IDEATIONAL MEANING ANALYSIS
IN ANALYTICAL EXPOSITION TEXT WRITTEN BY
THE ELEVENTH GRADERS OF SMA NEGERI 1 MAGELANG
IN THE ACADEMIC YEAR 2018/2019

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Abstract

In this paper, the writer focuses on the ideational meaning in the eleventh graders composition of analytical exposition text. The objectives of this study are to know the process types used and to know the dominant process type used in analytical exposition text written by the eleventh graders of SMA Negeri 1 Magelang in the academic year 2018/2019. The type of this study is qualitative, so the writer analyzes the data through descriptive qualitative. The subject of this study was the eleventh graders' analytical exposition text in XI Social 2 of SMA Negeri 1 Magelang in the academic year 2018/2019. The writer took 12 analytical exposition texts which were analyzed and collected by documentary technique. The result revealed that the total numbers of processes are contributed into six process types. Those are material processes, mental processes, behavioral process, verbal processes, relational processes and existential processes. Thus, the dominant process type is relational process which are divided into attributive processes and identifying processes. Students mostly used relational processes to give their idea about phenomenon discussed in their analytical exposition texts. Finally, the writer suggests the teacher to master ideational meaning and explain more about the lexicogrammatical feature used in analytical exposition text so that the students can compose qualified writing.

Keyword - SFL, Ideational Meaning, Process Types, Analytical Exposition Text

Introduction

English becomes a foreign language in Indonesia which is learned by people called language learners. They aim to be proficient in four certain language skills. Listening and reading are categorized into receptive skills while productive skills contains of speaking and writing. The central learning language achievement is writing, used for graduating from college, gaining employment, and communicating effectively.

The coverage of English lesson in SMA Negeri 1 Magelang is that students are expected to be able to create and understand many kinds of texts. Various types of text have to be understood by students as well as analytical exposition text. It forces students to think critically on their own because it is a text which elaborates idea about such phenomenon.

The writer focuses on analytical exposition text since some students face difficulties in organizing their idea into sentences. They are confused to express, give opinion or argument, and create interesting ideas to write analytical exposition text becomes a meaningful paragraph. Students need to increase their awareness and pay attention of their vocabulary used in their writing of analytical exposition text. However, some of students get difficulties in choosing the appropriate words.

Communicating in written form such as analytical exposition text has to gain the goal by pouring all ideas in mind which is realized as language. Language which is shared conveys

meaning namely ideational, interpersonal, and textual meaning. The writer is interested to conduct a research in ideational meaning analysis since students have difficulties to differentiate the process types used in writing analytical exposition text. They do not pay attention in the ideational meaning when writing analytical exposition text. Ideational meaning is meaning about things going on. Therefore, students can understand an intended meaning created by them by realizing through participants, process, and circumstances. They will know the process types used in analytical exposition text so that they can write a good analytical exposition text.

The objectives of the study are: to know the process types used in analytical exposition text written by the eleventh graders of SMA Negeri 1 Magelang in the academic year 2018/2019 and to know the dominant process type used in analytical exposition text written by the eleventh graders of SMA Negeri 1 Magelang in the academic year 2018/2019.

Systemic Functional Grammar

Systemic refers to the view of language as a network of systems to make meaning (Halliday, 1994: 15). According to Halliday (1994) in Sukarno (2015), systemic functional grammar is to make use of lexical items manipulated in a grammar system, thereby called as lexico-grammar as the spirit of enhancing that language is used for making meanings. It is an approach to language which is centered on how people use language in their social life (Eggins, 1994).According to Gerot and Wignell (1994: 5), functional grammar perceives language as a resource for making meaning. It can be concluded that systemic functional grammar is a resource for creating meaning through wordings.

Metafunctions

Function means purpose or way of using language and has no significance for the analysis of language itself (Halliday & Matthiessen, 2004: 31). However, systemic analysis shows that functionality is intrinsic to language which the entire architecture of language is arranged along functional lines. Language is as it is due to the functions in which it has developed in the human life. Therefore, the term 'metafunctions' is adopted to suggest that function was an integral component within the overall theory. According to (Hasan, 2009), metafunctions are not hierarchized since they have equal status and each is manifested in every act of language use. In fact, describing how the three metafunctions are woven together into the same linguistic unit is an important task for grammaticals. Gerot and Wignell (1994) state that when people hear or read a text, they can reconstruct its context of situation because there is a systematic relationship between context and text whose the wordings simultaneously encode three types of meaning: ideational, interpersonal, and textual.

Transitivity

Transitivity construes the world of experience into a manageable set of process types (Halliday & Matthiessen, 2004). It is as a resource for construing experience in terms of configuration of process, circumstances, and participants. The system of transitivity belongs to the experiential metafunction. It is the overall grammatical resource for construing going on.

According to Gerot & Wignell (1994: 52), there are three semantic categories that explain in a common way how phenomenon of the real world is represented as linguistic

structures. The first is circumstances which answer questions of when, where, why, how, how many, and as what. There are seven types of circumstances mentioned by Gerot and Wignell (1994). Those are time, place, manner, cause, accompaniment, matter, and role.

The second is Participants. Participants are people, ideas, or things which participate in the processes and carry out the processes under circumstances. In realizing ideational meaning, there are twenty types of participants. They are actor, goal, initiator, beneficiary, range, behaver, range, senser, phenomenon, inducer, sayer, verbiage, target, token, value, assigner, carrier, attribute, attributor, and existent.

The last is Processes. According to Gerot and Wignell (1994: 54), the central of transitivity is Processes which are realized by verbs not only 'doing words' but also being and having. Therefore, Participants and Circumstances are mandatory upon the doings, happenings, feelings, and beings. Different kinds of goings on necessarily involve different kinds of Participants in varying Circumstances. There are seven types of process elaborated below:

Material Processes
According to Gerot and Wignell (1994: 55), "material processes are process of material doing. They express the notion that some entity physically does something which may be done to some other entity."

Therefore, clauses in material process have a doing (Process) and a doer (Participant) The entity who or which does something is called the Actor. There is optionally an entity to which the Process is directed that is the Goal.

Mental Processes
It is process of sensing such as feeling, thinking, perceiving (Gerot & Wignell, 1994: 58). Mental Processes are divided into three types. They are affective or reactive (feeling), cognitive (thinking), and perceptive (perceiving through the five senses). The Participant involved in mental process is not so much acting or acting upon in doing sense, as sensing.

The roles of Participant in mental process are Senser and Phenomenon. A conscious being for only those who are conscious can feel, think, or see is called the Senser while the Phenomenon is the one which is sensed: felt, thought, or seen.

Behavioral Processes
According to Gerot and Wignell (1994: 60), behavioral processes are process of physiological and psychological behavior such as breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. The Participant in mental process is the Behaver that is a conscious being, but the process is one of doing, not sensing.

Verbal Processes
Verbal processes are processes of saying of symbolically signaling (Gerot & Wignell, 1994: 62). These are realized by two distinct clauses those are projecting clause encodes a signal source (Sayer) and a signaling (Verbal Process) and the other (projected clause) realize what was said.

Relational Processes: Processes of Being and Having
According to Gerot and Wignell (1994: 67), relational process are process which involve states of being and having. They can be classified into two types according to the use whether being used to identify something or to assign a quality to something. Attributive Processes are processes which assign a quality. There are Carrier and Attribute in

attributive processes.Identifying Processes are processes which establish on identity. The Participant roles of identifying processes are Token and Value.

Existential Processes
Existential processes are processes of existence which are expressed by verbs of existing; 'be', 'exist', 'arise', and the Existent can be a phenomenon of any kind (Gerot & Wignell, 1994: 72).

Meteorological Processes
Processes which are related to meteorological conditions are called meteorological process.

In conclusion, there are six types of processes mentioned by Halliday (2004). Then, Gerot and Wignell add one process that is meteorological process.

Writing

According to Brown (2004: 218), writing is a convention to record speech and to reinforce grammatical and lexical features of language. Writing represents language and emotion using signs and symbols. It can be defined as communicative act for sharing information, thoughts, or ideas. Students write text for several purposes such as compositions, essays, project reports, and so on. Writing is the most difficult skill for second and foreign learners. Students have difficulties in organizing ideas and translating the ideas into readable text. Students must have regularly practice to write if they want to compose good writing. If students are writing in a second or foreign language, they take more time to revise the work (Mayers, 2005). It can be concluded that writing is a system of human communication which is presented by using symbol.

Analytical Exposition Text

According to Anderson and Anderson (1997: 2-3) in Septiana (2016: 13), analytical exposition text is a text which persuades readers that something should be in the case. Besides, Priyana, Riandi, and Mumpuni (2008: 58) in Elita (2017: 16) states that analytical exposition text proposes or suggests certain topic which may only be pro or contra. It can be concluded that analytical exposition text is a text which elaborates someone opinion or argument about such phenomenon. They can be pro or contra.

Methodology

The writer applied descriptive qualitative by explaining the process types used in students' analytical exposition text descriptively. The subjects were analytical exposition texts written by the eleventh graders of SMA Negeri 1 Magelang in the academic year 2018/2019 in class XI IPS 2.

The unit of analysis of this study was every clause written by students in their analytical exposition texts. The writer used documentation technique for collecting the data and took 12 analytical exposition texts which were chosen randomly by numbering every analytical exposition texts in the population. Then, the writer used a random number table to pick which analytical exposition texts to be sample. Furthermore, the procedures to analyze the ideational meaning which were realized in students' analytical exposition texts are:

1. The writer read analytical exposition texts written by students.
2. The writer listed all clauses on each text of the students' writing by numbering them. For example, T1C1 stands for Text number 1 and Clause number 1.
3. Next, the writer analyzed the process types used in students' analytical exposition texts based on Gerot and Wignell (1994) theory.
4. Finally, the writer drew conclusion about the process types and the most dominant types used in students' writing based on the following formula.

$$P = \frac{F}{N} \; x \; 100\%$$

P : The percentage of particular process types
F : The frequency of particular process types
N : The total number of process types found in the data
(Sudiyono, 2003: 43)

Finding(s) and Discussion

People use language to interact with others not only for establishing relationship, but also for talking about experience and ideas to represent what is going on in the world. It is in line with ideational meaning. Ideational meaning is achieved by using transitivity system that consists of circumstances, processes, and participants.

Process Types Found in Students' Writings

The writer found that there are six types of processes which are realized by students and the total processes are 239. However, three of them are the main types of processes. Those are material, mental, and relational processes. Other processes lie between three main processes. Those are behavioural, verbal, and existential processes. Behavioural process lies between relational and material process. Verbal process lies between relational, material, and mental process. Meanwhile, existential process lies between material processes. Followings are the process types used in analytical exposition text written by the eleventh graders of SMA Negeri 1 Magelang:

Table 1. Total Number of Process Types

No	Process Types	Frequency of Particular Process Types	Percentage (100%)
1	Material	94	39.33%
2	Mental	26	10.88%
3	Behavioral	2	0.84%
4	Verbal	11	4.60%
5	Relational: Attributive	85	35.56%
6	Relational: Identifying	10	4.18%
7	Existential	11	4.60%
8	Meteorological	0	0.00%
Total		239	100.00%

Non-Relational Processes

Material Processes

Material processes are processes that describe the process of doing in which the entities do something real and concrete. As the shown table above, there are 94 processes and the percentage is 39.33% found in analytical exposition texts written by students. Material process is placed in the second most dominant process types used in their writing of analytical exposition text. Most of the students used material process to tell the action which is used by some actors related to the discussed topic in their writing.

Mental Processes

Mental processes are processes of sensing. It is about mental reactions, those are thoughts, perceptions, and feelings. As the table shown above, the total frequency of mental process is 10.88% of 26 mental processes. The third most dominant process in students' analytical exposition text is mental process. The students used mental process to express their thoughts, feelings, and perceptions towards the phenomenon discussed in their writing. Most of them used mental process to give idea, opinion, or argument they had.

Behavioral Processes

Behavioral processes are processes about physiological and psychological behavior. This process lies between relational and material process. There is 2 processes 239 which is analyzed as behavioral process and the percentage is 0.84% in students' analytical exposition texts. The obligatory participant in behavioral process is the behaver. The behaver which was found in their writings is the student itself which state his condition. The verb used by students to express behavioral process is stay.

Verbal Processes

Verbal processes are process of verbal action, saying, or symbolically signaling. This process lies between relational, material, and mental process. There are 11 processes out of 239 which are analyzed as verbal process and the percentage is 4.60% in their analytical exposition texts. The verbal processes which are used are expressed by verb claim, conclude, talk, tell, insult, state, say, ask, and answer. Through this process, the students tried to tell a fact which is stated by someone.

Relational Processes

Relational processes are process of being including having. It consists of attributive process and identifying process. The writer found that the students used both attributive and identifying processes in their analytical exposition text. There are 95 relational processes out of 239 processes and the percentage is 39.74% which are divided into 2 processes. Those are 85 attributive processes and 10 identifying processes. Relational process occupied the most dominant process in students' analytical exposition texts. The distribution of relational process will be explained below:

Attributive Processes

Attributive processes are process which assigns a quality to something. The total of relational attributive processes are 85 with the frequency is 35.56%. Most of the attributive processes used in their analytical exposition text are expressed by "to be". They were

stated by using to be is, are, will be, have been, and can be. There are other verbs which are used to assign a quality to something in attributive process such as show has, make, get, mean, become, and so on. Those verbs indicate the process of being including having.

Identifying Processes

Identifying processes are process which establishes an identity of something. The total frequency of relational identifying processes is 10 processes and the percentage is 4.18%. The relational identifying processes which are used in their writing are expressed by verb to be, call, and mean.

Existential Processes

Existential processes are process of existence which represents the existence of something. The total frequency is 11 processes and the percentage is 4.60%. Through existential process, the students stated about the existence of something related to the phenomenon which is discussed in their analytical exposition text. It makes the readers know the situation related to the phenomenon that had been discussed by students because through existential process, students can give information about what kinds of existence which exist in their writing.

The Contribution of Ideational Meaning Analysis
Ideational meaning analysis is realized through the term of transitivity system that consists of participants, processes, and circumstances. This study contributes the English teaching learning process which is more concerned in analytical exposition text.

The result of this study shows more understanding and explanation about ideational meaning in which it can improve knowledge about how the text works to construct meaningful paragraph. This study provides additional reference of ideational meaning which is related to the teaching of analytical exposition text.

Furthermore, the overall contribution goes to build on pedagogical significances for exploring the idea of ideational meaning in students' analytical exposition text. For the teachers, they can realize more about the ideational meaning which is used in the students' composition and know the level competencies of their writing. For the students, this study helps them to grasp the knowledge of ideational meaning in their writing, so they can construct their ideas or arguments in order to use language for composing and understanding analytical exposition text. For the further researchers who will conduct the same topic related to ideational meaning, this study can be used as their references, so they can find some theories which is related to their variables easily.

Conclusion(s)

This study was analyzed the ideational meaning found in the students' analytical exposition text written by the eleventh graders of SMA Negeri 1 Magelang. As explained on the data analysis and discussion, there is a conclusion which can be drawn.

In ideational meaning analysis, the writer analyzed the process types which are used by students. There were six processes which were realized in the students' analytical

exposition texts. Those are relational process (39.74%), material process (39.33%), mental process (10.88%), verbal process (4.60%), behavioural process (0.84%), and existential process (4.60%).

It can be concluded that the most dominant process type used in analytical exposition text written by the eleventh graders of SMA Negeri 1 Magelang in the academic year 2018/2019 is relational processes which are divided into two; relational attributive (35.56%) and relational identifying process (4.18%). The students mostly used relational process to assign a quality (attributive process) and to establish an identity (identifying process) of such phenomenon which is discussed in their writing.

The writer studied in educational field, so it is worth to present the contribution of the study for teaching learning process. This study will give a brief explanation about the process types and the most dominant process types used by students. As the result of ideational meaning analysis which is related to the context of situation (register), the process types can make the students choose the appropriate words in composing analytical exposition text. Therefore, this study is expected that the students can improve their writing skill by realizing ideational meaning.

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