

An Analysis of Ideational Meaning on Explanation Texts in Indonesian Senior High School Students in ESL Writing: A Study of Systemic Functional Linguistics

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ABSTRACT

SFL is useful for contributions to the field of education, especially in language teaching. It can enhance teachers' creativity in the learning process. In addition, SFL can also stimulate children's critical thinking and reading analysis. In this way, children can be slowly taught to analyse the relationships, meaning, content, and purpose of texts and contexts. This research analyzes the ideational meaning of explanation texts written by Indonesian Senior High School students in ESL writing. The objectives of this study are: 1) to know the process types used in explanation text written by Indonesian Senior High School students in ESL Writing, 2) to know the dominant process of the type used in explanation text written by Indonesian Senior high school students in ESL Writing, and 3) to find out the contribution or pedagogical implication of Ideational Meaning analysis in the writing process. The researcher employed qualitative descriptive as the research design. The data were taken and collected through documents collection from students' worksheets. The documents were collected from eleventh-grade students in Senior High School in Bandung. The result showed that the process types used in explanation text written by Indonesian Senior High School students in ESL Writing are material, mental, attribute, identifying, and existential. The identifying process is the dominant process found in explanation texts that occurs 21 times (31,81%) in the written text by Indonesian Senior High School students in ESL Writing. The ideational meaning embodied in the students' explanation text shows that students present their work in a state of being and doing through material, mental, attribute, identifying, existential processes, and circumstances to support their writing. In improving students' writing skills, teachers can use a genre-based approach. It can be concluded that students mostly used relational processes to give their idea about the phenomenon/ event discussed in their explanation texts. Finally, the writer suggests that the teacher master ideational meaning and explain more about the lexico-grammatical feature used in explanation text so that the students can produce a good text in ESL Writing.

Keywords: Explanation Text; Ideational Meaning; Transitivity; SFL

INTRODUCTION

Systemic Functional Linguistics (SFL) is primarily developed by Michael Halliday. It is about examining languages from functional to semantic approach. According to Eggins (2004), there are four main theoretical claims of SFL, that are language is functional, its function is to make meanings (semantic), these meanings are influenced by social and cultural contexts, and the process of using language is semiotic. In the functional-semantic theory, language aims to define three kinds of simultaneous meanings, namely ideational, interpersonal, and textual. Ideational can be defined as the meaning that refers to the 'real world' and about how people represent experience in language. Interpersonal can be defined as meaning that expresses the writers' or speakers' relationships with other people. Textual can be defined as meaning that refers to the organization of a written or spoken texts (Eggins, 2004). These three kinds of simultaneous meanings are represented in the units of language, those are clauses, sentences, texts, and paragraphs.

SFL is greatly useful for contributions to the field of education, especially in language teaching. It can be used to create lesson plans and select teaching materials. SFL can enhance teachers'

creativity in the learning process. In addition, SFL can also stimulate children's critical thinking and reading analysis. In this way, children can be slowly taught to analyse the relationships, meaning, content, and purpose of texts and contexts.

In this study, the researcher focusses on explanation text in Indonesian Senior High School Student in ESL writing. This study presents one system of analysis focuses on ideational meaning. This system helps in analyzing a text to see how it produces meaning. Ideational meaning is realized through transitivity analysis. The writer focuses on explanation text since some students face difficulties in organizing their idea into sentences. The students need to increase their awareness and pay attention of their vocabulary used in their writing of explanation text. The writer is interested to conduct research in ideational meaning analysis since students have difficulties to differentiate the process types of transitivity used in writing explanation text. They do not pay attention in the ideational meaning when writing explanation text.

Text is spoken or written form of language that is delivered in any medium and can be understood by someone who knows the language (Halliday, 2004). An explanation text is a text that explains the occurrence of a process. Explanatory text according to Priyatni (2014), is a text that has a social function to explain or analyse the process of appearing or happening something. This type of text is as similar as procedural text. Procedure text has the goal of explaining how to do something, while explanatory text explains how a process is. The explanatory text tells how the process starts from the formation of natural, social, and scientific to cultural phenomena.

Textual meaning is realized by three metafunctions, those are the ideational function, the interpersonal function, and the textual function. The ideational meaning can be achieved through the process found in the text. Transitivity analysis is often used to examine the ideology behind an author-directed text, or to analyze characters and other elements beyond the text her sentences. Transitivity is a theory of linguistics that belongs to the experimental metafunction of systematic functional linguistics. In short, systemic functional linguistics deals with the meaning of language, each meaning being part of a different functional construct.

Research related to the analysis of ideational meaning has been carried out by several previous researchers, namely Cahyati (2018), in analysing the ideational meaning realized on recount text in English textbook for Senior High School Grade X. The researcher used transitivity analysis as tool to analyzes recount text. The result of data analysis showed that the dominant processes found on recount text is material processes. It occurred 90 times (51,8%) in the textbook and it refers to process of construing material of action and doing. Meanwhile, the dominant circumstances found on recount texts is circumstances of time. It occurred 40 times (44,4%) and it refers to answer question such as "when" and also to give information about times. In addition, Afriany (2018), in analysing the descriptive text written by EFL Students based on the criteria of transitivity system and to identify the process types of transitivity system most often found in descriptive texts. It could be shown that there were 269 total relational processes created by the student, with a relational process percentage of almost 59%. Approximately 20% of the material processes, 12% of mental processes and 7% of behavioural processes. Agustina (2021) also analysed the narrative text process types used by the students. The findings revealed that the material, behavioural, intensive, attributive, verbal, mental, and existential processes are most frequently used in the students' narrative texts. Because the students' subjects were based on historical knowledge, the material process was the most frequently used in the process type. The results revealed that the students' narrative texts show that to convey information, students must use the linguistic elements of a narrative text.

Regarding to several previous studies above, those research focuses on English textbooks, descriptive text written by students, and narrative text, while this research examines ideational meaning based on student-written explanatory text which will later provide pedagogical input in teaching writing, especially helping students to achieve good writing competency when writing an explanation text.

Based on interviews with teachers in senior high school, the results of learning to write explanatory texts students are still in the low category. This can be seen from the results of learning

to write explanatory texts of students, almost half of the total number of students have not achieved the minimum completeness criteria. Therefore, the researcher wants to investigate the ideational meaning of explanation texts written by Indonesian senior high school students in ESL writing using systemic functional linguistic studies. Therefore, the objectives of this study are: 1) to know the process types used in explanation text written by Indonesian Senior high school students in ESL Writing, 2) to know the dominant process of the type used in explanation text written by Indonesian Senior high school students in ESL Writing, 3) to find out the contribution/ pedagogical implication of Ideational Meaning analysis in the writing process.

METHODS

The Explanation texts of eleventh-grade senior high school students in Bandung were analyzed using the transitivity system. As defined previously, this research employed an analysis based on language's Ideational Metafunction. The field of the context may be discovered through the study of process types described through the transitivity system. The process types are described in transitivity analysis: material, mental, behavioral, verbal, existential, and relational processes. The participant feature research is essential to the process types since it conveys its participant functions.

The descriptive qualitative technique was chosen as the strategy in this investigation. The participants in this study were eleventh-grade students in Senior High School in Bandung, especially from class XI Tauhid. In addition, 3 students participated as research subjects for this study, taken randomly by researcher based on certain categories, namely student texts with high achiever, middle achiever and low achiever categories. The students in the eleventh grade were chosen since an explanation text is required in the Independent Curriculum, and this type of literature was the focus of the research.

The researcher utilized text analysis to collect data. Students in eleventh grade used the explanation texts as data collecting methods. The technique utilized to collect explanation texts was through documents collection from students' worksheets. The instrument consisted of a collection of tables and data distribution sheets used to collect and analyse the data using the theories employed in this research. The researcher used transitivity analysis as tool to analyse the explanation texts based on Halliday's theory (1995). As a result, each sentence was examined using the transitivity system. The research was based on the Explanation texts of the students, which contained process types. There is only one instrument that is used. The instrument was a set of tables and data distribution sheets used to collect and analyze data based on the theories utilized in this study. Data distribution sheets are classified in Table 1 (See Appendix 1).

Furthermore, the procedures to analyse the ideational meaning which were realized in students' explanation text are : 1) The writer read the explanation texts written by students, 2) The writer listed all clauses on each text of the students' writing, 3) Next, the writer analysed the process types used by students in Explanation Texts based on Halliday's theory (1995), 4) Finally, the writer drew conclusion about the process types and the most dominant types used by students in ESL Writing based on the following formula:

$$P = \frac{F}{N} \times 100$$

P = The percentage of particular process types

F = The frequency of particular process types

N = The total number of process types found in data

(Sudiyono, 2003)

RESULTS AND DISCUSSION

The Process Types Used in Explanation Text Written by Indonesian Senior High School Students in ESL Writing

The data of explanation texts were taken and collected through a documents collection. The documents were collected from the text written by Indonesian Senior high school students in ESL Writing. The texts comprised 66 clauses were analyzed by the researcher. The characterized processes are material, mental, attribute, identifying, and existential.

Previously, it can be seen in the table below about the percentage of the use of process types by the student:

TABLE 1. An Analysis the Use of Process Types

The Use Of Process Types						
Subjects	Total Clause	Material Process	Mental Process	Attributive	Identifying	Existential
Student 1 Paragraph 1-5	36	6	0	13	15	2
Total (%)		16,77%	-	36,11%	41,67%	5,55%
Student 2 Paragraph 1-3	15	8	6	1	0	0
Total (%)		53,33%	40%	6,67%	0	0
Student 3 Paragraph 1-3	15	6	0	2	6	1
Total (%)		40%		13,33%	40%	6,67%
Total Clause	66	20	6	16	21	3
Percentage (%)		30,30%	9,1%	24,24%	31,81%	4,54%

In the first student text analysis, a total of 36 clauses were found, with 6 material process clauses, 13 attributive clauses, 15 identifying clauses, and 2 existential clauses. An example of a material process is in paragraph one, namely:

TABLE 2. The Example of Material Process Found in the Students' Explanation Texts

Especially when	the rainy season	arrives	flooding occurs more often.
-	Actor	Process: Material	Goal

Then an example of an Attributive Process is in paragraph 3 below:

TABLE 3. The Example of Attributive Process Found in the Students' Explanation Texts

The land surface	is	lower	than	sea water.
Carrier	Process: Attributive: intensive	Attribute		

Then an example of Identifying Process is in paragraph 1 below:

TABLE 4. The Example of Identifying Process Found in the Students' Explanation Texts

The arrival of floods	can	be predicted	by paying attention to rainfall and water discharge.
Token	Process : Identifying Intensive		Value

Existential Process examples are in paragraph 5 below:

TABLE 5. The Example of Existential Process Found in the Students' Explanation Texts

There	are	many factors	that	cause	Flooding, both natural and human factors.
Process: Existential		Existent	Token	Process: Identifying	Value

Next, for the second student text analysis, a total of 15 clauses were found, with 8 material process clauses, 6 mental process, and 1 attributive clause. An example of a material process is in paragraph one, below:

TABLE 6. The Example of Material Process Found in the Students' Explanation Texts

A lot of people	who	created	a work such as cakes, clothes
Actor	Actor	Process: Material	Goal

Then an example of a mental process is in paragraph 1 below:

TABLE 7. The Example of Mental Process Found in the Students' Explanation Texts

Almost everyone	really	likes	This natural phenomenon called rainbow
Senser		Process: Mental: Affective	Phenomenon

Then an example of Attributive Process is in paragraph 3 below:

TABLE 8. The Example of Attributive Process Found in the Students' Explanation Texts

The spectrum of colors	are	red, orange, yellow, green, blue, indigo, and violet.
Carrier	Process: Attributive: Intensive	Attribute

Next, for the third student text analysis, a total of 15 clauses were found, with 6 material process clauses, 2 attribute clauses, 6 identifying clauses, and 1 existential clause. An example of a material process is in paragraph one, below:

TABLE 9. The Example of Material Process Found in the Students' Explanation Texts

when	water	too much	flow	to the mainland.
	Actor		Process: Material	Circ. Place

Then an example of an Identifying Process is in paragraph 2 below:

TABLE 10. The Example of Material Process Found in the Students' Explanation Texts

Rubbish	can make	a flood	because	can make	waterways clogged, or polluted river of garbage
Token	Process: Identifying Intensive	Value		Process: Identifying Intensive	Value

Then an example of an Attributive Process is in paragraph 1 below:

TABLE 11. The Example of Attributive Process Found in the Students' Explanation Texts

Flood	is	natural disaster event.
Carrier	Process Attributive: Intensive	Attribute

Then an example of an Existential Process is in paragraph 2 below:

TABLE 12. The Example of Existential Process Found in the Students' Explanation Texts

Cause and effect of rain	because	there	is	a too much water production	and	soil
			Process: Existential	Existent		Token
can't absorb	it all.					
Process: Identifying	Value					

The Dominant Process of the Types Used in Explanation Text Written by Indonesian Senior High School Students in ESL Writing

Previously can be seen in the table below regarding the occurrences of process types in Explanation Texts:

TABLE 13. The Dominant of Process Types

Process Types	Utterances	Percentage
Material Process	20	30.30
Mental Process	6	9.09
Attributive	16	24.24
Identifying	21	31.81
Existential	3	4.54

Based on the data analysis above, identifying process is the dominant process found in explanation texts that occurs 21 times (31,81%) in the written text by Indonesian Senior high school students in ESL Writing, followed by material processes with 20 clauses (30,30%), then attributive process with 16 clauses (24.24%), then mental processes with 6 clauses (9.1%) and existential process with 3 clauses (4.54%).

There are 9 Circumstances found in this research. According to Gerot & Wignell (1995) stated that circumstances is to answer questions as when, where, why, how, how many and as what. There

are seven kinds of circumstances, there are circumstances of time, place, manner, cause, accompaniment, matter and role.

The result of Circumstantial Elements of transitivity analysis characterized in explanation texts are 7 circumstances of place, and 2 circumstances of cause. So that the most dominant circumstance used in explanation text written by Indonesian Senior high school students in ESL Writing found is the circumstance of place. Circumstances of place divided into the first student's text as much as 2 circumstances of place, the second student's text as much as 1 circumstance of place, the third student's text as much as 4 circumstances of place. Then for the circumstance of cause, divided into the first student's text as much as 1 circumstance of cause, the second student's text as much as 1 circumstance of cause.

The Contribution or Pedagogical Implication of Ideational Meaning Analysis in The Writing Process

In analysing the ideational meaning of explanation texts written by Indonesian senior high school students in ESL writing, it was found that the process types used in explanation text written by Indonesian Senior High School students in ESL Writing are material, mental, attribute, identifying, and existential. Based on these results, it shows that students have used 5 out of 7 types in transitivity. The ideational meaning embodied in the students' explanation text shows that students present their work in a state of being and doing through material, mental, attribute, identifying, and existential processes, and circumstances to support their writing.

Meanwhile, teachers can improve students' writing skills with a genre-based approach. Genre-Based Approach (GBA) is an approach which guides students to understand the social purpose, organization, and language features on every kind of text. Tuan (2011) states that each of texts has the social purpose that reflects its schematic structure or text organization and language features, namely grammar, vocabulary, connectors, etc. The use of genre-based approach as a teaching medium gave a good effect in building up the students' writing achievement. The research conducted by Haryanti and Sari (2019) shows that it was interpreted that all aspects of writing were increased after being taught by using the GBA Approach. The best-achieved writing aspect was style and quality expression. It assumed the use of words: phrases, sentences, and paragraphs in expressing the ideas were clear and effective in writing style.

Based on the finding above, it was found that the process types used in explanation text written by Indonesian Senior High School students in ESL Writing are material, mental, attribute, identifying, and existential. In the first student text analysis, a total of 36 clauses were found, with 6 material process clauses, 13 attributive clauses, 15 identifying clauses, and 2 existential clauses. Next, for the second student text analysis, a total of 15 clauses were found, with 8 material process clauses, 6 mental process, and 1 attributive clause. Next, for the third student text analysis, a total of 15 clauses were found, with 6 material process clauses, 2 attributive clauses, 6 identifying clauses, and 1 existential clause.

Identifying process is the dominant process found in explanation texts that occurs 21 times (31,81%) in the written text by Indonesian Senior high school students in ESL Writing. Followed by material processes with 20 clauses (30.30%), then attributes with 16 clauses (24.24%), then mental processes with 6 clauses (9.1%) and existential with 3 clauses (4.54%). The results in this study are in line with research that has been conducted by Chanifah (2019) to analyse ideational meaning in analytical exposition text written by students in Grade XI of SMA N 1 Magelang. The dominant process type is a relational process divided into attributive and identifying processes. The author found evidence in analysing the process of analytical exposition text that students often used relational processes to provide insight or ideas about the phenomenon being discussed.

Furthermore, the result of Circumstantial Elements of transitivity analysis characterized in explanation texts are 7 circumstances of place, and 2 circumstances of cause. Therefore, the most dominant circumstance used in explanation text written by Indonesian Senior High School students in ESL Writing found is the circumstance of place. The results in this study are in line with research

that has been conducted by Marhamah & Mukhaiyar (2018) in analysing the transitivity system of Narrative Text in Junior High School English textbooks in Indonesia, the most dominant circumstances element was an adverb of place to give an information about the phenomenon or event happens.

Additionally, teachers can improve students' writing skills with a genre-based approach. Genre-Based Approach (GBA) is an approach which guides students to understand the social purpose, organization, and language features on every kind of text. As proposed by Tuan (2011) states that each of texts has the social purpose that reflects its schematic structure or text organization and language features, namely grammar, vocabulary, connectors, etc. The use of genre-based approach as a teaching medium gave a good effect in building up the students' writing achievement. It is in line with the research conducted by Haryanti and Sari (2019) shows that it was interpreted that all aspects of writing were increased after being taught by using the GBA Approach. The best-achieved writing aspect was style and quality expression. It assumed the use of words: phrases, sentences, and paragraphs in expressing the ideas were clear and effective in writing style.

CONCLUSION

It was found that the process types used in explanation text written by Indonesian Senior High School students in ESL Writing are material, mental, attribute, identifying, and existential. The identifying process is the dominant process found in explanation texts that occurs 21 times (31,81%) in the written text by Indonesian Senior high school students in ESL Writing. Followed by material processes with 20 clauses (30.30%), then attributive process with 16 clauses (24.24%), then mental processes with 6 clauses (9.1%) and existential process with 3 clauses (4.54%).

The ideational meaning embodied in the students' explanation text shows that students present their work in a state of being and doing through material, mental, attribute, identifying, and existential processes, and circumstances to support their writing. Meanwhile, teachers can improve students' writing skills with a Genre-Based Approach. The Genre-Based Approach (GBA) is an approach that guides students to understand the social purpose, structure, and linguistic features of each type of text.

This study's findings are intended to improve students' writing skills, allowing them to write in English correctly. It is also expected to provide teachers with attempts to enhance their writing skills. As a result, the data in this study can be used as a starting point for future research on a relevant topic regarding to the ideational metafunction.

ACKNOWLEDGEMENTS

The Author would like to thank the EFL Teacher and students at SMA Laboratorium Universitas Pendidikan Indonesia, Bandung City, Indonesia, for their willingness to participate in this study. The author also would like to thank the advisor Ms. Yanty Wirza, M.Pd., M.A., Ph.D. for her constructive feedback in this study. This work was supported by *Lembaga Pengelola Dana Pendidikan* (Indonesia Education Endowment Funding for Education) under the Ministry of Finance of the Republic of Indonesia.

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