



The Students' Ability in Analyzing Metafunction

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Abstract This research aimed to know the category of students' ability in analyzing metafunction that was a subject in discourse analysis. This research included into quantitative research. The population were all the students of TBI seventh semester in 2018/2019 academic year counted 90 students. Random sampling was used to get 60 students. The instrument to collect data was used test. The finding of the research was the students' ability in analyzing metafunction included into very good category.

Keywords: *metafunction; ideational process; interpersonal process; textual process; systemic functional linguistics.*

Abstrak Penelitian ini bertujuan untuk mengetahui kategori kemampuan mahasiswa dalam menganalisis metafunction yang merupakan salah satu topic pembahasan mata kuliah discourse analysis. Penelitian ini adalah quantitative descriptive research. Populasi yang diambil adalah seluruh mahasiswa TBI semester VII tahun ajaran 2018/2019 sejumlah 90 mahasiswa. Dari populasi tersebut diambil random sampling sejumlah 60 mahasiswa. Instrument yang digunakan untuk mengumpulkan data adalah test. Dari hasil analisis data ditemukan bahwa kemampuan mahasiswa dalam menganalisis metafunction termasuk dalam kategori *very good*.

Kata Kunci: *metafunction; ideational process; interpersonal process; textual process; systemic functional linguistics.*

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INTRODUCTION

Linguistics is the scientific study of language. Language is a systematic resource for expressing meaning in context and linguistics. According to Halliday in Charol linguistics is the study of how people exchange meanings through the use of language. ¹ It means that language is implied not only as system but also as a set of all grammatical sentences. Therefore, studying language means studying context in language itself. In sum, linguistics based on Halliday is discussed a particular aspects of a given context such as topics discussed, language users and medium communication to be used to express those meanings.

Discourse analysis is one area of linguistics that concern into systemic study of language. This study provides students to focus on systemic functional linguistics which is developed by Michael Halliday. Systemic functional linguistics analyzed written text from functional point of view. Metafunction or SFL will analyze clauses based on three functions, they are ideational functioned, interpersonal function and textual functioned. These clauses will be analyzed by its process for each function.

Actually, the research about metafunction had ever done by some researchers. The first research came from Tia Permata et all who had discussed about metafunction on students' textbook. ² They have implemented the three metafunctions into students textbook to see how the meaning is processed through different mode to shape meaningful text. The second research came from Kammer Tuahman Sipayung et al who also discussed about students' analysis of metafunction in descriptive text. ³ They explain the experiential, interpersonal, textual meaning and schematic structure of students' descriptive writing. The students expressed the interpersonal meaning of descriptive text through declarative, imperative, modality and personal pronoun. Then, Sudrutai

¹Carol A. Chapelle, *Some Notes on Systemic Functional Linguistics*, Retrieved from <http://www.isfla.org/Systemics/documents/chapelle.html> on January, 29 2019.

²Tia Pertama, Dwi Rukmini, and Dwi Bharati, Anggani, Linggar, "Implementation of Three Metafunctions in Verbal Language and Visual Image of Students' Textbook," *English Education Journal* 8, no. 4 (2018): 418-31, <http://journal.unnes.ac.id/sju/index.php/eej%0AImplementation>.

³Kammer Tuahman Sipayung et al., "Metafunction Realization on Students' Descriptive Paragraphs," *International Journal of Linguistics* 8, no. 6 (2016): 20, <https://doi.org/10.5296/ijl.v8i6.10264>.

Arunsirot did the research for students' writing in Thai EFL. ⁴ His research result showed that some problems founded of students' analysis. The students' problems were in terms of theme selections and thematic progression patterns.

These researches gave the short conclusion that metafunction was used in students' writing text to shape the meaning. The researcher herself through this research wanted to know the students' ability in analyzing metafunction through different clauses. During the teaching learning process, the researcher included the research. The students of seven semester in English Department have learned about metafunction during one semester in their subject discourse analysis. Therefore, the researcher wanted to know the category of students' ability whether they got good or bad category.

Systemic functional linguistics was developed by MAK Halliday in 20th century who is a world linguist from British and now he lives in Australia. It is also enriched by J.R Martin from Canada. Systemic functional linguistics is explained based on systems of meaning. Systemic Functional Linguistics elaborates and details the aspects of language; lexico-grammar and the application in a study or Discourse Analysis. Systemic functional linguistics is the study of the relationship between language and, its functions in social settings. Systemic functional linguistics treats grammar as a meaning-making resource and insists on the interrelation of form and meaning.

Since language expressed meaning and context in systemic functional linguistics, it is needed to be described further. In analyzing the text, the grammar will be also described. It means that systemic functional linguistics described how language works and performs as the expression of meaning involving idea. This case becomes a benefit for using systemic functional analysis because the language can present language functioned that used by the speaker related to social context. In sum, language will be analyzed both grammatical and contextual.

The analysis of language in systemic functional linguistics was called metafunction analysis. According to Gerot and Wignel in Ika Miranti there are three types of meaning or metafunction made by language. They are ideational

⁴ Sudrutai Arunsirot, "An Analysis of Textual Metafunction in Thai EFL Students' Writing" 7, no. 2 (2015): 160-74, http://www.novitasroyal.org/Vol_7_2/arunsirot.pdf.

functioned, interpersonal function and textual functioned.⁵ The first function is ideational function which refers to describe experiential and logical functions. The second function is interpersonal function which refers to exchange experience, and the third function is textual function which refers to linguistics and social context of clause. All these functions refer to clauses as object of analysis.

Metafunctions are analyzed by using three functions of languages, they are ideational functioned, interpersonal function and textual functioned. MAK Halliday stated that metafunctions are grammars based human experience on representation (experiential), exchange (interpersonal), organizing (Textual and relationship (logical)).⁶ It is called grammar is theory of experience, how the experience described, exchanged, assembled and linked. Form of experience contained clause, because clause is a grammatical unit as form of experience. Below, it will be explained for each function.

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. A participant is subject traditionally, process is verb, and circumstance is adverb traditionally. The concept of process, participant and circumstance are semantic categories which explain in the most general way how phenomena of the real world are represented as linguistics structures.⁷ When we come to interpret the grammar of the clause, we do not use these concepts as they stand because they are too general to explain very much.

In the following, it will be explored the different types of process that are built into grammatical functions. There are six processes in experiential function;

⁵Ika Miranti, *Transitivity Analysis in the Construction of Newspaper Ideology: A Comparative Study on the New York Times and the Washington Times' Editorials*, (English Department Faculty of Humanities, Dian Nuswantoro Universities, Semarang, 2014), pg. 12, Retrieved from http://eprints.dinus.ac.id/5908/1/Thesis_-_Ika_Miranti_-_C11.2011.01284.pdf on January, 30 2019.

⁶M.A.K Halliday and Christian M.I.M. Matthiessen, *An Introduction to Functional Grammar* fourth Edition (London Edward Arnold, 2014), Retrieved from https://www.google.co.id/search?safe=strict&ei=JzdRXLqjFYo7vgSmuoToAg&q=halliday%27s+introduction+to+functional+grammar+4th+edition+pdf&oeq=halliday%27s+introduction+to+functional+grammar+4th+edition&gs_l=psy-ab, on January, 30 2019.

⁷ M.A.K. Halliday, *An Introduction to Functional Grammar Second Edition*, (London: Arnold, 1999) pg. 109.

they are material process, mental process, verbal process, relational process, existential process, and behavioral process. ⁸ The six processes are analyzed based on participants, process and circumstances.

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. The lion caught the tourist
Actor *Process Material* *Goal*

- b. The tourist was caught by the lion
Actor *Process Material* *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 examples:

- a. She likes Moana
Senser *Mental process* *Phenomenon*

- b. Annie knows the answer
Senser *Mental process* *Phenomenon*

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

For examples:

- a. She asked some questions
sayer *verbal process* *verbiage*

- b. He couldn't say the word
sayer *verbal process* *verbiage*

Relational process concerned with being, possessing or becoming.

The English system operates with three main types:

- 1. Intensive ' X is A '

⁸ M.A.K. Halliday, *An Introduction to Functional Grammar Second Edition...*p.108

- 2. Circumstantial ' X is at A'
- 3. Possessive ' X has A'

Each of these comes in two distinct modes:

- 1. Attributive ' A is an attribute of X'
- 2. Identifying ' A is the identity of X'

For examples:

MODE TYPES	ATTRIBUTIVE	IDENTIFYING
Intensive	Sarah is wise <i>carrier process attribute</i>	Ahmad is a leader The leader is Ahmad <i>token value</i>
Circumstantial	The fair is on a Tuesday <i>carrier circumstantial process attribute</i>	Tomorrow is the 10 th The 10 th is tomorrow <i>token value</i>
Possessive	Abdul has a piano <i>possessor possession possessed</i>	The piano is Abdul's Abdul's is the piano <i>identified possession identifier</i>

Existential process represents that something exists or happens.

For examples:

- a. There was a storm on the wall
- b. There is a man at the door

there	was	a storm	on the wall
	<i>process</i>	<i>existent: event</i>	<i>circumstance</i>
there	was	a man	at the door
	<i>process</i>	<i>existent: entity</i>	<i>circumstance</i>

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

For example:

- a. He sighed deeply
- b. The girl laughed hardly

He	sighed	deeply
The girl	laughed	hardly
<i>behaber</i>	<i>process</i>	<i>circumstantial</i>

Interpersonal function is a way of acting, function of language is to fulfill human needs in exchange of experience. Halliday states that interpersonal function is concerned with enacting interpersonal relations through language, with the adoption and assignment of speech roles, with the negotiation of attitude, and so on.⁹ It means that interpersonal function concerns with interpersonal relations or expressions of human using language to exchange information and using it to exchange goods and service.

The components of interpersonal function are *mood* and *residue*.

For examples:

- a. I am speaking English everyday.

I	am	speaking	English	Everyday
<i>subject</i>	<i>finite</i>	<i>predicator</i>	<i>complement</i>	<i>adjunct</i>
<i>MOOD</i>			<i>RESIDUE</i>	

- b. I must finish this proposal right now.

I	must	finish	this proposal	right now
<i>subject</i>	<i>finite</i>	<i>predicator</i>	<i>complement</i>	<i>adjunct</i>
<i>MOOD</i>			<i>RESIDUE</i>	

Textual function concerns with a clause as a unit of message that are constituted by theme and rheme. Theme is the starting point of the message either as process, circumstance, or participants and rheme is the rest of the message.

For examples:

- a. Once upon a time, there were three bears

⁹ M.A.K. Halliday, *An Introduction to Functional Grammar Second Edition*...p. 68

- b. Very carefully she put him back on his feet again

Once upon a time	there were three bears
Very carefully	she put him back on his feet again
<i>theme</i>	<i>Rheme</i>

METHOD

This research is categorized into quantitative descriptive research. The populations were 90 students of seven semester from three classes of TBI-1, TBI-2, TBI-3 in academic year 2018/2019. The samples were taken by using random sampling for 60 students. The data were collected by using the instruments test. The test is purposed to measure the students' ability in analysis metafunction. Before the data analyzed, the researcher counted the normality to make sure that the data used was normal. The data were analyzed by using Z-test. This research also suggested SPSS verse 21.

RESULT AND DISCUSSION

1. Description of Data

In this part, the researcher presented the result of the research that is wanted to know the students' ability in analyzing metafunction. The data description display on the table below:

Table 1
The Description Result of the Students' Score in Analyzing Metafunction

No	Students' Initial Name	Score	Class
1	ADN	90	TBI - 1
2	AAY	98	TBI - 1
3	AAZ	88	TBI - 1
4	AKH	88	TBI - 1
5	AML	96	TBI - 1
6	AKM	93	TBI - 1
7	WYP	89	TBI - 1
8	DSS	97	TBI - 1
9	DNP	94	TBI - 1
10	FSN	97	TBI - 1
11	GAD	98	TBI - 1
12	HDD	84	TBI - 1

13	ITS	98	TBI - 1
14	RZA	85	TBI - 1
15	MDS	98	TBI - 1
16	MRT	95	TBI - 1
17	MJS	95	TBI - 1
18	WMN	96	TBI - 1
19	RKN	81	TBI - 1
20	WDC	82	TBI - 1
21	MRN	90	TBI - 2
22	KHS	100	TBI - 2
23	MRH	80	TBI - 2
24	F YS	100	TBI - 2
25	FAG	83	TBI - 2
26	KHM	100	TBI - 2
27	FSD	100	TBI - 2
28	SRH	73	TBI - 2
29	SYH	100	TBI - 2
30	WDH	100	TBI - 2
31	MLB	77	TBI - 2
32	JLN	90	TBI - 2
33	SKA	65	TBI - 2
34	NRS	68	TBI - 2
35	WNS	100	TBI - 2
36	STA	81	TBI - 2
37	LAD	100	TBI - 2
38	BGW	74	TBI - 2
39	ERY	100	TBI - 2
40	SFH	100	TBI - 2
41	GLH	86	TBI - 3
42	MWT	63	TBI - 3
43	MYN	79	TBI - 3
44	MNH	73	TBI - 3
45	MAP	72	TBI - 3
46	MAU	62	TBI - 3
47	NAL	63	TBI - 3
48	NJH	81	TBI - 3
49	PGD	64	TBI - 3
50	RSR	79	TBI - 3
51	SKH	65	TBI - 3
52	SRL	90	TBI - 3
53	SMS	63	TBI - 3
54	SWD	74	TBI - 3
55	SHD	90	TBI - 3
56	ULD	70	TBI - 3
57	WLS	78	TBI - 3
58	Y DY	70	TBI - 3

(Table 1 continuo)

59	AYD	82	TBI - 3
60	NAL	75	TBI - 3
TOTAL		5102	

(Table 1 continuo)

Based on the Table 1 of data description, it shows that the total score of students' ability in analyzing metafunction was 5102. The students got 100 as a highest score and 62 as the lowest score. It can be seen that the category of students' ability was variously between enough until very good category. The data description presents in the data distribution.

Table 2
Data Distribution Score of Students' Analyzing Metafunction

Descriptive	Statistic
Mean	85,3
Median	87,00
Standard Deviation	12,352
Minimum	62
Maximum	100
Interval	38

The table above presented the data distribution of students' score in analyzing metafunction. It can be seen that the lowest score was 62 while the higher score was 100. From the calculation of their score, it counted that the mean score was 85,3. Based on the category of their result, they included into very good category.

Then, calculation of the frequency distribution of the students' score can be applied into table frequency distribution, like as follow:

Table 3
Frequency Data Distribution of Students' Analyzing Metafunction

Interval	Mid point	Frequency	Percentage
95 - 100	97,5	20	33,33%
89 - 94	91,5	8	13,33%
83 - 88	85,5	6	10%
77 - 82	79,5	10	16,67%
71 - 76	73,5	6	10%

65 - 70	67,5	5	8,33%
59 - 64	61,5	5	8,33%
<i>i</i> = 6		60	100%

(Table 3 continuou)

The table shows that the most percentage of students ability was in interval score between 95 until 100, that was for about 33,33%. It based on the mean score above which shows that the students' ability was categorized into very good ability. Moreover, the lowest percentage of students' ability was in interval 59 until 70 that was for about 8,33 %.

The frequency distribution of data is presented in the following diagram:

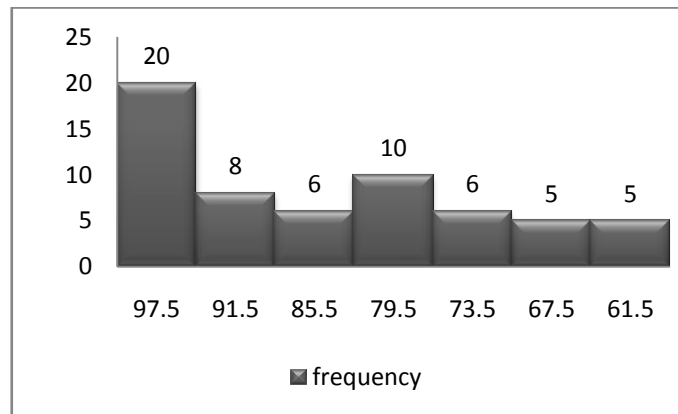


Diagram 1. The Result Score of Students' Analyzing Metafunction

Based on the diagram 1 above, it can be explained that the frequency of students' score between 59 until 70 was 5 students, the frequency of students' score between 73,5 was 6 students, then the frequency of students' score between 77 until 82 was 10 students, after that the frequency of students' score between 83 until 88 was 6 students, the frequency of students' score between 89 until 94 was 8 students, and the last the frequency of students' score between 95 until 100 was 20.

2. Analyses of Data

a. Requirement Test

The result of normality test of students' analyzing metafunction had sig > 0,05. It can be seen from Sig. 0.064 > 0.05 in Table 4. It means that the data were distributed normal.

Table 4
Normality Test of Students' Analyzing Metafunction

Tests of Normality						
	Kolmogorov-Smirnova ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SCORE	,123	60	,064	,914	60	,000

a. Lilliefors Significance Correction

b. Hypothesis Test

The researcher had found the data were distributed normal. After that, the data had analyzed to prove the hypothesis. The hypothesis was the students' ability in analyzing metafunction was enough category. The result of Z test would prove the hypothesis. The result showed $z_{count} < Z_{tabel} = 0,177 < 1,65$.

Based on calculation above, it can be concluded that $Z_{count} = 0.177$ was less than $Z_{table} = 1,65$. If Z_{count} less than Z_{table} , in sig of 0.05 it means that the hypothesis was rejected. In this research, the fact that $Z_{count} = 0.177 < Z_{table} = 1,65$. In others words, the hypothesis of this research was rejected. The ability of students in analyzing metafunction was very good.

Based on research result, the researcher has found that the students' ability in analyzing metafunction includes into very good category. It means that the students can solve their problem in analyzing the clauses. The result of this research was so different with the research findings before that was from Sudrutai Arunsitot. He had found that his students faced some problems when analyzing the clauses. The students' problems were in terms of theme selections and thematic progression patterns. The problems came because the students are Thai students and English become foreign language for them. Both of the research asked the students to analyze three of metafunctions; interpersonal function, ideational function and textual function. The two researches can be combined to become the new research because the researcher also had Thai students who studying English as foreign language.

CONCLUSION

The conclusion of this research is drawn by result of the research. The researcher concluded that the ability of students in analyzing metafunction (seven semester English Department of IAIN Padangsidempuan was categorized into very good category.

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