EXPERENTIAL PROCESS IN THE STUDENTS' WRITING AT ENGLISH LITERATURE OF UMN AL-WASHLIYAH

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Abstrak

Penelitian ini merupakan kajian Linguistik Fungsional Sistemik (LFS) yang berfokus pada Proses Eksperensial. Proses ini dianalisis dalam penulisan puisi mahasiswa Sastra Inggris di Universitas Muslim Nusantara Al-Washliyah pada tahun akademik 2020/2021. Dengan menerapkan metode deskriptif kualitatif, penelitian ini menemukan bahwa semua jenis proses digunakan dalam penulisan puisi para mahasiswa Sastra Inggris. Pertama, Proses Material digunakan oleh para mahasiswa untuk menggambarkan tindakan pelaku. Kedua, Proses Relasional untuk menghubungkan satu unit bahasa ke unit bahasa yang lain. Ketiga Proses Mental yang melibatkan indera, kognisi, emosi, dan persepsi. Keempat, dalam frekuensi rendah, para mahasiswa menggunakan Proses Eksistensial yang menunjukkan keberadaan suatu maujud. Kelima, Proses Verbal yang melibatkan aksi perkataan, meminta atau menceritakan, dan terakhir, keenam Proses Perilaku untuk mengekspresikan tingkah perilaku manusia.

Kata kunci: Proses, Eksperensial, Tulisan, Mahasiswa

Abstract

 This research is a study in Systemic Functional Linguistics (SFL) concentrated in Experential Process. It is analyzed in the students' poetry writing at English Literature of Universitas Muslim Nusantara Al-Washliyah in the academic year of 2020/2021. By applying descriptive qualitative method, this research finds out that all of the six types of processes are realized in the students' poetry writing. First, the students use Material Process dominantly describing actions of the actor. Secondly, another process they use is Relational Process relating a unit of language to another unit. Third, Mental Process involving senses, cognition, emotion, and perception. Fourth, in the low frequency, they used Existential process showing the existence

of an entity. Fifth, Verbal process involves information of saying, asking or telling and sixth, Behavioural process is used to express humans' behaviours.

INTRODUCTION

Systemic Functional Linguistics (SFL) is the study of language in the aspect of lexicogrammar and meaning in its context. Thus, the study of language can not be separated from its context internally (Linguistic context) and externally (Social Context. Language and Context are two elements related closely. Humans must use language in its context. Therefore in SFL, language must be studied in its context.

SFL tries to see discourse (writing) in the form of written or oral language and what is contained in the text (writing) produced. It concerns more with the use and function of language rather than how language is structured but it in the manner by which it is composed including through experential meaning (process). Experential process are with the way reality is presented and the grammatical resources for constructing experience of the world around us such as what is going on as realized through process, participants and circumstances (Matthiessen and Halliday, 1997) in (Abdulrahman Almurashi, 2016).

In SFL, Language is functional. Its function is to express meaning so it is functional when it delivers meaning. One of Language functions is to describe meaning named Experential process. Process (or traditionally named verb) is the main unit of language because it connects other units of language such as participants, complements and adjuncts. Thus, the study of process is very significant in this case.

Theory (SFL) has a great contribution in teaching writing skill:
1. the theory can help the writer to write and analyze through editing the text and context use.
2. In formulating the written text, students as a teacher candidate can represent the topic that they will write (ideational/experiential meaning). In writing, students can express their idea into written form by using various kinds of process (e.g. material, mental, verbal etc), Participant (e.g. goal, actor, carrier etc), circumstances (e.g. location, manner etc).
3. the approach of systemic functional linguistic can assist the lecturer examine how students make contextual meaning in their writing through structure and organization (Sipayung et al., 2016).

The analysis of process, participant, circumstance, context of situation is as a way of thinking and ideology (Gusnawaty et al., 2017). Furthermore some results of the analysis in process are shown: first, Process can also be studied in verses of Holy Quran and the result found that Material Process is dominantly used because many surah in Juz Amma of Holy Quran contain about action, activity, things that are doing or happened physically, bodily, and materially (Haitami, n.d.). Secondly, the process especially material process can also be analyzed in undergraduate argumentative essay text. When learners write a text, they will construct meaning by using lexical grammar choices defined by transitivity system as the experential meaning construction. It is very significant to increase writing ability and to find out whether the students' writing is composed well an approach can be applied by using transitivity system especially experential process in transitivity system such as material, mental, verbal, relational, behavioral and existential process as proposed by Halliday (2004) in (Nurkholidah et al., 2019) .

The study of Process in this research is focused in the Students' writing in English of Literature of Universitas Muslim Nusantara Al-Washliyah since the students are active in the study of language theoritically and practically especially in the aspect of English speaking skills such as Speaking, Listening, Reading and Writing. That is why competence in the use of language is very significant and interesting to be analyzed.

METHOD

This research uses qualitative method. Qualitative method is a library research and by constructing various sources. The data is collected naturally and the researcher functions as the key instrument. Since qualitative method is descriptive, therefore the meaning is based on subject's perspective. Furthermore, it is described in the comprehensive manner (Fadli, 2021).

The data of the research is taken from the Poetry writing of English Literature students in Muslim Nusantara University in the academic year 2020/2021.

The data is collected by doing some steps. First the researcher gave instruction of writing poetry to the English Literature students of UMN Al-Washliyah. Then collecting students result of writing.

The data is analyzed by:
1) Reading the students' poetry writing
2) Sorting the writing into single clauses
3) Analyzing the process in students' poetry writing
4) Classifying the process based on the six processes
5) Percentaging and ranking the use of experential processes
6) Drawing conclusions

RESULT AND DISCUSSION

RESULT

This research analyzes the types of process used by the students' poetry writing in English Department of Faculty of Letters Universitas Muslim Nusantara Al-Washliyah. The result is as in the table 1 and graphic 1 below:

Table 1:
Result of Total Number and Percentage of Experential Process

No.	Process	Total Number	Percentage
1	Material	130	52 %
2	Relational	59	23 %
3	Mental	45	18 %
4	Existential	7	3 %
5	Behavioural	5	2 %
6	Verbal	5	2 %

Graphic 1:
The Levels of Process used in Students' Poetry Writing
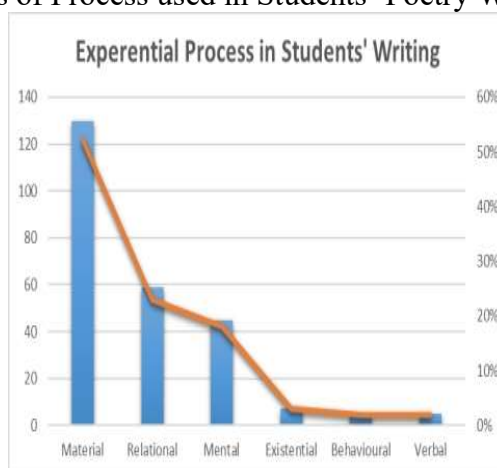
Discussion

This research is a Systemic Functional Linguistics research concentrated in analyzing process that studies language function to describe experience or meaning. called "Experential function". Clause in discourse or writing (oral or written) as the highest unit of language consists of process, participants and may be followed by circumstance. Experential function analyzed in this research consists of six processes. They are Material, Verbal, Mental, Relational, Behavioral, dan Existential process. The six Proceses are analyzed in students' poetry writing at English Literature of Universitas Muslim Nusantara Al-Washliyah in the academic year of 2020/2021.

This research analyzes the types of process used by the students' poetry writing in English Department of Faculty of Letters Universitas Muslim Nusantara Al Washliyah. The findings show the most dominant used by the students are material process 52 %. The second place is the use of relational process 23 %. The third place is mental process 18 %. The fifth place is existential process 3% and the last two processes are verbal and behavioural process 2 %.

From all the six types of process, the table 1 above reveals that the most dominant type of process is Material process much more dominant than other process. It means that the students through their writing use physical action process (material) that is the process of doing such as *sail, walk, get, come back, moves, broke*, as seen below:

1) *Who can not* <u>*sail*</u>
2) *Can not* <u>*walk*</u> *straight*
3) *I can no longer* <u>*get*</u> *love*
4) *you'll never* <u>*come back*</u>
5) *It* <u>*moves*</u> *as if it is dancing*
6) *But when the needle* <u>*broke*</u>   (Collection of UMN Students' Poetry Writing)

Secondly, the other process used in their writing are relational process that relates linguistics units such as words and phrases, in other words relational process is a process of relating participants or circumstances through students' writing. In the examples below the use of process am, is functions relating linguistic units of *I, the captain, that, silent, me, around* and *in this place*:

7) *I'm silent*
8) *I'm not me*
9) *If the captain is not around*

10) *That's me*

11) *I'm still in this place* (Collection of UMN Students' Poetry Writing)

Besides Material and Relational process, the other process found is Mental process involving the process of perception, cognition and emotion. This process uses the activity of sense, thinking and feeling such as remember, know, feel:

12) *Remembering the deepest memories*

13) *I know*

14) *Who was feeling happiness*

15) *The little girl felt deep sadness* (Collection of UMN Students' Poetry Writing)

Then fourth, Existential Process shows the existence or appearance of something through the use of participant such as process *existed :*

16) *All of the memories that have never existed* (Collection of UMN Students' Poetry Writing)

Fifith, Behavioural that is the process of behave or how participant behaves such as laughing, sneezing

17) *And always smile at me* (Collection of UMN Students' Poetry Writing)

Finally, sixth, Verbal Process that is the process of saying such as saying, asking, ect. are seldom used in students' writing.

18) *My mouth can not speak again* (Collection of UMN Students' Poetry Writing)

Based on the discussion above, the six types of experential process are completely used by UMN-Alwashliyah English Literature students but in different number and percentage.

Conclusions

The conclusions of this research are all of the six types of Experential processes used by the students of English Literature of Universitas Muslim Nusantara Al-Washliyah but not in the same frequency: The type of process most dominantly used in students' poetry writing is Material process. Then the other process used in students' writing are Relational, Mental, Existential and Behavioural Process.

These various types of Process used in the students writing prove us that to express students' ideas and feeling into language, it is not enough by using only one or some processes into language writing. The students need all of the types of processes so they can express and write their ideas and feeling into language.

Suggestions

The suggestions are for:

Linguistic Researchers should study or analyze language in various media especially in electronic media since the language is frequently expressed nowadays is internet based communication.

Lecturers should motivate the students in writing mini research and journal writing based on the subject teaching in the class.

General readers should be active in reading especially English articles to improve their reading and writing skills in English.

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