengths. Second is Potradinata (2018), his research finding showed the same finding with Noprianto's research. The students still have difficulties in writing descriptive text. He also agreed that discovery learning model can be implemented to solve students' problem in writing descriptive text. Third is the objective of this research is to describe and explain the experiential, interpersonal, textual meaning and schematic structure of students writing descriptive text (Sipayung et. al., 2016). The result showed that students conveyed the experiential meaning by using four processes; relational (66.2%), material (17.22%), mental (9.09%) and existential process (7.65%). Forth is Pramesti (2019), the purpose of the study is to describe interpersonal, ideational, and textual meanings are realized in descriptive texts students of SMK 11 Semarang. The researcher found that most of students used subject in the beginning of the clause. The last is Nasution et.al. (2017) , this study aimed to find Realization of Experiential Function of National Anthem Indonesia. The researcher found there are so many ellipses (linguistic element) in the song and the process of experiential function in the song.

Ideational function was analyzed by using clause as representation in experiential function. Clause as a unit of experience is represented in three elements, they are participants, process and circumstances. Participants is a subject traditionally, process is

verb, and circumstance is adverb traditionally. The concept of process, participants and circumstance are semantic categories which explain in the most general way how phenomena of the real world are represented as linguistics structures (Halliday, 1999). When we come to interpret the grammar of the clause, we do not have to use these concepts because they are too general to explain at all.

The following will be explored the different types of process that are built into grammatical functions. There are six processes in experiential function; they are material process, mental process, verbal process, relational process, existential process, and behavioral process (Halliday, 1999). The six processes are analyzed based on participants, process and circumstances (Apendi and Mulyani, 2020).

Material process is processes of doing. They express the notion that some entity does something which may be done to some other entity. The elements consist of participant 1 as *actor*, participant 2 as *goal*, process itself, and circumstances.

For examples:

- | | | | |
|----|----------------------------------|---|----------------------------------|
| a. | <u>The cat</u>
Actor | <u>ate</u>
Process Material | <u>the mouse</u>
Goal |
| b. | <u>The mouse</u>
Actor | <u>was ate</u>
Process Material | <u>by the cat</u>
Goal |

Mental process is process on sensing, feeling, thinking and perceiving. The elements consist of participant 1 as *senser*, participant 2 as *phenomenon*, mental process itself and circumstances.

For expamples:

- | | | | |
|----|----------------------------------|---------------------------------------|--|
| a. | <u>I</u>
Senser | <u>Like</u>
Mental Process | <u>Umar Bin Khattab</u>
Phenomenon |
| b. | <u>Muhammad</u>
Senser | <u>knows</u>
Mental Process | <u>the solution</u>
Phenomenon |

Verbal process is the process of saying. The elements consist of participant 1 as *sayer*, participant 2 as *verbiage* and the last verbal process itself.

- | | | | |
|----|-------------------------|---------------------------------------|-----------------------------------|
| a. | Yunus
Sayer | asked
Verbal Process | some questions
Verbiage |
| b. | Fatimah
Sayer | couldn't say
Verbal Process | the fact
Verbiage |

Relational Process concerned with being, processing or becoming. The English system operates with three main types: 1) Intensive 'X is A', 2) Circumstantial 'X is at A' 3) Possessive 'X has A'. Each of these comes in two distinct modes:

1) Attributive can be defined as 'A is an attribute of X', an attributive process generally does not allow the participants to be reserved. For Example:

<u>Adam</u>	<u>is</u>	<u>Smart</u>
Carrier	Process Intensive	Attribute

2) Identifying can be defined as 'A is the identify of X'. Identifying process permits the participants to be reserved. The participants can be reserved in one of two ways through passivation. For example:

<u>Adam</u>	<u>is</u>	<u>the tallest student</u>
Identifier/token	Process intensive	Identified/value

Or may can be reserved as

<u>The tallest student</u>	<u>is</u>	<u>Adam</u>
Identified/value	Process intensive	Identifier/token

Existential process represents that something exists or happens. Existential process is expressed by verbs of existing such be, exist and arise (Rahayu and Efransyah 2020).

For example:

a. There <u>was</u>	<u>a big snake</u>	<u>at the zoo</u>
Process	existent: event	circumstance

b. There <u>is</u>	<u>a man</u>	<u>at the kitchen</u>
Process	existent: event	circumstance

Behavioral processes are processes of human physiological and psychological behavior, like breathing, coughing, smiling, dreaming, etc.

For example:

a. <u>He</u>	<u>breathing</u>	<u>deeply</u>
Behaver	process	circumstantial

b. <u>The girl</u>	<u>crying</u>	<u>hardly</u>
Behaver	process	circumstantial

Regarding those problems, it is important to investigate the students writing descriptive text in experiential function realization. Therefore, the research tries to seek the answer of questions; 1) How is students' descriptive text writing in experiential function realization? 2) What is dominant process in students' descriptive text writing?

METHOD

This research is categorized into qualitative research. The participants were 26 students TBI-1 at seventh semester. The data were collected from documents that was students' answer sheet in writing descriptive text. The data which collected were analyzed by using Creswell's theory, which are 1) organizing and preparing data, 2) reading data, 3) coding data, 4) generating description of data, 5) representing data, 6) and interpreting data (Creswell 2012).

RESULT AND DISCUSSION

Based on the research that was conducted to students TBI-1 at seventh semester, the research aimed to find out how is the students writing descriptive text in experiential function realizations and which process more dominant. The data was collected from students' document answer sheet in writing descriptive text. The result showed that students' writing in descriptive text realize six processes from experiential function. The realizations of experiential function included in material process, mental process, verbal process, behavioral process, existential process and relational process were accomplished.

A. Students' Descriptive Text Writing in Experiential Realization.

The realizations of process are presenting below from some students' writing in descriptive text.

1. Material Process

These are some clauses from students' descriptive text used material process. There are five clauses are presented to show the position of participant and process in a clause. Material process is an experiential function that show process of doing. The participants consist of actor as subject who do the action, action verb as predicate or process to be identity of material process, goal as object what is the purposes of process and circumstances as adverb to show the time or place.

Table 1 Clauses of Material Process

No	Title of Descriptive Text	Actor	Material Process	Goal	Circumstances
1	My Lovely Cousin	She	studies	Islamic History	in UIN Imam Bonjol
2	My Mother	She	washes	her house	-
3	My Hero	She	supports	me	all the time

4	My Family	Arif	makes	jokes	every night
5	My Best Friend	We	study	-	In the same school

First clause, 'she' was a participant I which called as *actor*. It is mostly present as a subject. While 'studies' was a process itself. That process has function as a physical action, express the notion that some entity does something. The word 'Islamic History' is called as *goal*, it was the participant II that mostly present as an object. UIN Imam Bonjol as circumstances to present adverb of place.

Second clause, 'she' was a participant I which called as *actor*. It is mostly present as a subject. 'Washes' as material process to show the process of doing of subject/she. The word 'her house' as goal to show the object of doing by process. Third clause, 'She' as an actor to present subject for this clause. 'Support' as material process to show the action of actor. The goal is me as the object to whom the actor doing action. 'All the time' as circumstances to show the adverb of time of the process. Fourth clause, 'Arif' as an actor who done the action, 'make' as the material process to show the action, 'jokes' as the action itself and 'every night' as circumstances to show the time of action. Last clause, 'we' as an actor who do the action, 'study' as material process that shows the actions and 'in the same school' as circumstances to show the place of action had done.

2. Mental Process

These are some clauses from students' descriptive text used mental process. Mental process is an experiential function to show the process of sensing or thinking. This process consists of senser as a subject who feel the sense of process, verb as mental process, and phenomenon as object.

Table 2 Clauses of Mental Process

No	Title of Descriptive Text	Senser	Mental Process	Phenomenon
1	My Older Sister	She	likes	to travel
2	My Mother	I	love	my mom
3	My Best Friend	We	love	together
4	My Citty	Citty	crying to look for	his mom
5	My Family	No one	may hurt	us

From these clauses, 'She', 'I', 'We', 'Citty', 'No one' are called as *senser* or participant I who acts as subject. The verb 'likes, love, crying, and hurt' as the process that express the feeling of the senser and as identity of mental process, it means that the process is using a sense. Process itself has function to express feeling, thinking, sensing, and perceiving. Meanwhile word 'to travel, my mom, together, his mom, us' are called as phenomenon or participant II or as an object traditionally.

3. Verbal Process

These are some clauses from students' descriptive text used verbal process. Verbal process consists of sayer as a subject who talk or saying, verb as process of sayer, receiver and verbiage as object.

Table 3 Clauses of Verbal Process

No	Title of Descriptive Text	Sayer	Verbal Process	Receiver	Verbiage
1	My Lovely Best Friend	I	called	her	Zizi
2	The Cow	They	lie	-	about a green meadow
3	My Mother	I	talked	my mother	about my sadness
4	My Online Bestie	We	decide	-	to meet
5	My Small House	My mother	warned	me	to clean my bedroom

These clauses are verbal process, the participant consists of *sayer* and *Verbiage*. The subject 'I, they, we, and my mother' were participant I as called sayer and 'Zizi, about a green meadow, about my sadness, to meet, and to clean my bedroom' was a participant II as called verbiage. The words 'called, lie, talked, decide, and warned' are called as the process, it is done orally or spoken, the process was the process of saying or signaling. The word 'her, my mother, and me' are the receiver to whom the talking is processing.

4. Behavioral Process

These are some clauses from students' descriptive text used behavioral process. Behavioral process consists of behavior as subject, verb as identity of process itself, and circumstantial as adverb.

Table 4 Clauses of Behavioral Process

No	Title of Descriptive Text	Behaver	Behavioral Process	Circumstantial
1	Lucky Cat	We	are laughed	-
2	My Best Friend	We	watch movie	all night
3	My Lovely Sister	She	worried me	-
4	My Chair Mate	We	are singing	at my bedroom
5	My Lovely Cousin	Fatimah	dreams to be a doctor	-

The next process is behavioral process, where this process is usually done every day. They are like material and mental process. These are processes of physiological and psychological behavior. Behavioral process distinct from other process because there is no clearly defined characteristics. There is only one participant in this process which is called behavior. From these clauses, 'we, she, Fatimah' as participant and called behavior. It functioned to show the participants at the process. The word as verb 'are laughed, watch movie, worried me, are singing, dreams to be a doctor' as the behavioral process. The word 'all night and at my bedroom' as circumstantial to show adverb in a clause.

5. Existential Process

These are some clauses from students' descriptive text used existential process. The fifth clauses are existential process; it is only having one participant which is participant II as an existent. In this case, the process is mostly present at the first of clause with characteristic usually using word 'there was/ there is or another to be'. After the existent the following clause is called as circumstance to an adverb of clause.

Table 5 Clauses of Existential Process

No	Title of Descriptive Text	Existential Process	Existent/Event	Circumstantial
1	Padangsidempuan	There are	many Salaks' garden	in South Tapanuli
2	My Room	There is	big bed	inside my room
3	Rendang Indonesian Food	There are	so many popular Indonesian food	-
4	Covid 19	These are	symptoms	-
5	My Favourite Room	There is	a window	near my bed

The function of the existential clause is simply to announce the existence of the situation in talking about.

6. Relational Process

The last process is relational process. Relational process is realized to the process of being (including having). In relational process there are three formulas:

- Identification : Participant I called as Token
Participant II called as Value
- Attribution : Participant I called as Carrier
Participant II called as Attribute
- Possession : Participant I called as Possessor
Participant II called as Possessed.

These are some clauses from students' descriptive text used relational process.

Table 6 Clauses of Relational Process

No	Title of Descriptive Text	Participant 1	Relational Process	Participant 2
1	My Cat	The cat (carrier)	is (attributive process)	Anggora (attribute)
2	My Online Bestie	I (possessor)	have (process possession)	online friend (possessed)
3	My Mother	She (token)	is (process identification)	about forty-six years old (value)
4	My Family	I (possessor)	have (process possession)	a great family (possessed)
5	My Hero	She (Token)	is (process identification)	smart (value)

Relational process can be used to identify something. For examples in above clauses, it is called as *possessor*, have as a process of identifying (*process possession*) and the last is called as *possessed*. The distinctions concern the specific types of relationship that are reflected in the language. The differences between clauses are easiest to grasp in attributive clauses. The intensive (identification) relationship is most familiar.

B. The Dominant Process on Students' Descriptive Text Writing in Experiential Realization

In analyzing experiential function on students writing descriptive text, it was found that most of students were dominant using relational process in their text. The result can be seen in this following table.

Table 7 The Result of Students' Writing Descriptive Text

No.	Students	Process Type					
		Material	Mental	Verbal	Behavioral	Existential	Relational
1	Student 1	6	1	0	0	0	0
2	Student 2	0	0	1	0	0	4
3	Student 3	1	0	0	1	5	6
4	Student 4	4	3	2	2	0	14
5	Student 5	2	1	0	0	0	5
6	Student 6	3	1	1	0	0	6
7	Student 7	2	4	1	0	0	4
8	Student 8	3	1	1	2	0	6
9	Student 9	3	3	0	0	1	5
10	Student 10	2	1	4	0	0	9
11	Student 11	3	3	3	0	0	9
12	Student 12	2	2	0	0	0	6
13	Student 13	0	0	0	0	2	6
14	Student 14	3	4	2	1	0	12
15	Student 15	0	1	1	2	0	5
16	Student 16	3	0	0	0	1	2
17	Student 17	0	0	1	0	0	3
18	Student 18	4	2	0	1	1	6
19	Student 19	2	0	1	0	2	1
20	Student 20	6	2	2	0	0	1
21	Student 21	0	1	2	0	0	14
22	Student 22	2	1	1	0	0	2
23	Student 23	5	2	0	0	0	0
24	Student 24	2	0	0	0	2	2
25	Student 25	3	0	0	2	0	1

No.	Students	Process Type					
		Material	Mental	Verbal	Behavioral	Existential	Relational
26	Student 26	2	1	0	1	0	4
	Total	63	34	23	12	14	133
	Percentages	22.58%	12.19%	8.24%	4.30%	5.02%	47.67%

The result of the research on the students descriptive text writing in experiential function realization have found that the students were using relational process at percentages 47.67%, material process was 22.58%, mental process was 12.19%, verbal process was 8.24%, existential process was 5.02% and behavioral was 4.30%. It means that most of students were dominant using relational process on their clauses or sentences. It has been that relational process was dominant in the students descriptive writings (Sipayung et. al., 2016). It can be concluded that in experiential function, students mostly used relational process in their writing descriptive text.

The same result also found by Wulandari (2017), it was stated that the students mostly uses three type of experiential function in the term of the process, those are mental process, material process and relational process. He could not explore other processes in the students' descriptive text. The second result is based on Potradinata (2018), he was found that the dominant process that students used was material process. It can be summarized that students' clauses were structured by material process with 8 clauses, attribute process with 4 clauses, relational clauses with 3 clauses and one clause for mental process, existential and behavioral process. So it can be concluded that relational process is the second dominant process after material process.

Another result is conducted by Noprianto (2017), she was found that majority of the clauses was structured by almost 60% of relational process with 9 clauses in the form of identifying and one clause in the form of attributive and 40% was material process. The use of relational process indicated that she had realized that she should describe and explain functions of the participant to make the reader understand about the topic.

From the result that previously stated from the first, second and the third researcher it was proved that the students writing descriptive text are mostly used relational process in their clause. As in this research, the students were using relational process at percentages 47.67%, material process was 22.58%, mental process was 12.19%, verbal process was 8.24%, existential process was 5.02% and behavioral was 4.30%. After looking the students'

percentages in using experiential function, it can be concluded that relational process is the dominant in their writing descriptive text.

CONCLUSION

According to the data analysis, the writer revealed that in experiential functions using six processes. The students were mostly used relational process in their clauses. The result shown that percentages of relational process was dominant with the highest percentages which was 47.67%.

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