EXPERIENTIAL FUNCTION IN STUDENTS' SELF INTRODUCTION WRITING
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ABSTRACT

This study deals with a research on Experiential Function In students' self introduction writing. The objective was to describe the types and the dominant Processes and Circumstances in the students' self introduction writing. Qualitative descriptive research design was applied in this study. It presented a qualitative design dealing with quantifiable (numeric) mode. The source of data was taken from the first semester students of Refrigeration and Air Conditioning Engineering Study Program of Tanjungbalai Polytechnic. The data was collected by applying documentary technique. The data analysis showed the findings indicating that there were 4 types of process used. The dominant type of process is relational, which occurs 54 times (70,1%). Meanwhile, there are 2 types of Circumstances found in the students' self introduction writing. The dominant type of Circumstances is Location, which occurs 18 times (94,8%) . It proves that the use of Process and Circumstances were related to the context of situation.

Keywords: Experiential Function, Self Introduction, Writing

1.1 Background of the Problem

People do different thing with their language. They expect to achieve by talking and writing, and by listening and reading. Being able to use language effectively is skill needed in communication. When someone is explaining something to other person, s/he will instinctively try to organize what s/he says in a way that will make the hearer or the reader understand easily. Thus, it needs experiential function to express meanings.

Bell (2000) states that experiential function expresses cognitive meaning; the fundamental ideas - conveying the function of language. This draws on the systems and networks of transitivity to create proportions, which convey the user's experience of the external world of the senses and inner world of the mind. It means that this function is related so Speech Function.

Halliday (1994) states that when exchanging and expressing ideas, human being perform two roles namely giving and demanding, for the commodity such as information and goods or services. In systemic functional linguistic (SFL), it is named speech function. Speech functions are used as the medium exchanging experiences in order to fulfill human's needs. The needs description of English starts from a social and interactive perspective on language as discourse and shows in a consistent way how lexicogrammar

acts to enable encoding purposeful message approximately in text.

The function of language will help the readers to understand what the writer means from the text. Writing accommodates the writer's experience but sometimes it is not easy to understand one's writing. Many readers face difficulties in understanding a text after reading it several times. They fail to retain the information from the text. Many factors may influence the competency of readers to understanding texts. Limited ability is one of the reasons of the difficulties to comprehend texts. Consequently, they become slow reader then face more difficulties in retaining some information from the texts they read. As a result, they cannot get the messages from their reading.

In this case, experiential function is very important to be discussed because it has a constituent structure that can be described functionally in terms of process, participant, and circumstance with process being the essential ingredient. The Experiential Function is realized by the transitivity system. The clause is interpreted as a process configuration. There are three components involved in this configuration, known as: The process, Participants, and Circumstances associated with the process.

Based on its types, Experiential Function is divided into six types. They are: Material Function as a process of doing, Mental Function as a process of sensing, Verbal Function as a process of saying, Behavioral Function as a process of behaving, Existential Function as a process of existing, and Relational Function as a process of being Halliday (1994). From those function above, the writer would like to analyze the process of types of Experiential Function.

This experiential function is depicted into four skills that needed for completing communication, namely listening, speaking, reading, and writing. This study is intended to search for self introduction writing which is produced by the first semester students of Refrigeration and Air Conditioning Engineering Study Program of Tanjungbalai Polytechnic.

1.2 Research Problem

The problems of this research are as follows:

1. What types of processes and circumstances in the students' self introduction writing?
2. Which type of process and circumstance is the most dominant?

1.3 The Objectives of the Research

The objectives of the research are as follows:

1. to find out the types of processes and circumstances in the students' self introduction writing.
2. to find out the dominant type of process and circumstance.

1.4 The Significance of the Research

The findings of the study add up new horizons to theories of Systematic Functional Linguistics (SFL). In addition, the findings can be references for further studies.

II. Review of Related Literature
2.1 Theoretical Framework

This research is to investigate Experiential Function in students' self introduction writing. Then the concept of this research must be made clear from the start in order to prevent possible misunderstanding between the writer and the readers about the ideas conveyed.

2.1.1 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is an approach to the study of language that was developed primarily by British Australian linguist Michael Halliday during the mid-1980. SFL is a descriptive and interpretive framework for viewing language as a strategic meaning making resource.

SFL explores both how people use language in different context and how language is structured as a semiotic system (Eggins, 2004). It is a theory about language as a social process as well as an analytical methodology which permits the detailed and systematic description of language patterns. SFL provides the tool for analyzing written and spoken texts with particular attention given to the context in which they are produced. It can also be part broadly applied can help us understand not only the nature and functions of language but also things like how language evolves over time, how children develop language as well as how people learn both their mother tongue and foreign languages more specific to our concerns.

Language is seen as meaning making potential and it is called systemic because it seen as being composed of systems of choices. Communicator can call upon to make meaning with and it is called functional because the approach is largely meaning focused.

It is important to note that SFL is useful in many content areas as well as many different types of texts. Any written or spoken text is an occasion of language in use embodying its words and structures with particular selection from all various sets of opinions that constitute the language system. The focus is the meanings of language in use in textual processes of social life.

2.1.2 Metafunction of Language

Halliday (1978) states that language has three functions which are known as metafunction of language. Metafunction covers three main language functions, they are: to present, to exchange, and to organize experience. These three language functions show the level of complexity in language.

Halliday (1994) defines that metafunction has three functions of language with respect the language orientations. The orientations of the language are: presenting experience, means that human uses the language to expresses the idea or opinion from their mind. Exchanging experience means that human uses the language to change the idea from their mind to the listener. Organizing experience means that human composes or organizes the idea to make it acceptable.

Function is intrinsic to language. It is integral component within the overall theory of language; that is to say, the entire architecture of language is arranged along functional lines. Language Metafunction further claims that both the 'emergence of grammar' and the

'particular forms that grammar take' should be explained in terms of the functions that language evolved to served. Metafunction of language consits of ideational, interpersonal, and textual. The three metafunctions are mapped onto the structure of the clause. For this reason, systemic linguists analyse a clause from three perpectives.

2.1.3 Ideational Function

Ideational states that all adult language is organized around the small number of functional components. Ideational is further divided into experiential and logical function. The experiential refers to process, participant, and circumstance. The logical refers to some general organized relations expressed for instance by dependencies between elements in structure.

The experiential function is used to describe experience through Process, Participant, and Circumstance. While the logical function is used to realize the logical meaning which is concerned with the clause complex relations.

2.1.4 Experiential Function

Experiential function is a tool used to describe meaning. Clauses in experiential function have a constituent that can be described functionally in terms of Process, Participant, and Circumstance, with Process being the essential ingredient. It concerns with the clauses that have guises as the way of representing patterns of experience. Bell (2000) states that experiential function expresses cognitive meaning: the fundamental idea conveying function of language. This draws on the systems and

networks of transitivity to create proportions which convey the user's experience of the external world of the senses and inner world of mind.

Grammatically, the clauses are means of expressing experiences. They enable us to conceptualize and describe our experience, whether of the phenomenon of the external world or of the internal world of our thoughts, feelings, and perceptions. Semantically, a clause represents a pattern of experience, conceptualized as situation types of transitivity.

The situation types of transitivity consist of Process, Participant, and Circumstance. The Process is Participant and Circumstance. A Participant is someone or something involved in the process. Circumstance is the ways the process and participant are involved.

There are three semantic categories which explain the phenomena of the real world represented as linguistics structures, namely: 1) Circumstances (the Circumstance (s) by (an) adverbial group (s)) 2) Process (the Process is realized by a verbal group), and 3) Participants (the Participant (s) by (a) nominal group (s).

Table 2.1 presents the typical function of group and phrase classes.

Table 2.1
Typical Function of Group and Phrase Classes

Type of Element	Typically Realized
Process	Verbal Group
Participant	Nominal Group
Circumstance	Adverbial Group or Prepositional Phrase

It is functional labels (the labels indicate the role played by each element of the representation),

it can be expressed through the content of clause in terms of Processes involving participants in a certain Circumstances. (See Table 2.2)

Table 2.2
Process, Participants, and Circumstances

The children	will come	for tomorrow	birthday party
Actor	Process	Circumstances	Participant

Table 2.2 presents the experiential function which is divided into three functional constituents; they are: Material, Relational, Behavioral, Mental, Verbal and Existential. The Participant constituent can be further described in terms of various Participant roles such as Actor, Goal, Carrier, Sayer, and Verbiage.

2.1.4.1 Process

Process is the happening or state of affairs represented in a clause. It is typically expressed by the verbal group in the clause, and is the central component of the message from the experiential perspective. Halliday (1994) states that processes are central to transitivity.

Table 2.3 Process

I	Caught	The last ball
Actor	Process: Material	Participant : Goal

He	Ask	them to come
Actor	Process: Material	Participant : Goal

Table 2.3 shows that a Process is an activity done which is equivalent to verb in traditional terminology. Participant is a person or things which are involved in Process. Halliday (2004) categorizes kinds of processes into Material, Mental, and

Relational; and three subsidiary types of Process: Behavioral, Verbal and Existential.

2.1.4.1.1 Material Process

Material Process is known as a process of doing or expressing the notion that some entity physically does something which may be done to some other entities. The common examples of verbs used in the process are kick, run, paint, dig, write, etc. Semantically, Material Processes indicate activities or events, which happen in the outside world. One of the most salient types of Processes are those involving physical actions, such as jump, throw, scratch, cook, and sit down.

Table 2.4 Material Process

He	Asked	them to come
Actor	Process: Material	Participant : Goal

2.1.4.1.2 Mental Process

Mental process refers to verbs indicating perception, cognition, and affection which deals with perception (see, hear, smell, taste, feel). Semantically, a Mental Process involves sense, which is inside the human or conscious being. Other verbs which refer to these Mental Processes are think, imagine, like, want, see, know, feel, desire, perceive, and heard.

Table 2.5 Mental Process

The child	Liked	The gift
Senser	Mental	Phenomenon

2.1.4.1.3 Relational Process

Relational Process is known as process of being, and the term 'Relational' is not 'being' in the sense of existing. Syntactically the Process belongs to the copula construction. The common verbs belonging to this type are BE (is, am,

are, was, were, been), become, seem, and appear. The participants are therefore labeled the identified and the identifier. It is presented in Table 2.6.

Table 2.6 Relational Process

Sharita	is	beautiful
Carrier	Relational	Attribute

2.1.4.1.4 Behavioral Process

Behavioral processes are the least salient of Halliday's six process types since they have no clearly defined characteristics of their own: rather, they are party like the Material and partly like the Mental. The participant who is behaving labeled Behaver, is typical a conscious being, like the Senser, but the Process is grammatically more like one of doing.

Table 2.7 Behavioral Process

She	is not listening
Behaver	Behavioral

Table 2.7 shows that Behavior Process is middle, the most typical pattern is a clause consisting of Behaver and Behavioral Process.

2.1.4.1.5 Verbal Process

Verbal Processes show activities of saying, commanding, asking, and offering. Syntactically, the Process can project another clause. The verb say, tell and ask to name only a few. But saying has to be interpreted in a rather broad sense; it covers any kind of symbolic exchange of meaning, like the notice tells you to keep quiet. The grammatical function of You, I, the notice is that Sayer. The verbiage is that function that corresponds to what I said.

Table 2.6 Verbal Process

The lecturer	praised	Anna to all students
Sayer	Verbal	Verbiage

2.1.4.1.6 Existential Process

Existential Process is known as process of existing. It represents something exists of happen. It involves single Participant that is existent, which may refer to an uncountable entity (There's toast for breakfast), a countable entity (There is a cat on the chair), or an event (There was a flood in the village). Typically, Existential Process has the verb 'be' but there are some related verbs that are commonly occur such as exist, occur, happen, and hang.

Table 2.6 Existential Process

There are	many dogs	in the house
Existential	Existent	Location

Table 2.9 presents that Existential Process always uses 'there' as the subject. It is normally recognizable.

2.1.4.2 Participant

Halliday (1992) states that Participant is the person, creature, object, institution or abstraction that involves in a Process. In experiential function, Participant accompanies the six Processes. Participant is inherent in the Process. There are a number of a specific ways in which Participant may take part in a Process; it may act out the Process, it may sense through it, it may receive through it, it may be affected by it, it may say it. In the syntactic structure, the Participants are typically realized by subject, direct object, and indirect object.

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 called Behaver. In Verbal Process there are two Participants; and Sayer and Verbiage, while in Existential Process there is a single Participant called Existent. It can be seen summary of the entire Participant (see Table 2.10).

Table 2.10 Types of Processes and Participants

Types of Process	Participant I	Participant II
Material	Actor	Goal
Mental	Senser	Phenomenon
Relational	Identification: Token	Value
	Attribution: Carrier	Attribute
	Possession: Processor	Possessed
Behavioral	Behaver	-
Verbal	Sayer	Verbiage
Existential	-	Existent

Source: Halliday (1994)

Table 2.10 presents that the types of Processes and Participants. Each Process has difference identity. For instance, when the Process can be identified as Material, the subject is called as Actor and the object is called as Goal.

2.1.4.3 Circumstance

Circumstances (realized by Circumstantial Adjunct) essentially encode the background against which the Process takes place. There are a few well-established categories of Circumstances which correspond to our institutions about the kinds of background conditions that occur, such as: time, place, and manner.

Circumstance is typically less closely associated with the Process and is usually not inherent in it. Commonly, the circumstantial elements relate to Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Manner, and Angle. They occur freely in all types of Processes. The interrogative forms for extent are for extent are for how long (Temporal expression) and how far (Spatial expressions) and where (Spatial expressions).

The Circumstantial element of cause represents the reason for which Process takes place – what causes it. That is why the interrogative form is why. The interrogative forms for contingency is in what Circumstance, for accompaniment is together with, for role is what as, for Matter is what about, and for Angle is says who. Table 2.11 presents the summary of Circumstance.

Table 2.11 The Summary of Circumstances

Types of Circumstances	Subcategory	Probe	Examples of Realization
Extent	Temporal spatial	For how long?	Every three hour
Location	Temporal spatial	When? Where?	In September In Jakarta
Manner		How?	Quickly
Cause		Why?	Because of you
Contingency		In what Circumstances?	In spite of the rain
Accompaniment		To gather with?	With(out) his friends Instead of them
Role		What as?	As a concerned parents (smashed) into pieces
Matter		What about?	About this With reference to that
Angel		Says who?	According to Shorter Oxford

Source: Halliday (1999)

2.2 Conceptual Framework

English is taught as a foreign language in Indonesia and it is difficult for students to learn the language. In principle, to write means to try to produce written messages. Language has many functions. One of them is to describe the meaning of writing. Thus this function has a role to share

information for the readers; especially students to understand about many things existed.

Furthermore, the study focuses on the Experiential Function which is divided into six Processes namely Material, Mental, Relational Behavioral, Verbal and Existential Process. When one is explaining his self introduction to another person in writing, she/he instinctively tries to organize what she/he says is a way that will make it easier readers to understand. Then it needs experiential function to express some meaning.

Therefore, this research is intended to identify the experiential function on students' self introduction writing then to classify the types of processes, and finally to find which type of process is the most dominant.

II. Method of the Research
3.1 Research Design

This research was done by using qualitative descriptive design that tries to classify, describe, count, take the percentage of the processes, find out the types of processes and decide the dominant one from the data of experiential function on the students' self introduction writing with the reference to the theories previously stated. Some examples of the processes and circumstances in the sentences were given to show the types of the processes and circumstances, and describe some reasons of using Experiential Function on the students' self introduction writing.

The data of this study were clauses found in eleven students' self introduction writing. They were collected by applying the documentary technique. Ary (1979) states many interesting and useful projects in the field have been concerned with information obtained by examining records as document. It meant that through documentary technique, the data were collected by reading and studying some books related to the research.

3.2 Population

Population, as Gay (1990) states, is the group of people or thing interesting to the researcher, the group s/he would like the result of the study be generalized. According to this, the population of this research is the first semester students of Refrigeration and Air Conditioning Engineering Study Program in Tanjungbalai Polytechnic were taken as the population. They consist of eleven students.

3.3 The Instrument for Collecting the Data

To collect the data of this research, the students were asked to write their own self introduction. The time should be about 90 minutes. Before they started writing their own self introduction, the students were given a brief explanation about self introduction.

3.4 The Technique for Analyzing the Data

After collecting the data, the data was analyzed based on Miles and Huberman (1992) models. The data were analyzed through three steps namely, data reduction, data display and conclusion (drawing and verifying the result).

IV. Data and Data Analysis
4.1 Data

The data were collected and selected from self introduction

writing. The data of this study were the first year students in Refrigeration and Air Conditioning of Tanjungbalai Polytechnic. They consisted of 11 students in whole class.

4.2 Data Analysis

After collecting data, the data were analyzed based on classifications of process of experiential function in the students' self introduction writing. The researcher analyzed some classifications of process of experiential function that can be answered the formulation of the problems of this research, namely kinds of process of experiential function in the students' self introduction writing and the dominant type of the process.

The researcher analyzed the data into it's kinds of process of experiential function. Based on the theory, There were six kinds of experiential function, namely Material process, Mental process, Relational process, Verbal process, Behavioral process, Existential process. The data which collected were presented in the tables below:

Table 4.1
The Percentage of the Experiential Function in the students' self introduction writing.

No.	Process	Total	Percentage
1.	Material	16	20,8 %
2.	Mental	4	5,2 %
3.	Relational	54	70,1 %
4.	Verbal	3	3,9 %
5.	Behavioral	0	0 %
6.	Existential	0	0 %
Total		77	100 %

Based on the Table 4.1 above, it is found that there are 77 clauses in students' self introduction writing. The data shows that the total number of Material process occurs 16 times (20.8%), Mental process occurs 4 times (5,2%), the Relational process occurs 54 times (70,1%), Verbal process occurs 3 times (3,9%), Behavioral process does not occur (0%) and the Existential process also does not occur (0%). It means that the dominant type of process found in the students' self introduction writing is Relational process.

Relational process is a process of having and being. Relational process describes the relational of people and things in discourse. The result proves the students tried to apply the relational process more than the other processes as the way to describe their personal identity to the readers through their writing.

From the data, it is found that there are 2 types of Circumstances used in the students' self introduction writing. They are Location which occurs 18 times (94,8) and Manner which occurs 1 time (5,2%)

V. Conclusion And Suggestion
5.1 Conclusions

Based on the analysis of the data in the previous chapter, some conclusions are drawn:

1. There are four kinds of experiential function founded in students self introduction writing namely: Material process, Mental process, Relational process, and Verbal process. Behavioral and Existential processes are not shown in the writing. The researcher calculates the total

frequency of the occurrences the kinds of experiential function itself. (1) Relational process is in first position is used 54 times or (70,1%), (2) the next position is Material process with occurrences 16 times or (20,8%), (3) then, Mental process as the third position in this kinds of experiential function. It is used 4 times or (5,2%), (4) the fourth is Verbal process with occurances 3 times or (3,9%). Behavioral and Existensial does not occur in the writing (0%).

2. Out of the 4 kinds of process occur in students' self introduction writing, the most dominant is the relational process which occurrs 54 times or 70,1 %.

3. There are 2 kinds of Circumstances found from the texts, namely; Location and Matter. Location occurs 18 times (94,8%) while Matter occurs 1 time (5,2 %). It appears that the dominant type of Circumstance is Location.

5.2 Suggestions

Having seen the results of the research, researchers are suggested to conduct the same topic with more subjects with different problems to see the difference between them so the types of process of those subjects can be seen more accurately and clearly.

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