



**AN ANALYSIS OF STUDENTS' ABILITY IN
ANALYZING EXPERIENTIAL FUNCTION AT
SEVENTH SEMESTER ENGLISH DEPARTMENT IAIN
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

Written by

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NIM. 16 203 00023

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2021



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To: **Dean**

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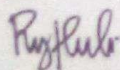
Assalamu 'alaikum wr. wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Suaersih Nainggolan, entitled "An Analysis of Students' Ability in Experiential Function at Seventh Semester English Department IAIN Padangsidempuan". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

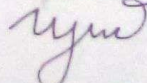
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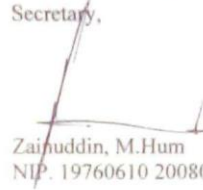
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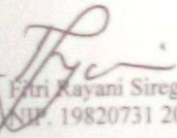
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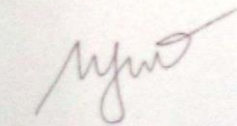
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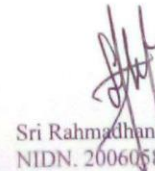
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LEGALIZATION

Thesis : An Analysis of Students' Ability in Experiential
Function at Seventh Semester English Department
IAIN Padangsidimpuan

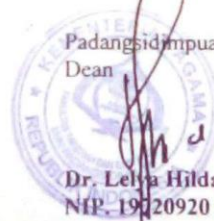
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ABSTRACT

This research focused on the students' ability in experiential function at seventh semester English department in IAIN Padangsidimpuan in the year 2019. The students' problem in analyzing experiential function was the students' are difficult in analysis experiential function, they often make the mistakes to make a difference between goal and circumstance in material process, phenomenon and circumstance in mental process, and verbiage and circumstance in verbal process.

The purpose of this research is to analyze students' ability in analyzing experiential function at seventh semester English department in IAIN Padangsidimpuan in the year 2019.

This research used quantitative research to design the data . The population of this research was all students at seventh semester English Department IAIN Padangsidimpuan in the year 2019. However, the sample consisted of 36 students. The instrument used in this research were assessment rubric and test. The data of the research was collected trough test which is essay test to be exact.

Based on the result of the research, the mean score of the students was 83, 19, the mode was 83, 84 and the median was 81, 53 in which it belonged to very high ability classification. The researcher tested the hypothesis using Ztest. Based on the result of the hypothesis testing it can be concluded the hypothesis was rejected because the Z_{count} was less than Z_{table} ($Z_{count} - 11,107 < Z_{table} = 0,3264$).

Keywords: *Systemic Functional Linguistics, Experiential Function, Metafunction.*

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ABSTRAK

Penelitian ini fokus untuk menganalisis kemampuan siswa dalam menganalisis fungsi experiential di semester tujuh jurusan Bahasa Inggris IAIN Padangsidempuan tahun 2019. Masalah siswa dalam menganalisis fungsi experiential yaitu mereka sering salah dalam membedakan goal dan circumstance dalam material process, phenomenon dan circumstance dalam mental process, dan verbiage dan circumstance dalam make the mistakes to make a difference between goal and circumstance in material proceverbal process.

Tujuan dari penelitian ini yaitu menganalisis kemampuan siswa dalam menganalisis experiential function pada tahun 2019.

Penelitian ini menggunakan metode penelitian kuantitatif untuk merancang data. Populasi dari penelitian yaitu semua siswa di semester tujuh jurusan Bahasa Inggris pada tahun 2019. Tetapi, sampel yang digunakan terdiri dari 36 siswa. Insrtument yang digunakan pada penelitian ini adalah rubric penilaian dan tes. Data penelitian dikumpulkan menggunakan tes yaitu tes esai.

Berdasarkan hasil penelitian, nilai mean dari siswa adalah 83, 19, nilai modus dari siswa adalah 83, 84 dan nilai mediannya adalah 81, 53 yang mana termasuk dalam klasifikasi yang sangat tinggi. Peneliti telah menguji hipotesis menggunakan Ztest. Berdasarkan hasil dari uji hipotesis dapat disimpulkan hipotesisnya ditolak karena Z_{hitung} lebih rendah dari Z_{tabel} ($Z_{hitung} - 11,107 < Z_{tabel} = 0,3264$).

Kata kunci: *Sistem Fungsi Bahasa, Fungsi Pengalaman, Metafungsi.*

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It is common having some troubles in finishing this thesis. Exactly, it is impossible to finish this thesis without any help from people around me. Therefore, I wish to express my sincere thanks and this opportunity I take to do so. My great gratitude is along with the following people:

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Padangsidempuan,

December2020

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Human are part of social environment. They need to interact, to communicate or to express their ideas to the others. They need language as a tool to do all that things. As a fundamental means of communication, language is used to inform or share ideas and an express thought , human's need, wishes, intentions, and desires. Without language, it is impossible for human to do something within meaning making practices, because the clauses of grammar representing some process in a context produces the implicit meaning of text.

Language is meaning making practice that happened in grammar. Grammar is concerned with how sentences and utterance are formed. That is why grammar became the central processing unit of language. But in English linguistics there is a discourse analysis. Discourse analysis is a method to study the discourse which is contained in communication messages both textually and contextually. Discourse analysis enables us to see how the messages are organized, used and understood. Discourse analysis can also allow us to track variations in the methods used by communicators in an effort to reach

the goals or purposes through messages containing specific discourse delivered.

The messages was delivered by analysis clause. Generally, clause is a group of words consisting of subject and verb. Difference between discourse analysis, clause divided as participant, process and circumstance. And students study how to analyse the clause to some functions.

Halliday stated in Hutabalan and Octaviani that language has three functions which are known as metafunction of language.¹ Metafunction of language consist of ideational function, interpersonal function, and textual function. Ideational states that all adult language are organized around the small number of functional components. Interpersonal is one of the three functional metafunctions which enables the speaker or writer to construct texts.

One of the functions of language is to describe experience. This is to say that language is used by human beings to represent their experience. Technically, the function of language to represent experience is termed the experiential function, as one component of the metafunction as advocated by Halliday. Reality in text or discourse is realized by the experience which is realized in the experiential functions.

¹ Hutabalan, Octaviani, "*Experiential Function Used By Tumoing, the Main Character in Si Tumoing Manggorga Ari Sogot Novel*," <http://digilib.unimed.ac.id/29728/.p.2>.

The experiential function is realized by the transitivity system. The clause is interpreted as a process configuration. There are three components involved in this configurations they are the process, participant, circumstances associated with the process. Talking about experiential function, there are six process had been studied in English department at seventh semester IAIN Padangsidempuan, they are material process, mental process, verbal process, relational process, existential process and behavioral process. In this subject student must comprehend to analyse the six processes.

Based on interviewed by Imanda Putri and Putri Rahmadani² as students at seventh semester English Department IAIN Padangsidempuan in the year of 2019, the researcher found some facts that students have difficulties in analyse the experiential function. Most of students found it difficult to analyse between goal and circumstance in material process, difficult to analyse between phenomenon and circumstance in mental process and difficult to analyse verbiage and circumstance in verbal process. Students also have difficult to analyse experiential function if the sentence is passive.

Based on explanation above, the researcher is interested to know the category of students' ability in experiential function that was subject in discourse analysis. This research included into quantitative

² Interviewed by Imanda Putri and Putri Rahmadani, "Problems in Analyzing Experiential Function."

research. The population will be the students of TBI at seventh semester in IAIN Padangsidempuan in the year 2019.

B. Identification of the Problem

Based on the background of the problems above, there are some problems in students' ability in analysis experiential function.

1. The students' are difficult in analysis experiential function, they often make the mistakes to make a difference between goal and circumstance in material process, phenomenon and circumstance in mental process, and verbiage and circumstance in verbal process.
2. The students' are difficult to analyze experiential function if the sentence is passive form.

C. Focus of the Problem

Based on identification of the problems above, the researcher would like to focus in metafunction. There are three metafunction they are experiential function, Interpersonal function and textual function. But the researcher only focus in experiential function, there are six process in experiential function they are material process, mental process, verbal process, behavioral process, existential process and relational process.

D. Formulation of the Problem

Based on the background of the problem above, the problems can be formulated as follow : “ How is students' ability in analyzing

experiential function at seventh semester English department in IAIN Padangsidempuan”?

E. Objectives of the Research

Based on formulation of the problem above, the objective is to analyze students' ability in analyzing experiential function at seventh semester English department in IAIN Padangsidempuan in the year 2019.

F. Significances of the Problem

Theoretically, this study is to enrich the theory of experiential function. Practically, the significances of this study are as follow:

1. For the students of Seventh Semester English Department in IAIN Padangsidempuan as the information to help researcher to solve their problems in analysis experiential function,
2. For the English lectures of IAIN Padangsidempuan, it can be used as a reference in terms of increasing the students ability especially and students generally in mastering experiential function.
3. For the other researchers, as references to do further research in the same subject in various topic in the different context.

G. Definition of Key Term

1. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is one of the function of language to analyze the language both verbally and written.

2. Experiential Function

Experiential function is a form of the systemic functional linguistic, this function is used to describe using experience.

H. Outline of the Thesis

The systematic of this research deviated into five chapters, chapter consisted of many sub chapters with detail as follow:

In chapter one, consists of background of the problem, focus of the problem, formulation of problems, the objective of the research, significances of the research, and definition of the key terms.

In chapter two, consist of the theoretical framework, which contains grammar (description of experiential function and 6 types of process in experiential function)

In chapter three, consist of research methodology and research methodology consist of time and place of time and place of the research, research design, informant of the research, the technique of data trustworthiness.

In chapter four, consists the result of the research talking about the analysis of data. There is described of data analysis of the research.

The analysis is described the actions of researcher in data processing to get relative result.

Finally, chapter five, consist of conclusion and suggestion. This is short explaining of result in research. There are representative the capacity of researcher. And the suggestion is idea a researcher for reader especially the students, and the lecturer of location research.

CHAPTER II

THEORITICAL DESCRIPTION

A. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics is one of the function of language to analyze the language both verbally and written, and it has some functions it calls metafunctions. They are experiential function, Interpersonal function and textual function.

Systemic Functional Linguistic (SFL) in approach to linguistics developed largely by M.A.K Halliday and his followers during the 1960s, in the United Kingdom, and later in Australia.³ SFL is built on previous works of some influential linguists such as Bronislaw Malinowski was a polish anthropologist who did most of his works based in England . The second linguist is J.R. Firth who established linguistics as a discipline in Britain. He developed Malinowski's theory about the centrality of the context of situation and applied it through his linguistic model. In addition, he developed an approach to phonology called 'prosodic phonology', which enables phonological features to be shared over successive phonemes rather than each phoneme having its own unique features.

Systemic Functional Linguistic (SFL) is a broad term which covers various types of analyses, including the analyses of

³ Halliday, "*An Introduction to Functional Grammar*". dinus.ac.id.

expression (*phonetics* and *phonology*), the analyses of content (*lexicogrammar* and *semantics*) and the analyses context.⁴ Context is a pivotal concern because it significantly contributes to the process of meaning making. One does not speak and write in isolated sentences but in meaningful units are called texts which are produced in and influenced by contexts.

Halliday & Matthiessen emphasize⁵ a dimension called *metafunctions*, which consist of *ideational*, *interpersonal*, and *textual* components. The first refers to language's ability to construe human experience into categories (*experiential*) and further configure them into complex patterns (*logical*). This metafunction mostly deals with the use of *transitivity*, which includes three main elements: *processes*, *participant* and *circumstances*; and *ideational metaphors*. Interpersonal metafunction embodies the ability of language to negotiate social roles and attitudes. It can be analyzed through the use of *mood*, *modality*, and *modality*, and what is known as *speech acts* and *interpersonal metaphors*. Last but not least, textual function is language's ability to create lexical and grammatical levels.

Systemic Functional Linguistic (SFL) view language as semiotic system, this system include phonology,

⁴ Sihab Lapoto Ade Potradinata, "An Analysis of Student's Descriptive Text Writing in Systemic Functional Linguistic (SFL) Perspectives," doi: 10.18178/ijll.2018.4.2.161., p.126.

⁵ Halliday, *An Introduction to Functional Grammar*.

lexicogrammatical, discourse semantic, situation, culture and ideology, Halliday realization of meaning deals with language metafunction based on SFL point of view.⁶ Metafunction mean that language is functional. Metafunction work in the clause, sentence, and phrase, metafunction simultaneously encode three strands meaning such as Experiential, Interpersonal, and Textual. Metafunction as three types of meaning within grammatical structure of clause namely ideational or experiential, interpersonal, and textual.

Part of the ideational function, which concerns with the transmission of ideas is transitivity.⁷ Its function is that of representing processes or experiences like action, events, processes of consciousness, and relations that covers “all phenomena and anything that can be expressed by a verb: event, whether physical or not, state, or relations”.

⁶ Sipayung et al., “*Metafunction Realization on Students’ Descriptive Paragraphs*,” <https://www.researchgate.net/publication/311441564> Metafunction.,p.22.

⁷ Laya Heidari Darani, “*Persuasive Style and Its Realization Through Transitivity Analysis: A SFL Perspective*,”., <http://dx.doi.org/10.1016/j.sbspro.2014.12.066>., p. 181.

B. Experiential Function

Experiential function relates to what has happened between oneself to the external world.⁸ The clause represents both actions relating to inside of oneself as experience and outside world of some one. Halliday & Matthiessen⁹ “ We use language to make sense of our experience, and to carry out our interactions with other people. In this function, they have some points to represent their experiences, they are participants, process, and circumstance.

There are a number of experiential domains, such as emotion, that are given such a multifaceted interpretation by the grammar of transitivity.¹⁰ Such domains are experientially difficult to come to terms with, and the grammar solves the problem by offering complementary models for construing them. Halliday shows how the grammar has solved the problem of dealing with our experience of pain by offering an impressively rich range of alternative interpretations.

Halliday stated that experiential function can be defined as a way of representing patterns of experience.¹¹ This statement is

⁸ Ikbal Jamaludin, “*The Analysis of Experiential Function in Public Speeches of Bill and Melinda Gates*’.”http://repository.syekhnurjati.ac.id/2181/1/IKBAL_JAMALUDIN-min.pdf”

⁹ Halliday, *An Introduction to Functional Grammar*.

¹⁰ M.A.K Halliday, *An Introduction to Functional Grammar*, https://www.functional_medicine.org/files/library/Intro_Functional_Medicine.pdf p. 172.

¹¹ Emeliya Sukma Manik, “*An Analysis of Experimental Meaning in Poetry ‘William wordsworth*’.”p.67.

grounded by the principle that language enables human being to build a mental picture of reality, to make sense of what goes on around them inside them. Here the clause plays a central role, because it embodies a general principle for modeling experience.

Halliday constituted clause into three element,¹² they are process, participant, and circumstances. In the different process, by they constituted participant term and it can be seen on the following.

a. Process

Process is defined to activity done. And steps taken in order to achieve a particular end which is equivalent to verb in traditional terminology. Related to the process, they have the type of process and their associated configuration.

b. Participant

Participants are persons or things which are involved in a process e.g. **the girl** learn **semantics** in the classroom. As have mentioned before, the different process has different participant

c. Circumstances

The last element in a clause is circumstances. Circumstances can be realized by adverbial groups or prepositional phrases. Circumstances can occur not only with material process but

¹²Emeliya manik.

with all process type. They are presented here for convenience. Circumstantial can best be identified by considering what probe is used to elicit them.

There are a number of experiential domains, such as emotion, that are given such a multifaceted interpretation by the grammar of transitivity. Such domains are experientially difficult to come to terms with, and the grammar solves the problem by offering complementary models for construing them. Halliday shows how the grammar has solved the problem of dealing with our experience of pain by offering an impressively rich range of alternative interpretations.

There are six types of process in experiential function. They are material process, mental process, verbal process, relational process, existential process, and behavioral process.

1) Material Process

Material process is the process of doing and happening: express notion that some entity does something.¹³ They express the notion that some entity does something which may be done to some other entity. Material process is process in activity that concerning physical activity and it is done by actor from the case, the material can be observed by sense.

¹³ Halliday, *An Introduction to Functional Grammar*.

Classified into intentional or spontaneous performance of an animate or inanimate, material processes, externalized and concrete embody an action verb of doing or happening, a doer is labeled as Actor and optional Goal, affected by the process and circumstance that provides details of the verb in term of place, time manner, condition, etc.¹⁴ The processes performed by an animate or inanimate Actor are respectively called Action and Event processes.

Downing and Locke in Febriani Khairani Dalimunthe states that material process are actions carried out by a participant called agent.¹⁵ Material process is process of doing. They express the notion that some entity physically does something which may be done to some other entity.

Lefri Anna Daulay concluded,¹⁶ material process that means process happening and doing. It is done by action. Material process also has some processes namely; actor as the first process and goal is the second process.

¹⁴ Farzaneh Haratyan, "Halliday's SFL and Social Meaning," 261 [http://www.ipedr.com/vol17/49-CHHSS 2011-H10074.pdf](http://www.ipedr.com/vol17/49-CHHSS%2011-H10074.pdf).

¹⁵ Febriani Khairani Dalimunthe, "Interaction of Process and Circumstance in Speech of Donald Trump." p.14.

¹⁶ Lefri Anna Daulay, "Material Processes in Novel the Chronicles of Narnia (The Voyage of the Dawn Treader) BY C.S Lewis."

So, clause with material process refers to process of doing, usually concrete and real actions. There are four elements in material process they are:

Actor	Goal	Process	Circumtance
Actor is a subject	Goal is a direct object	Is process of doing	Is adverb

For example :

a). Indonesia will export fertilizer

Indonesia	will export	Fertilizer
Actor	Process Material	Goal

b). Riska reads Al-Qur'an today

Riska	Reads	Al-Qur'an	Today
Actor	Process Material	Goal	Circumtance

c). The vegetables is cooked by Fitri in the restaurant

The vegetables	is cooked	by Fitri	in the restaurant
Goal	Process Material	Actor	Circumtance

2) Mental Process

Based on M.A.K Halliday Mental process is process of sensing, feeling, thinking, and perceiving. In other hand mental process is not kind of doing, and cannot be probe or substituted by do.¹⁷ Mental process does not always talking about concrete process of doing. It very often talk about what people are doing, but about what people think or feel. Halliday encode meanings of thinking or feeling mental.

It sometimes notice that people are not always talking concrete processes of doing.¹⁸ It very often talk not about what people are doing, but people think, feel or perceive. Halliday calls processes which encode meanings of thinking, feeling or perceiving mental processes. When it probe, it find it is not asking about actions or doings in a tangible, physical sense, but about mental reactions about thoughts, feelings, and perceptions.

Mental process refers to verbs indicating perception, cognition, and affection.¹⁹ It is known as a type of process that relates to sense, feeling, thought, or

¹⁷ Halliday, *An Introduction to Functional Grammar*.p.247.

¹⁸ Mahya Alaei and Saeideh Ahangari, "A Study of Ideational Metafunction in Joseph Conrad's 'Heart of Darkness': A Critical Discourse Analysis," <http://dx.doi.org/10.5539/elt.v9n4p203> Abstract., p. 206.

¹⁹ Jamaludin, "The Analysis of Experiential Function in Public Speeches of Bill and Melinda Gates'."

perception. In this case, the first participant related to the sense must be a conscious or human being is called by sensor, and the second participant or the purpose will be named by phenomenon.

Mental processes is the second major process of the transitivity system, they are called Halliday processes of sensing.²⁰ Unlike material processes which belong to the physical world of consciousness, they involve three different sub processes: cognition (encoded in verbs such as ‘think’ or ‘wonder’), reaction (as in ‘liking’ or ‘hating’), perception (as in ‘seeing’ or ‘hearing’). There are many verbs which refer to these mental process, such as think, imagine, like, want, see, know, and heard.

There are three main elements in Mental processes or the clauses of sensing and have inherent participant called Senser: one who does sensing and the other is Phenomenon: the thing sensed.²¹ Processes are realized by verbs. Senser is “the conscious being that is feeling, thinking, wanting, or perceiving” and that Phenomenon is “that which is sensed, felt, thought, wanted or perceived.

²⁰ Khalid Shakkir Hussein, “*A Functional Analysis of Transitivity in Joyce’s Eveline*,” <https://www.researchgate.net/publication/316120184%0AA..>, p.6.

²¹ Erni Yusnidar Nasution, “*Mental Processes in Novel the Chronicles of Narnia(The Voyage of The Dawn Treader) BY C.S Lewis*,” 22.

Look at the table below:

Senser	Process	Phenomenon
who does sensing	Is Process of sensing	Is the thing sensed

For examples:

a). Amara likes new clothes

Amara	Likes	new clothes
Senser	Mental Process	Phenomenon

b). Jufri knows the answer

Jufri	Knows	the answer
Senser	Mental Process	Phenomenon

3) Verbal Process

Verbal processes are close in sense to mental processes, insofar as they produce an articulation of conscious thought.²² Verbal processes are processes of ‘saying’ of any kind.²³ Meliani Batubara concluded,²⁴ verbal process is process of saying which functione with sayer, receiver, and verbiage. Sayer is as participant I,

²² Hussein, “A Functional Analysis of Transitivity in Joyce’s *Eveline*.”

²³ Bavali and Sadighi, “Chomsky’s *Universal Grammar and Halliday’s Systemic Functional Linguistics: An Appraisal and a Compromise*,” <https://files.eric.ed.gov/fulltext/EJ920998.pdf>, p. 16.

²⁴ Meliani Batubara, “Verbal Processes in Novel the *Chronicles of Narnia (The Voyage of the Dawn Treader)* BY C.S Lewis.”

receiver is the one to whom the saying is directed, and the verbiage is as participant II.

It covers “any kind symbolic exchange of meaning”, in Halliday’s terms “*like the notice tells you to keep quiet or my watch says it’s half pas ten.*” The verbalization (the message) itself is termed ‘verbiage’ and the participants associated with it are ‘sayer’, the one who gives out the message, and ‘Receiver, the one to whom the message is addressed. For example, *in she told me a story*, she is the Sayer, the verb *told* represents a ‘Verbal process’, *me* is the ‘Receiver’ of the message, and finally *a story* is the ‘verbiage’.

This process is tended to verbal communication.²⁵

The potential participant roles, they are:

- a. A sayer as the participant responsible for the verbal process.
- b. A receiver as the one to whom the saying is directed, it may be the subject in a passive clause.
- c. A verbiage as the function that corresponds to what is said.
- d. A target as the entity that is targeted by the process of saying.

²⁵ Jamaludin, “The Analysis of Experiential Function in Public Speeches of Bill and Melinda Gates’.”

For examples:

a). The teacher praised Linda

The teacher	Praised	Linda
Sayer	Verbal Process	Verbiage

b). Sasmita couldn't say the word

Sasmita	couldn't say	the word
Sayer	Verbal Process	Verbiage

c). We can introduce our own country to the world community

We	can introduce	our own country	to the world community
Sayer	Verbal Process	Verbiage	Receiver

4) Relational Process

Relational process is processes of being and having.²⁶ The category of relational processes covers many different ways in which being can be expressed in English clauses.²⁷ Eggins clarifies the basic structural difference between Attributive and Identifying processes. Relational

²⁶ Halliday, *An Introduction to Functional Grammar*.p.210.

²⁷ Alaei and Ahangari, "A Study of Ideational Metafunction in Joseph Conrad's 'Heart of Darkness': A Critical Discourse Analysis."

Process involves states of being, including having.²⁸

Relational process is typically realized by the verb be (am, is, are, was, were, been) become, seem, and appear or some verb of the same class (known as copular verbs).

The English system operates with three main types:²⁹

1	Intensive	'X is A'
2	Circumstantial	'X 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	Ahmad is a leader The leader is Ahmad
	Carrier attribute	process Token value

²⁸ Jamaludin, "The Analysis of Experiential Function in Public Speeches of Bill and Melinda Gates'."

²⁹ Halliday, *An Introduction to Functional Grammar*.p.216.

Circumstantial	The fair is on a Tuesday	Tomorrow is the 10 th The 10 th is tomorrow
	Carrier circumstantial process attribute	token value

Possesive	Abdul has piano	The piano is Abdul's
	Possessor possession Possessed	

5) Existential process

Existential are easy to identify as the structure involves the use of the world 'there'. Eggins explains "there when used in existential processes, has no representational meaning: it does not refer to a location".³⁰ Existential processes typically employ the verb 'be' or synonyms such as 'exist, arise or occur'. The only obligatory participant in an existential process which receives a functional label is called the Existent. This participant, which usually follows the 'there is/are' sequence, may be a phenomenon of any kind, and is often fact an event (nominalized action).

Existential processes represent experience by positing that " there was/is something", " that something

³⁰ Alaei and Ahangari, "A Study of Ideational Metafunction in Joseph Conrad's 'Heart of Darkness': A Critical Discourse Analysis."

exist or happens”.³¹ Existential process is describing about “exist” or “existence”. There are three elements of existential process:

Process	Existent	Circumtance
Is process of describing	Is describing something	Is adverb

For Examples:

a). There is a unicorn in the garden

There	Is	a unicorn	In the garden
	Process	Existent	Circumtance

b). There is a man at the door

There	Is	a man	at the door
	Process	Existent	Circumtance

6) Behavioral Process

It is the process which typically of human physiological behavior, like breathing, coughing, smiling, dreaming, and staring.³² They are partly like material and like the mental. Therefore, Halliday introduces the

³¹ Jamaludin, “The Analysis of Experiential Function in Public Speeches of Bill and Melinda Gates ’.”

³² Halliday, *An Introduction to Functional Grammar*.p.250.

boundaries of behavioral process.³³ In fact, they are indeterminate, but it can be recognized from the following kinds of typical.

- a. Near Mental, process of consciousness represented as forms of behavior, such as, look, watch, state, listen, think, worry, and dream.
- b. Near Verbal, verbal processes as behavior, e.g. chatter, grumble, and talk.
- c. Physiological process manifesting states of consciousness, e.g. cry, laugh, smile, frown, sigh, snarl, whine.
- d. Other physiological process, e.g. breathe, cough, faint, shit, yawn, sleep.
- e. Near Material, bodily poster and pastimes e.g. sing, dance, lie, sit

For example:

- a). Indah signed deeply

He	Signed	Deeply
Behaver	Process	Circumstances

- b). Ernida Laughed hardly

Ernida	Laughed	Hardly
Behaver	Behavioral Process	Circumstance

³³ Emeliya Manik, "An Analysis of Experimental Meaning in Poetry 'William Wordsworth.'" "

C. Review of Related Findings

Related to this research, some research had been done by the other researcher, they are: the first written by Sri Rahmadhani Siregar.³⁴ She concluded this research about the ability of students in analyzing metafunction (seven semester English department of IAIN Padangsidempuan was categorized into very good category. The frequency of students' score between 59 until 70 was 5 students, the frequency of students' score between 73,5 until 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.

The second, written by Chen Liping.³⁵ She concluded that language enables human beings to form the impression of experience, which consist of happening, doing, sensing, meaning, being and becoming, either internally and externally. This is the experiential metafunction. With the focus on transitivity, a political discourse has been studied from the

³⁴ Sri Rahmadhani Siregar, "The Students' Ability in Analyzing Metafunction. *English Education : English journal for teaching and learning* 7, no. 01(2019): 81-94. <http://doi.org/10.24952/ee.v7i01.1655>."

³⁵ Chen Liping, "Experiential Metafunctional Analysis of Winston S. Churchill's speech on Hilter's Invasion of the U.S.S.R" vol.7.2014:<http://dx.doi.org/10.5539/elt.v7n9p132>"

perspective of experiential function. More uses of material and relational processes can make the speech more powerful and persuasive.

The third, written by Sudrutai Arunsirot.³⁶He concluded As teaching English as a foreign language, it has become obvious that an average Thai is considered to have very low English proficiency, As a result, Thailand may find herself at at a disadvantage because of interior English skills towards globalization and forming of ASEAN community.

The forth, written by Novita Husna Nasution.³⁷She concluded This study attempted to investigate the dominant elements of experiential function used by male and female, the realization and the reasons why the elements of experiential function are coded in the text of Facebook status posted by male and female. This study was conducted by using qualitative design.

The fifth, written by Susanna Silvia Sembiring.³⁸She conducted on experiential function in the texts of the daily *The Jakarta Post*. The main objective was to describe the types of Processes and Circumstances as found in the texts of the daily *The*

³⁶ Susrutai Arunsirot, "An Analysis Of Textual Metafunction In Thai EFL Students' Writing." www.novitasroyal.org.

³⁷ Novita Husna Nasution, "Experiential Function in Facebook Statuses by Male and Female Users." digilib.unimed.ac.id."

³⁸ Susanna Silvia Sembiring, "Experiential Function in the Daily *The Jakarta Post*."2017" digilib.unimed.ac.id.

Jakarta Post. It was presented a quantitative descriptive dealing with quantifiable (numeric) mode. The sources of data were taken from the texts of *The Jakarta Post* published in February 2009.

Finally, the researcher created a new research for adding as achievement for studying and completing of the research of researchers before. Therefore, the researcher wants to know well about systemic functional linguistic that can help to study and to successful learners in learning.

D. Hypothesis

Hypothesis of the students' ability in analyzing experiential function at seventh semester in English Department IAIN Padangsidempuan was categorized into high categories.

CHAPTER III

RESEARCH METODOLOGY

A. Place and Time of the Research

The location of the research was done online through group chat due to the pandemic of COVID 19 that in IAIN Padangsidimpuan still do not allow the students to have a face to face meeting. This campus is located at H. T Rizal Nurdin Sub-district of Sihitang. District of Southeast Padangsidimpuan, Municipality of Padangsidimpuan, Province of North Sumatera, Indonesia. This researcher was conducted from June 2020 until December 2020.

B. Design of the Research

This research used descriptive quantitative design. The purpose of this research to analyze the students' ability in analyzing experiential function at seventh semester in English department IAIN Padangsidimpuan. The researcher would do statistic data as a technique of collecting data and analysis of data.

C. Population

The researcher took the students of seventh semester in English Department IAIN Padangsidimpuan in the year 2019. They are consist of three classes. Here the table of explanation.

Table 1
Population of Research

No.	CLASS	STUDENTS
1.	TBI-1	36
2.	TBI-2	33
3.	TBI-3	37
Total		106

It can be seen on table I the population is from three classes. They are TBI-1, TBI-2, and TBI-3. There are 36 students in TBI-1. There are about 33 students in TBI-2. There are about 37 students in TBI-3. The total population is 106 students.

D. Sample

The researcher took one class to get the sample of this research. The sample of this research were students from TBI-1 class at seventh semester in the year 2019 with the total 36 students. The researcher was taken this class as a sample because it could be representative to take the result of the research. The number that was chosen become the sample in this research is 36 students.

E. Instrument of Research

Instrument is used some tools to get data. The researcher used test as the instrument to get the data. The researcher provided ten sentences on experiential function in order to know the students score objectively and measure learning out come directly. The researcher gave the test with limit of the time will give 30 minutes to collect the data in this research. The types of this test is essay test. Because in this test the students must analyzing the ten sentences into experiential function. Then the indicator of analyzing experiential function can be seen as bellow :

Table II
The Indicators of The Test

No	Indicators	Subject of Indicators	Question no.	Score
1.	Able to analyse actor, process and goal.	Material process	1	10
			3	10
			10	10
2.	Able to analyse sener, process, phenomenon.	Mental Process	2	10
			5	10
			9	10
3.	Able to analyse sayer, process, and verbiage.	Verbal Process	6	10
4.	Able to analyse intensive, circumtancial, and possessive.	Relational Process	4	10
5.	Able to analyse process, existent, and circumstance.	Exitential Process	7	10
6.	Able to analyse behavior, process and circumstance.	Behavioral process	8	10
Sum				100

The researcher was checked the students' analyze from the tenth sentences, these are all of the items experiential function. The total score of all questions was 100 therefore each correct answer in a number was given 10 score. The researcher takes the test from book Geoff Thompson Introducing Functional Grammar Third Edition.

F. Technique of Data Collecting

The researcher collected the data by using the test as follow:

- a. Prepared the test.
- b. Checked out the validity of the test.
- c. Explained the direction to analysis the sentences.
- d. Gave written test to all of students according the sample stated.
- e. Determined the time of doing the test.
- f. Reminded the students do not cheating and do the best by their own self.
- g. Gave chance or time for students to something leave or not clear doing the test.
- h. Asked the students to do test.
- i. Collected the students' worksheet.

G. Instrument of Validity

Validity is the most important of consider in developing of a good test is validity, the degree to which the rest actually measures what it is intended to measure. Therefore, in this research, the researcher applies construct validity is a test validity based on the book.

H. Technique of Data Analysis

The researcher analysed the data and collecting it. The scores of students presented in description. The procedures are:

- a. Checked the students' answer sheets.
- b. Analysed students result with mean score the formula is³⁹:

$$M = \frac{\sum X}{N}$$

Meaning:

M: Mean score

N: Sum of respondents

$\sum X$: Total of the result

- c. After the researcher got the data, it entered in test hypothesis with the formula as follow:

$$Z\text{-Test } Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

Explanation: x = Data that includes hypothesis categories

n = All of data

³⁹ Nizar, Dr. Ahmad Nizar Rangkuti, S.Si., *Statistik Untuk Penelitian Pendidikan*.

$p =$ Hypothesis proportion

When $Z_{\text{count}} > Z_{\text{table}}$ the hypothesis excepted.

- d. After researcher found the mean scores of all students', it presented to the criteria as follows:

Table III

The Classification Quality of the Students' Score :

Interval	Predicate
00% - 49%	Very low
50% - 59%	Low
60% - 69%	Enough
70% - 79%	High
80% - 100%	Very high ⁴⁰

- a) If the value of mean score 00% - 49%, it can be categorize into very low.
- b) If the value of mean score 50% - 59%, it can be categorize into low.
- c) If the value of mean score 60% - 69%, it can be categorize into enough.
- d) If the value of mean score 70% - 79%, it can be categorize in to high.

⁴⁰ Ridwan, *Pengantar Statistik Untuk Penelitian: Pendidikan Sosial, Komunikasi, Ekonomi, Dan Binis*, (Bandung: Alfabeta, 2013), p.13.

- e) If the value of mean score 80% - 100%, it can be categorize into every high.

BAB IV

THE RESULT OF THE RESEARCH

This chapter present the result, in order to find out the Students' Ability in Analysing Experiential Function at Seventh Semester English Department IAIN Padangsidimpuan. The researcher has analysed the students test result. This is a quantitative descriptive analysis mean score to get the whole test result. Then to test the hypothesis, the researcher used formula of Z. Next, the detailed description of data is explained further below:

A. Description of the Data

In order to know the extent of the students' ability in analysing experiential function at seventh semester English Department IAIN Padangsidimpuan, the researcher used test as instrument of the collecting the data. First, the researcher prepared the test for the students. Then, the researcher checked the validity of the test. Next, the researcher asked students to do the test. Then, asked the students whether they had any questions regarding the test given. The last, after students were finished doing test, the researcher collected their essay writing to be analysed afterwards.

The total score of students is shown in the following table that can be seen below:

Table IV
Students' Total Score in Analysing Experiential Function

No	Students initials	Score						Total Score
		Material Process	Mental Process	Verbal Process	Relational Process	Existential process	Behavioral Process	
1.	LS	30	30	10	10	10	10	100
2.	SA	30	30	0	10	0	10	80
3.	RA	30	30	0	10	10	0	80
4.	JH	30	30	10	0	0	10	80
5.	MUF	30	30	0	0	0	10	70
6.	AH	30	30	10	10	10	10	100
7.	AAS	30	30	10	10	0	10	90
8.	AA	30	30	10	10	0	10	90
9.	SW	30	30	10	10	0	10	90
10.	MAD	30	30	0	10	0	10	80
11.	NA	30	30	10	10	10	0	90
12.	NAN	30	30	10	10	0	0	80
13.	MR	30	30	0	0	0	10	70
14.	YIL	30	30	10	10	10	10	100
15.	LWS	30	30	10	10	0	0	80
16.	SH	30	30	10	0	0	10	80
17.	IR	30	30	10	0	0	10	80
18.	RH	30	30	10	0	0	10	80
19.	SK	30	30	10	0	0	10	80

No	Students initials	Score						Total Score
		Material Process	Mental Process	Verbal Process	Relational Process	Existential process	Behavioral Process	
20.	ST	30	30	10	0	0	10	80
21.	RH	30	30	10	10	0	0	80
22.	TW	30	30	0	0	0	0	60
23.	PR	30	30	10	10	10	0	90
24.	RS	30	30	10	0	0	10	80
25.	SH	30	30	0	0	0	10	80
26.	NM	30	30	0	0	0	0	60
27.	IP	30	30	10	10	0	10	90
28.	JS	30	30	10	0	0	10	80
29.	FH	30	30	10	0	0	10	80
30.	RR	30	20	10	0	0	0	70
31.	TM	20	20	10	0	10	0	60
32.	FHH	30	30	10	10	0	10	90
33.	EH	30	30	10	10	10	10	100
34.	ISP	30	30	10	0	0	10	80
35.	SS	30	30	0	10	0	10	80
36.	SRS	30	30	10	10	10	10	100
	TOTAL	2.995						
	Mean Score	83,19						

Based on table IV, the total scores of the seventh semester English Department IAIN Padangsidempuan in analysing experiential function was 2.995. The mean score was 83, 19. To know the quality score each of the students in analysing experiential function can be seen as below:

Table V

Quality Score of The Students' in Analysing Experiential Function

No.	Students' Initials	Total Score	Quality Score
1.	LS	100	Very High
2.	SA	80	Very High
3.	RA	80	Very High
4.	JH	80	Very High
5.	MUF	70	High
6.	AH	100	Very High
7.	AAS	90	Very High
8.	AA	90	Very High
9.	SW	90	Very High
10.	MAD	80	Very High
11.	NA	80	Very High
12.	NAN	90	Very High
13.	MR	70	High

No.	Students' Initials	Total Score	Quality Score
14.	YIL	100	Very High
15.	LWS	80	Very High
16.	SH	80	Very High
17.	IR	80	Very High
18.	RH	80	Very High
19.	SK	80	Very High
20.	ST	80	Very High
21.	RH	80	Very High
22.	TW	60	Enough
23.	PR	90	Very High
24.	RS	80	Very High
25.	SH	70	High
26.	NM	60	Enough
27.	IP	90	Very High
28.	JS	80	Very High
29.	FH	80	Very High
30.	RR	70	High
31.	TM	60	Enough
32.	FHH	90	Very High
33.	EH	100	Very High
34.	ISP	80	Very High

No.	Students' Initials	Total Score	Quality Score
35.	SS	80	Very High
36.	SRS	100	Very High
TOTAL		2.995	

Based on the description above, The researcher had taken the steps of data analysis of the test by using quantitative method. The researcher asked the students to analysing material process, mental process, verbal process, relational process, existential process, behavioral process based on the experiential function. The total of questions are 10 questions. Then the instrument given for seventh semester English department IAIN Padangsidempuan in the year 2019.

The researcher conducted sum of the students answer then classified them based on their score and after that, calculated their score by using mean score, median and modus. Based on the table V, there were 3 students (8,3%) whom were included in enough ability with the score of 60. On other hand, there were 4 students (11%) whom were included in high ability with the score of 70. There were 29 students (80,5%) whom were included in very high ability with the score 80, 90, and 100.

It is clearly the quality students' score in analysing experiential function are enough, high and very high. It means that the ability at

seventh semester English department IAIN Padangsidempuan in the year 2019 is variously. The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table VI
The Resume of Variable Score in Analysing Experiential Function

No.	Descriptive	Statistics
1.	Highest Score	100
2.	Lowest Score	60
3.	Mean Score	83,19
4.	Median	81,53
5.	Mode	83,84

From the table VI, it shows that among 36 students score, the highest score is 100 and the lowest score is 60. From the data, the researcher calculated that the mean score is 83,19. The researcher got median score is 81,53, and mode is 83,84. From the calculation, it can be concluded that the students ability in analysing experiential function is very high.

The above data can be seen in interval score below. This description was classified into 3 categories: interval class, frequency

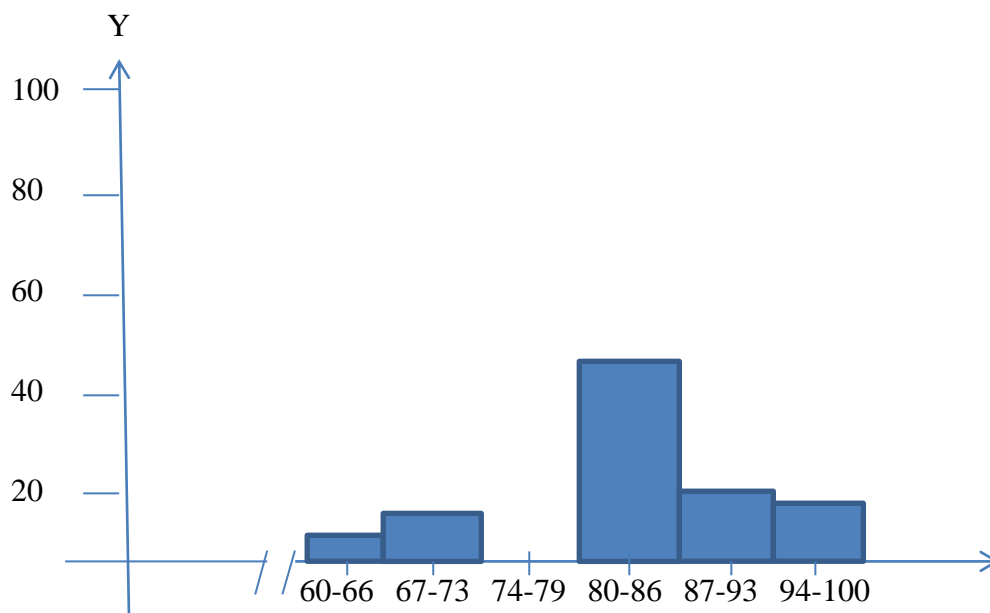
absolute and frequency relative. This categories can be seen in the following table:

Table VII
The Table of Distribution Frequency Score in Analysing
Experiential Function

No.	Interval Class	Frequency Absolute	Frequency relative
1.	60-66	3	8,3%
2.	67-73	4	11,11%
3.	74-79	0	0%
4.	80-86	17	47,2%
5.	87-93	7	19,4%
6.	94-100	5	13,8%
	I=7	36	100%

Based on the VII table, the distribution of the data, the researcher described the number into a histogram shown below:

**Diagram I The Histogram Students Ability in Analysing
Experiential Function at Seventh Semester English Department
IAIN Padangsidempuan**



Based on the diagram I above, it was known that the variable revelation students' ability in analysing experiential function shown that the interval at 60-66 were 3 students, interval at 67-73 were 4 students, interval at 74-79 was 0 student, interval at 80-86 were 17 students, interval at 94-100 were 5 students. So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis of research was “ The students' ability in analysing experiential function at seventh semester English Department IAIN Padangsidempuan in the year 2019 was high ability”. Based on the collected data, the data had been analysed to prove the hypothesis by

using formula of Z-test. Based on the calculation, it can be concluded that $Z_{\text{count}} = -11,107$ was less than $Z_{\text{table}} = 0,3264$ ($Z_{\text{count}} = -11,107 < Z_{\text{table}} = 0,3264$) by level 0,05. So, from the result above the researcher concluded that the hypothesis was rejected. Therefore, the Students' Ability in Analyzing Experiential Function was high ability as stated in the previous hypothesis. Nevertheless, the Students' Ability in Analyzing Experiential Function at Seventh Semester English Department IAIN Padangsidempuan was very high ability with mean score 83,19.

C. Discussion

Based on result test above, after analyzing the data, it was known that the students ability in analyzing experiential function was categorized into very high category or 83,19 mean score, it was gotten from the result of students' mean score in doing the test by analysis experiential function. The researcher was related to some previous researcher concluding. The first written by Sri Rahmadhani Siregar.⁴¹ She concluded this research about the ability of students in analyzing metafunction (seven semester English department of IAIN Padangsidempuan was categorized into very good category.

⁴¹ Sri Rahmadhani Siregar, "The Students' Ability in Analyzing Metafunction. *English Education : English journal for teaching and learning* 7, no. 01(2019): 81-94. <http://doi.org/10.24952/ee.v7i01.1655>."

The second, written by Chen Liping.⁴² She concluded that language enables human beings to form the impression of experience, which consist of happening, doing, sensing, meaning, being and becoming, either internally and externally. And researcher after analyzing the data, it was known that the students ability in analyzing experiential function was categorized into very high category or 83,19 mean score, it was gotten from the result of students' mean score in doing the test by analysis experiential function.

The third, written by Sudrutai Arunsirot.⁴³He concluded As teaching English as a foreign language, it has become obvious that an average Thai is considered to have very low English proficiency, As a result, Thailand may find herself at at a disadvantage because of interior English skills towards globalization and forming of ASEAN community. And researcher after analyzing the data, it was known that the students ability in analyzing experiential function was categorized into very high category.

The forth, written by Novita Husna Nasution.⁴⁴She concluded This study attempted to investigate the dominant elements of experiential function used by male and female, the realization and the reasons why the elements of experiential function are coded in the text of Facebook

⁴² Chen Liping, "*Experiential Metafunctional Analysis of Winston S. Churchill's speech on Hilter's Invasion of the U.S.S.R*" vol.7.2014:<http://dx.doi.org/10.5539/elt.v7n9p132>"

⁴³ Susrutai Arunsirot, "*An Analysis Of Textual Metafunction In Thai EFL Students' Writing*." www.novitasroyal.org.

⁴⁴ Novita Husna Nasution, "*Experiential Function in Facebook Statuses by Male and Female Users*." digilib.unimed.ac.id."

status posted by male and female. This study was conducted by using qualitative design. And researcher after analyzing the data, it was known that the students ability in analyzing experiential function was categorized into very high category.

The fifth, written by Susanna Silvia Sembiring.⁴⁵ She conducted on experiential function in the texts of the daily *The Jakarta Post*. The main objective was to describe the types of Processes and Circumstances as found in the texts of the daily *The Jakarta Post*. It was presented a quantitative descriptive dealing with quantifiable (numeric) mode. The sources of data were taken from the texts of *The Jakarta Post* published in February 2009. And the researcher after analyzing the data, it was known that the students ability in analyzing experiential function was categorized into very high category or 83,19 mean score, it was gotten from the result of students' mean score in doing the test by analysis experiential function.

Therefore, the researcher concluded that the students are able in analyzing experiential function. According to the result of this research, it showed that most of students already mastered in material process, mental process, verbal process, relational process, existential process, and behavioral process. It causes the students' ability in analyzing experiential function was very high.

⁴⁵ Susanna Silvia Sembiring, "*Experiential Function in the Daily The Jakarta Post*." 2017" digilib.unimed.ac.id.

D. Treats of the Research

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the titled until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the treats of time, because the students had activities. Beside, the time was given to be students was not enough because some of students had limited internet connection because the test was done online Also the researcher did not see the students doing the test directly because the result of the test was sent in jpg picture format after the test is done.

Despite the fact that there were some threats in finishing this research, and perhaps there were some threats that the researcher had not been mentioned in this section. Nevertheless, the researcher were always gave the best attempt in finishing this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After calculating the data and analyzing the result of the research in the previous chapter, the researcher drew a conclusion about the students' ability in analyzing experiential function at seventh semester English Department IAIN Padangsidempuan in the year 2019. Based on the result of the research, in the hypothesis testing, $Z_{\text{count}} = -11,107$ was less than $Z_{\text{table}} = 0,3264$ which means that the hypothesis was rejected. Therefore, the students' ability in analyzing experiential function at seventh semester English Department IAIN Padangsidempuan in the year 2019 was categorized into very high ability with the mean score 83,19.

B. Suggestion

Considering the result of the result of the research, the researcher would like to give some suggestion as follows:

1. Based on conclusion, it can be suggested that the students' should give more effort to do more practice in analyzing experiential function in order to improve their ability in analyzing.
2. Based on the conclusion, the researcher suggest the students to read more in order to increase their general knowledge.

3. For future researchers, it is necessary to the future researchers to conduct the same object but in different perspective in order to deepen this object of research because this research is still far from perfect.

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- Susanna Silvia Sembiring. "Experiential Function in the Daily The Jakarta Post." University of Medan, 2009. digilib.unimed.ac.id.

CURRICULUM VITAE

A. Identity

Name : SUAERSIH NAINGGOLAN
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Religion : Islam
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1. Father : Marihot Nainggolan
2. Mother : Juni Aminasari Siregar

C. Educational Background

1. Elementary School : SD N Huraba Angkola Timur 2004-2010
2. Junior High School : SMP N 7 Padangsidimpuan 2010-2013
3. Senior High School : SMA N 6 Padangsidimpuan 2013-2016
4. Collage : IAIN Padangsidimpuan 2016-2021

Appendix I

INSTRUMENT

Name :

NIM :

Class :

Direction : Please analyze experiential function from sentences below! Determine whether it material process, mental process, verbal process, relational process, existential process and behavioral process.

1. I can't bend forward
2. Her illness worries me.
3. All our pasta is made daily.
4. The house is a real bargain.
5. I worry about her health.
6. They finally announced their engagement to the press.
7. There is every chance that she could still be alive perhaps.
8. " you need to write me a letter "
9. I think Mrs Taylor would like a drink.
10. The house owner then hit the man with the guitar.

The test 1 – 10 is adapted from Introducing Functional Grammar Third Edition by Geoff Thompson book.

NB : Answer the question by your own. Because the test will not affect to your score in discourse analysis.

APPENDIX II

STUDENTS' NAME AND INITIALS AT SEVENTH SEMESTER ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN IN THE YEAR 2019

No.	Students' Name	Students' Initials
1.	Syuaibatul Aslamiah	SA
2.	Muharnita Rahman	MR
3.	Julhiyanti	JY
4.	Fitri Hasanah	FH
5.	Jufri Saputra	JS
6.	Ilham Rifandi	IR
7.	Rismawati Hrp	RH
8.	Rahmadi Ramadhan	RR
9.	Siti Khodijah	SK
10.	Suci Ramadhani Srg	SRS
11.	Sasmita Tarihoran	ST
12.	Nuraini Nst	NAN
13.	Sisi Harianti	SH
14.	Andriani Siregar	AS
15.	Riska Hidayanti	RH
16.	Fatimah Hariati Hrp	FHH
17.	Amara Halawatunnisa	AH

No.	Students' Name	Students' Initials
18.	Imanda Putri	IP
19.	Muri Anggi	MA
20.	Maria Ulfa Fadillah	MUF
21.	Rahmadiny Srg	RS
22.	Nurlija Matondang	NM
23.	Ernida Hsb	EH
24.	Sri Wahyuni	SW
25.	Tukma Wanita	TW
26.	Yuni Indah Lestari	YIL
27.	Sri Sulastri	SS
28.	Suryana Hotma	SH
29.	Azmi Atika Sari	AAS
30.	Rizky Annisa	RA
31.	Linda Sari	LS
32.	Putri Ramdhani	PR
33.	Lia Wardani	LW
34.	Tuti Melinda	TM
35.	Indah Sari Panjaitan	ISP
36.	Nia Annisah	NA

APPENDIX III

**THE DETAILED DESCRIPTION OF STUDENTS' ABILITY IN
ANALIZYNG EXPERIENTIAL FUNCTION AT SEVENTH
SEMETSER ENGLISH DEPARTMENT IAIN
PADANGSIDIMPUAN**

No.	Students Initial	Correct Answer	Total Score
1.	LS	10	100
2.	SA	8	80
3.	RA	8	80
4.	JH	8	80
5.	MUF	7	70
6.	AH	10	100
7.	AAS	9	90
8.	AA	9	90
9.	SW	9	90
10.	MAD	8	80
11.	NA	8	80
12.	NAN	9	90
13.	MR	7	70
14.	YIL	10	100
15.	LWS	8	80
16.	SH	8	80
17.	IR	8	80
18.	RH	8	80
19.	SK	8	80
20.	ST	8	80
21.	RH	8	80
22.	TW	6	60
23.	PR	9	90
24.	RS	8	80
25.	SH	7	70
26.	NM	6	60
27.	IP	9	90
28.	JS	8	80
29.	FH	8	80
30.	RR	7	70
31.	TM	6	60
32.	FHH	9	90
33.	EH	10	100
34.	ISP	8	80

No.	Students Initial	Correct Answer	Total Score
35.	SS	8	80
36.	SRS	10	100
		Highest Score	100
		Lowest Score	60
		Sum	2.995
		Mean Score	83,19
		Median	81,53
		Mode	83,84

APPENDIX IV

DESCRIPTION DATA USING MATHEMATIC FORMULA

a. The score of students' score from low score to high score :

60	60	60	70	70	70
70	80	80	80	80	80
80	80	80	80	80	80
80	80	80	80	80	80
90	90	90	90	90	90
90	100	100	100	100	100

b. High Score = 100

c. Low Score = 60

d. Range = high – low score

$$= 100 - 60$$

$$= 40$$

e. Total of classes (BK) = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (36)$
= $1 + 3,3 (1,55)$
= $1 + 5,115$
= $6,115$
= 6

f.Interval (i)

$$i = \frac{R}{BK} = \frac{40}{6} = 6,6 = 7$$

a. Mean score

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

No.	Interval class	Fi	Xi	Fixi
1.	60-66	3	63	189
2.	67-73	4	70	280
3.	74-79	0	77	0
4.	80-86	17	83	1411
5.	87-93	7	90	630
6.	94-100	5	97	485
	I = 7	36		2.995

$$b. \text{ Mean} = \bar{x} = \frac{\sum x}{N} = \frac{2995}{36} = 83,19$$

c. Median

$$Me = b + p = \left(\frac{\frac{1}{2}f}{f} \right)$$

$$79,5 + 7 \left(\frac{\frac{1}{2}(36)-7}{17} \right)$$

$$79,5 + 7 \left(\frac{18-7}{17} \right)$$

$$79,5 + 7 (0,29)$$

$$79,5 + 2,03$$

$$81,53$$

$$d. Mo = b + p \frac{b_1}{b_1 + b_2}$$

$$= 79,5 + 7 \frac{17}{17 + 10}$$

$$= 79,5 + 4,34$$

$$= 83,84$$

Calculation of Z count:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(p-1)}{n}}}$$

$$Z = \frac{\frac{3}{36} - 0,805}{\sqrt{\frac{0,805(0,195)}{36}}}$$

$$Z = \frac{0,083 - 0,805}{\sqrt{\frac{(0,156)}{36}}}$$

$$Z = \frac{-0,722}{0,065}$$

$$Z = -11,107$$

Calculation Z_{table} :

$$Z(1/2 \alpha) = Z_{table}$$

$$\alpha = 0,05$$

$$Z = \frac{1}{2} (0,05)$$

$$Z = 0,3264$$

Name: <u>Alana Kalawunika</u> <u>Feb 2</u> ID: <u>163030027</u>			
I	can't bend	Forward	
Accr	M.P	Gr	
Her illness	worries	me	
Pl	Me-P	Sender	
At our	part	is made	doing
best		M.P	Gr
The house	is	over	bergen
Gr	R.P	Acc	
I	worry	about her	health
ss	Me-P	Gr	
They	finally	announced	their engagement to the press
sg		V.P	Verbage Receiver
There	is every	change	
	Ext Pr	Extent	
You	need to	write	me a letter
ss	V.P		Verbage

Name: Ennidah Hrb
Nim: 1620200035

I Arhar	Cant bend M.p	Forward Cir	✓
------------	------------------	----------------	---

Her illness Ph	Worries M.p	ME senses	✓
-------------------	----------------	--------------	---

All our Paster Goal	is made M.p	daily Cir	✓
------------------------	----------------	--------------	---

100

The house Car	is fp	areal bargain Att	✓
------------------	----------	----------------------	---

I Ss	worry M.p	about her health Cir	✓
---------	--------------	-------------------------	---

I Ss	worry M.p	about her health Cir	✓
---------	--------------	-------------------------	---

They
Sy

amental to the pros
Receiver



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IAIN Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students' Ability in Experiental Function at Seventh Semester English Departement IAIN Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

a.n. Dekan
Wakil Dekan Bidang Akademik



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17 September 2019

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M. Ag
2. Yusni Sinaga, M. Hum.

(Pembimbing I)
(Pembimbing II)

di Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut.

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Judul Skripsi : An Analysis of Students' Ability in Experiental Function at Seventh Semester English Department IAIN Padangsidimpuan

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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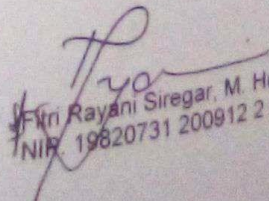
Ketua Program Studi Tadris /Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa

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adalah benar telah melakukan penelitian di Program Studi Tadris/ Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 23 Oktober 2020 s/d 30 Oktober 2020 dengan judul "An Analysis of Students' Ability in Experiential Function at Seventh Semester English Department IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris


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