

A Contrastive Analysis of Experiential Function in English and Acehnese Simple Sentence

SKRIPSI

Submitted

By:

**IBNU HAJAR
NIM: 1042017010**

**Degree (S1)
Study Program : English Department
Tarbiyah and Teachers Training Faculty**



**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES
LANGSA
2022**

STATEMENT OF APPROVAL

" A Contrastive Analysis of Experiential Function in English and Acehnese Simple Sentence "

Submitted to the Tarbiyah and Teaching Training
State Institute for Islamic Studies (IAIN) Langsa as Fulfilment of the
Requirements
For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

By:

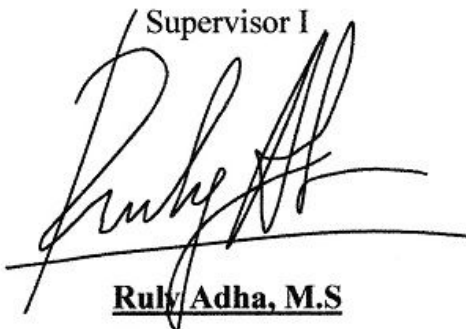
IBNU HAJAR

1042017010

English Education Department

Approved by :

Supervisor I



Ruly Adha, M.S

NIP. 19840830 200901 1 006

Supervisor II



Fadillah Wlandari, M.S

NIP. 19881222 201503 2 004

STATEMENT OF CERTIFICATION

***“A Contrastive Analysis of Experiential Function in English and
Acehnese Simple Sentence ”.***

By :

IBNU HAJAR

1042017010

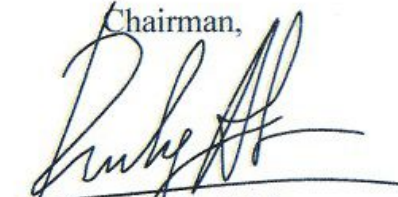
Has been defended in *Sidang Munaqasyah* by the board of Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on :

23 Februari 2022 M


21 Rajab 1443 H

Board of Examiners

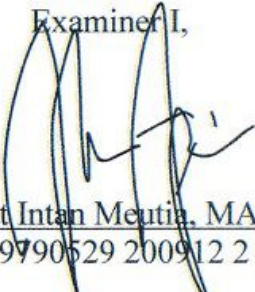
Chairman,


Ruly Adha, M.S
NIP. 19840830 200901 1 006

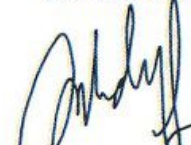
Secretary,


Fadillah Wiyandari, M.S
NIP. 19881222 201503 2 004

Examiner I,


Cut Intan Meutia, MA
NIP. 19790529 200912 2 005

Examiner II,


Zahratul Idami, M.Pd
NIDN. 2021068901

Certified by :

The Dean of Tarbiyah and Teachers Training Faculty
State Institute of Islamic Studies Langsa



Dr. Zainal Abidin, MA
NIP. 19750603 200801 1 009

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini ;

Nama : IBNU HAJAR

NIM : 1042017010

Fakultas/Prodi : FTIK/Tadris Bahasa Inggris (TBI)

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*A Contrastive Analysis of Experiential Function in English and Acehnese Simple Sentence*". untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 27 Januari 2022

Yang membuat pernyataan



IBNU HAJAR
Nim. 1042017010

ACKNOWLEDGEMENT

First of all, the writer would like to thank Allah, the Almighty, for giving strength, health, trust to accomplish this thesis entitled "*A Contrastive Analysis of Experiential Function in English and Acehese Simple Sentence*". Praise be upon prophet Muhammad who had guided people to the right path of life.

The writer realized that in writing this thesis, many people had given their valuable suggestion, guidance, advices, sacrifices, and assistance. Therefore, the writer would like to express his deepest gratitudes to as follows :

1. The parents, Alm. Karimuddin and Suryani, who encouraged and motivated the writer. May Allah forgive them.
2. The writer's brothers and sisters for their supports.
3. The supervisors, Ruly Adha, M.S and Fadhillah Wiandari, M.S for their assistance in guiding, encouraging, and advising.
4. The writer's friends, M. Halil Saputra, Ade Cut Ismiati, Keane Marisa Anjani, Adi Samsami, Rico Ardiansyah, Ashari, M. Rifal Maulana, Wahyu syahri and etc.

Finally, the writer hopes this thesis could provide valuable and useful information for readers. The writer will appreciate all critics and suggestions.

Langsa, January 27th 2022

The Writer,



IBNU HAJAR
Nim. 1042017010

TABLE OF CONTENT

Acknowledgement	i
Table of Content	ii
Abstract	iv
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Problem of Study.....	3
C. Purpose of Study	4
D. Significance of Study	4
CHAPTER II LITERATURE REVIEW	5
A. Systemic Functional Grammar.....	5
B. Experiential Function	5
1. Material Process	7
2. Mental Proses.....	12
3. Relational Process	13
4. Verbal Process.....	18
5. Behavioral Process	21
6. Existential Process.....	22
7. Meteorological Process	23
C. Previous Study.....	23
CHAPTER III RESEARCH METHOD	25
A. Research Design.....	25
B. Subject of Research.....	26
C. Data Collection Procedure.....	26
a. Obsevation.....	27
b. Documentations.....	27
D. Data Analysis Procedure	27
CHAPTER IV FINDING AND ANALYSIS.....	29
A. FINDING	29
1. Overview of Experiential Function in English.....	29
2. Overview of Experiential Function in Acehnese	44
B. ANAYSIS.....	59
1. Similarities	59
a. Material Process	59
b. Mental Process	61
c. Relational Process	63
d. Verbal Process.....	67

e. Behavioral Process	68
f. Existential Process	70
g. Meteorological Process	70
2. Dissimilarities.....	71
a. Subject Pronoun (Participant)	71
b. Verb Form (Process)	74
c. Passive Form (Process)	75
CHAPTER V CONCLUSION AND RECOMMENDATION	76
A. Conclusion.....	76
B. Suggestion	77
REFERENCES.....	78

ABSTRACT

The purpose of this study was to find out the similarities and the dissimilarities in sentence analysis using experiential functions in simple sentences between English and Acehese. This study used qualitative methods. This study also used observations and documents as instruments. After conducting the research, the similarities of sentence analysis by using experiential function between English and Acehese simple sentence were Material Process, Mental Process, Relational Process, verbal process, behavioral process, existential process and meteorological process, and the dissimilarities of sentence analysis by using experiential function between English and Acehese simple sentence were Subjective Pronoun (participant), Verb Form (Process), and Passive Form (Process).

Keywords: *Systemic Function Grammar, experiential function, transitivity structure, process, Participant, Circumstance.*

CHAPTER I

INTRODUCTION

A. Background of Study

As a fundamental tool of communication, language was used to convey or to share ideas and to express thought, human needs, wishes, intentions, and desires. People must speak in order to become human beings, according to Goodman. He also says that language was used as a form of communication among group members. Language is a wholly human and non-instinctive technique of transmitting thoughts, emotions, and wants through a system of intentionally constructed symbols, according to Sapir. Many linguists are interested in examining how language is structured and used, a concept known as systemic, and have developed a theory called Systemic Function Linguistics. It's a grammar model that's part of the Systemic Linguistics approach to language, which is a comprehensive social semiotic approach. The phrase systemic indicates a met functions approach to language, whereas functional denotes a network of systems or interrelated sets of choices for producing meaning.¹

In Systemic Functional Grammar, as established by Halliday, language is considered as a resource for making meaning, and hence it describes language in

¹ Eggins, S. 1994. *An Introduction to Systemic Functional Linguistics*. London: Printers.

its real use in terms of texts and their contexts. He goes on to state that a language is built up of systems, and that the speaker or writer can communicate meanings in any way they want. This theory aims to explain how the structures of a text create meaning and how those meanings might be fulfilled.²

Language is used in three different functions known as the three metafunctions of language. These metafunctions are **the ideational, the interpersonal and the textual**. **The ideational function** means that language is used to organize, understand and express the speaker's perceptions of the world and of his consciousness, and therefore this function is divided into two: the **experiential** function and the **logical** function. **The experiential function** is largely concerned with contents or ideas which regard clauses as the representations of experience in terms of **transitivity structures**, which are represented with **processes** and associated with participants and circumstances. **The logical function** is concerned with the relationship between ideas in clause complex. It defines the logical-semantic relation between one clause and another which covers **expansion** and **projection** and it also defines clause complexes from the interdependency relation whether they are **paratactic** or **hypotactic**. Because certain components of the grammar realize the ideational function, others realize the interpersonal function, and yet others realize the textual function. According to Halliday, the three basic functions of language mentioned above operate simultaneously in the expression of meaning. These functions also determine the structural shape of the clause and have shaped the shape of

² Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. London: Edward Arnold.

language and set the trajectory of its evolution, according to functional grammar theory.

Based on the description, this study attempted to apply Systemic Function Linguistics theory in order to investigate how two unrelated languages, English and Acehnese, are similar or different in terms of experiential function, with a focus on the processes and participants involved. Because circumstance is an optional element in a clause, it is not examined in depth. This subject matter is adopted on the bases of some questions to what extent the two languages are similar or different in terms of the types of process and participant functions because English and Acehnese have the same word order that is Subject, Verb, Object, though they are from two different language families. Thus, the descriptions given above indicate that various aspects of process and the participant function in the two languages are worth analyzing. Therefore, the writer decided to conduct research entitled “ **A Contrastive Analysis of Experiential Function in English and Acehnese Simple Sentence** ”

B. Problem of Study

The writer formulated a problem of study i.e, what were the similarities and the dissimilarities in sentence analysis by using experiential function between English and Acehnese simple sentence?

C. Purpose of Study

The purpose of study was to find out the similarities and the dissimilarities in sentence analysis by using experiential function between English and Acehnese simple sentence.

D. Significance of Study

Theoretically, this research was expected to be useful for helping the students of this department to learn English and Acehnese especially in comprehending experiential function as the components of the transitivity system in the theory of SFL. This analysis was also expected to be useful as a valuable input or a reference for those who want to learn more about the subject matter. Practically this research was expected to be useful for the Acehnese speakers to appreciate the language with the theory of Systemic Functional Grammar so that they love their own language more. In addition, Acehnese speakers can also be motivated to study English as an international language and on the other hand English speakers may be motivated to learn Acehnese as a unique language, for the findings of this study covers various aspects of the two languages.

CHAPTER II

LITERATURE REVIEW

A. Systemic Functional Grammar

Systemic Functional Grammar, as proposed by Halliday, and thus it describes language in its actual use in terms of texts and their contexts. He goes on to say that a language is made up of systems, and that the speaker or writer can choose how to express meanings. This theory tries to explain how a text's structures construct meanings and how those meanings can be realized. Halliday maintains that the three metafunctions of language noted above operate simultaneously in the expression of meaning because certain aspects of the grammar realize the ideational function, other aspects realize the interpersonal function, and yet others realize the textual function. These functions also determine the structural shape of the clause and have molded the shape of language and fixed the course of its evolution and this claim is the basis of the theory of functional grammar. This research was based primarily on Systemic Functional Grammar theory proposed by Halliday in terms of the experiential function. The theory was applied to analyze both languages English and Acehnese as to how they are similar and different.

B. Experiential Function

According to Halliday, "The ideational function of language is the first metafunction of language, in which a clause is viewed as a representation of

experience. Human beings use language to create a mental picture of reality, to make sense of what is happening around them and inside them. So the clause is important in this theory because it embodies a general principle for modeling experience, namely that reality is made up of processes, which are all sorted out in the clause's grammar. Transitivity is the grammatical system that allows this to happen. The transitivity system divides the world of experience into a set of process types that can be managed".³

Bloor & Bloor note "the process centers on the part of the clause that is realized by the verbal group, but it can also be regarded as what 'goings-on' are represented in the whole clause".⁴

A process is associated with three components: (1) the process itself which is realized in verbal group, (2) the participants involved which is realized in the nominal group and (3) circumstance which is realized in the adverbial group or prepositional phrase.

There are six different process types identified by Halliday, according to the major class: **Material process**, **Mental process**, and **Relational process** and according to the minor class: **Verbal process**, **Behavioral process**, **Existential process**. As a subcategory of the Relational, the Meteorological process is often regarded as one kind of process, thus giving as if there were seven categories of process.

³ Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. London: Edward Arnold

⁴ Bloor, T. & Bloor, M. 1995. *The Functional Analysis of English*. New York: Arnold

The seven different process types are summarized in table 1

Table 1: Process Types

Material	Doing	Bodily, Physically, Materially
Behavioral	Behaving	Physiologically and psychologically
Mental	Sensing	Emotionally, intellectually, sensorial
Verbal	Saying	Lingual, signaling
Relational	Being	Equal to, or some attribute of
Existential	Existing	There exists
Meteorological	Weathering	

1. Material Process

Material process is one of the major types as it covers most of human conscious reflection. It refers to processes of material doing which express the notion that some entity physically does something which may be done to some other entity. Material processes cover processes of doing, processes of creating, processes of happening and abstract processes.⁵

Process of doing occurs in the actor point of view of the dispositive type and the actor does something to the goal so that the verbs which are generally used in this type are those which indicate deed as in the following.

⁵ Gerot, Linda and Wignell, Peter. 1994. *Making Sense of Functional Grammar*. Sydney: Stabler Ltd.

(1.a) The man planted the mango tree

The man	Planted	The mango tree
Actor	Material	Goal

(1.b) The bulldozer destroyed the building

The bulldozer	Destroyed	The building
Actor	Material	Goal

In this theory, if those active sentences are expressed in the corresponding passive the identity of the actor and the goal is maintained as in (2.a and 2.b).

(2.a) The mango was planted by the man

The mango tree	Was planted	By the man
Goal	Material	Actor

(2.b) The building was destroyed by the bulldozer

The building	Was destroyed	By the bulldozer
Goal	Material	Actor

Some processes of doing may be intransitive and therefore they involve one participant only that is the actor. Such processes as **go, come, walk, run, swim**, etc. are intransitive and they cannot have a second participant.

Material process may also refer to the process of creating and it obviously expresses the notion that it must be transitive and the goal is brought about as the result of creating such as in (3).

(3) The students decorate the classroom.

The students	decorate	The classroom
Actor	Material	Goal

The processes of this type are: **make, produce, paint, decorate, construct, establish, build, etc.**

Material process of happening is also found in the dispositive. It occurs as the result of the goal in undergoing what the actor has done to it, or something happens to the goal after the actor has done something to it. Process of happening is generally intransitive.

(4.a) The water freeze

The water	Freeze
Actor	Material

(4.b) The glass Broke

The glass	Broke
Actor	Material

The material processes of happening include **stop, start, melt, freeze, collide, break out, burst, erupt, explode, bend etc.**

Material process can be an abstract process. It is unnecessarily concrete but still treated grammatically as the type of action as in (5a & 5b).

(5.a) The dean opened the meeting

The dean	opened	The meeting
Actor	Material	Goal

(5.b) The athlete broke a new record

The athlete	broke	A new record
Actor	Material	Goal

Material abstract process can also be intransitive as in (6a & 6b).

(6.a) The two families integrated

The two families	integrated
Actor	Material

(6.b) The complicated has melted

The complicated problem	Has melted
Actor	Material

If it has three participants, the indirect object may have either **recipient** (when the direct object is goods) or **client** (when the direct object is service) as the participants.

(7.a) The teacher gave the students work sheets

The teacher	gave	the students	work-sheets
Actor	material	Resipient	Goal

(7.b) My aunty treated the guests nice food

My aunty	treated	the guests	nice food
Actor	Material	Client	Goal

(7.c) The girl showed me her photo

The girl	showed	me	her photo
Actor	material	Client	Goal

When the second participant is a cognate object or an integral part of the process itself, it is called **range**.

(8.a) The artist painted many paintings

The artist	painted	Many paintings
Actor	Material	Range

(8.b) The sprinter broke a new record

The sprinter	Broke	A new record
Actor	Material	Range

2. Mental Process

Mental process is a process which occurs in the internal world of the mind. There are three types of mental process: the first is that related to affection and reaction (feelings), the second related to cognition (thinking) and the third related to perception (perceiving) and the fourth related to desirability such as the process of **wish, want intend, pretend**. Mental process generally involves two participants. The first participant is called sense and the second **phenomenon**. Process of feeling refers to such verbs as **enjoy, like, hate, detest, love**, etc. It may express emotion as **worry, dismay, surprise**, etc. Process of thinking is associated with human cognition such as **think, know, believe, forget, remember, doubt**, etc. such as in (9).

(9) I forget my student's name

I	Forget	my student's name
sense	Mental	Phenomenon

Some mental processes are intransitive, and have one participant as in following:

(10.a) The students understand

The students	Understand
sense	mental

(10.b) She Realized

She	Realized
-----	----------

sense	Mental
-------	--------

Some mental processes may consist of only a single participant called phenomenon which functions as the subject of the clause or followed by the sense which functions as the object.

(11.a) Being alone hurts

Being alone	Hurts
Phenomenon	Mental Process

(11.b) Your letter amused me

Your letter	amused	me
Phenomenon	Mental Process	Sense

3. Relational Process

Relational process is one of the three major types of experience to another. They construe relation among entities through two possible modes **identification** and **attribution**, which can further be divided into three types: **intensive**, **circumstantial**, and **possessive**.

Halliday gives six categories of relational process as quoted in 12.

(12)

Mode Type	(i) Attributive	(ii) Identifying
(1) intensive	Ann is wise	Ann is the leader; The leader is Ann
(2) circumstantial	The fair is on Tuesday	Tomorrow is the 10 th ; The 10 th is tomorrow
(3) possessive	John has a piano	The piano is John's; John's is the piano

Intensive Attributive Process construes that an entity has some quality attributed to it so that the participant which carries the quality is labeled as **carrier** and the quality itself has the label called **attribute**. The main characteristics of this type of process are that (1) the process refers to the inscriptive classes, (2) if the attribute is nominal it is typically indefinite, and (3) the clause is not reversible as in the following:

(13) My brother is talkative.
My brother becomes a teacher.
My brother looks worried

Carrier	Intensive attributive process	Attribute

Intensive Identifying Process construes that something has an identity assigned to it and the participant which serves as identity is labeled as **identifier** or **token** and that which serves to define the identity is called **identified** or **value**. This type of process may be characterized as (1) the process refers to the aquatic classes such as **be, indicate, illustrate, signify, mean, comprise, imply**, etc., (2) the identifier is typically definite, and (3) the clause is reversible.

(14.a) John is the best student.
 This question constitutes the last chance
 The right one was yours

Identifier/Token	Intensive Identifying Process	Identified/Value
------------------	-------------------------------	------------------

The above clauses may be reversed as:

(14.b) The best Student is John
 The last chance is constituted by this question.
 Yours was the right one.

Identifier/Value	Intensive Identifying Process	Identified/Token
------------------	-------------------------------	------------------

However, the circumstance may be as the process;

(15) The play lasted the whole night

Carrier	Circumstantial attributive process	Attribute
---------	------------------------------------	-----------

Circumstantial attributive process is similar to the intensive attributive process but it involves concepts like location, time etc. which refer to a particular circumstance as the participant (attribute).

(16) The mowing machine is in the backyard
The Independence Day was on Friday

Carrier	Circumstantial Attributive Process	Attribute
---------	------------------------------------	-----------

Notice that the attributes in the two clauses above consist of location spatial and location temporal respectively. Circumstantial identifying process, on the other hand, is also almost similar to intensive identifying process but it is characterized by the fact that the relationship between the identifier and the identified is expressed by a circumstance indicating place, time or manner or by a process associated to a circumstance.

(17.a) Today is the twentieth

Token	Circumstantial identifying process	Value
-------	------------------------------------	-------

(17.b) The twentieth is today

Token	Circumstantial identifying process	Token
-------	------------------------------------	-------

(17.c) The song follows the music

Token	Circumstantial identifying process	Value
-------	------------------------------------	-------

(17.d) The music is followed by the song

Token	Circumstantial identifying process	Token
-------	------------------------------------	-------

Possessive attributive process construes the relationship between two participants in terms of ownership in which one entity possesses another. If the

possession is expressed as the attribute, it is generally in the form of a possessive nominal group.

(18) This novel is mine

carrier	Possessive Attributive Process	Attribute
---------	--------------------------------	-----------

If the possession is expressed as the process, then two possibilities may take place, either the carrier as the possessor and the attribute as the possessed or the carrier as the possessed and the attribute as the possessor, depending on the process used.

(19.a) Michael has a detective novel

Carrier/Possessor	Possessive Attributive Process	Attribute/possessed
-------------------	--------------------------------	---------------------

(19.b) The detective novel belongs to Michael

Carrier/Possessor	Possessive Attributive Process	Attribute/possessor
-------------------	--------------------------------	---------------------

Possessive identifying process is similar to possessive attributive but this is characterized by the possibility of the clause to be reversed as:

(20.a) The house is Dave's

Token / Possessed	Possessive Identifying Process	Value/Possessor
-------------------	--------------------------------	-----------------

(20.b) Dave's is the house

Value / Possessor	Possessive Identifying Process	Value/Possessed
-------------------	--------------------------------	-----------------

Observe that the possession is expressed by the relationship between the token and the value. The possession can also be expressed by a process as in the following:

(21.a) Dave owns the house

Token / Possessor	Identifying Process	Value/Possessed
-------------------	---------------------	-----------------

(21.b) The house is owned by Dave

Value / Possessed	Identifying Process	Token/Possessor
-------------------	---------------------	-----------------

4. Verbal Process

Verbal process referred to processes which carry the sense of expressing ideas in words. However, verbal process may include those which do not require a conscious participant. The **sayer** can be anything that puts out a signal. Verbal processes may be classified into several subclasses : process of saying, process of quoting, and process of reporting.

a. Process of Saying

Process of Saying covers a large number of verbal groups such as **say, speak, tell, mention, ask, report, describe, explain, state, declare, comment,** etc. Those processes are regarded as the process of saying when they are used with two participants:**sayer** and **verbiage**.

22.a) He Speaks Acehnese

Sayer	Verbal	Verbiage
-------	--------	----------

24.)

The teacher	said	That every students should have a dictionary
Sayer	Verbal	Reported

The third participant which receives what is expressed in the verbal process is called **receiver**.

25.a)

The man	said	To me	“ I Will commit suicide.”
Sayer	Verbal	Receiver	Quoted

25.b)

The man	asked	me	“ Why will you commit suicide”
Sayer	Verbal	Receiver	Quoted

The second participant of a verbal process is called **target** when it is not what is said or expressed, but the one which becomes the target of the process.

26.a)

Father	scolded	My elder brother
Sayer	Verbal process	Target

26.b)

The boy	insulted	his friend
Sayer	Verbal process	Target

5. Behavioral Process

Behavioral processes are processes of physical and psychological behavioral, like brathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. Behavioral processes are partly like the material and partly like the mental. They generally have only one participant called **Behaver** which is typically a conscious being. However, they may also have two participants and the second participant is called **Range** Observe the following:

27.a)

He	Lives	happily
Behaver	Behavioral	Circumstance

27.a)

He	Lives	a happy life
Behaver	Behavioral	Range

27.c)

She	smile	nicely
Behaver	Behavioral	Circumstance

27.d)

She	smile	a nice smile
Behaver	Behavioral	Range

6. Existential Process

Existential process represent that something existed or happened. Existential processes generally occur with the verb **be** and the word **there** known as existential **there** which does not have any representational function. They are always followed by spatial or temporal circumstance as in the following :

28.)

There is	a bomb	in this building
Existential	Existent	Circumstance

Observe that existential process has only one participant called **existent**, which comes after the process. However, in some other existential processes the **existent** comes first as in :

29.)

A ghost like creature	exists	in this old building
Existent	Existential	Circumstance

This process type which represented happening includes : **arise, occur, happen, take place, come about, erupt, explode, prevail, etc.**

30.)

The world war II	broke out	in 1942
Existent	Existential	Circumstance

differences and similarities. Moreover, the objective of this research is to know the differences and similarities of declarative sentences in the two languages, and also to find out errors that students do more in making declarative sentences.⁶

The advantages of this research are very useful and important for speakers of English and Acehnese which are two different languages from today's languages, and they are the same in most ways of forming sentences. On the other hand, the practical significance of this research stems from the advantages of this analysis, which is useful for Acehnese speakers with a theory of systemic grammar so as to encourage them to love their own language more. In addition, Acehnese language users can also be motivated to learn English as an international language and on the other hand, English users will also be motivated to learn Acehnese language as a unique language, because the findings in this study cover various aspects of the two languages.

The difference between these two studies lies in the phenomenon to be studied if the previous research examined "Contrastive Analysis between Indonesian and English Declarative Sentences". Meanwhile, this study examines the "Contrastive Analysis of Experiential Functions in English and Acehnese Simple Sentences". For the similarities between these two studies, both research on the formation of sentence patterns.

⁶ Kusumawati Anita. *"Contrastive Analysis between Indonesian and English Declarative Sentences"*. Syarif Hidayatullah State Islamic University Jakarta, 2009.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design refers to all processes which are needed in planning and doing a research. This research will apply descriptive design with qualitative approach. Best notes that descriptive design is non experimental, since it deals with the relationship between non-manipulated variables in a nature.⁷ On the other hand, Matin notes that "Descriptive Research Design is to portray accurately the characteristics of a particular situation or group or individual (with or without special initial hypotheses about the nature of these characteristics). Studies having this purpose are known as descriptive studies".⁸ As a result, descriptive research design is used to accurately describe a specific example. The main data for this study were acquired from various reading sources in the library as well as from the native speaker, as suggested by Herbert. This study used a descriptive qualitative design, in which the data is described and presented.

The data of this study belonged to the non-manipulated variables as they are not the result of experiment. These were called the qualitative data. Therefore, the data were analyzed with qualitative descriptive approach in which non-numerical description or verbal response was used to give the generalization of the data. This meant that the data were in the form of description. The data of this

⁷ Best, J. W. 1981. *Research in Education*. New Jersey: Prentice Hall Inc. Englewood Cliffs.

⁸ Matin, Abdul. 2004. *Research Methods, Statistics, IT and e-Methods*. New Delhi: Icon Publications Pvt. Ltd

study involved the description of the concept of processes in the theory of Systemic Functional Grammar as proposed by Halliday and his followers. Then, the theory was applied to find relationships between variables, which aimed to determine whether there were any significant correlations between certain variables, namely processes and the participant functions in English and Acehnese.

B. Subject of Research

The writer conducted this research in Bireun, BlangBladeh Village, Jeumpa sub-district, Aceh Province, where the subject were five native Acehnese speakers and the main data in English were adopted from the writer's invention based on Halliday's theory and those in Acehnese from the writer herself as the native speaker of the language. Therefore, many sentences given as examples were derived from the writer's invention on the bases of her command of the languages.

C. Data Collection Procedure

There are many different ways to collect data. The approach chosen may depend on the objectives of the study, the design of the research, and the availability of time and money. In deciding an appropriate way to collect the data, it is important to consider the research design. Based on the research design presented earlier, the following sections were the steps that were taken to collect the data:

a. Observation

Observation is a systematic process in recording the behavior patterns of humans, objects and objects events without using questions or communicating with the subject. The term observation is directed at the activity of paying attention accurately, record emerging phenomena, and consider the relationship between aspects in the phenomenon. In this study, the writer used the observation method to get information, by going into the Acehese community in the village of Blang Bladeh Bireun.

b. Documentation

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.⁹ In this study, the writer uses the document method to obtain data from the media in the form of books

D. Data Analysis Procedure

Data analysis according to Sugiyono is the process of searching and compiling systematic data obtained from interviews, field notes and documentation, with how to organize data into categories, break down into units, do synthesis, arrange into patterns, choose what is important and what will be

⁹ Corbin & Strauss, 2008: *see also* Rapley, 2007 (02 January 2022)

studied, and draw conclusions so that they are easily understood by themselves and others.¹⁰

Qualitative data analysis means studying the organized material in order to discover inherent relationships. These data were studied from various angles to explore or reinterpret and find out some supporting arguments that processes in English and Acehnese are similar in some respects but dissimilar in some others. Then, the inference was revealed by means of the following steps of analysis.

- a. describing the concepts of process in the theory of Systemic Functional Grammar in English and Acehnese,
- b. analyzing the participants involved in all types of process in the two languages.
- c. and evaluating how the concept of process and participant is similar and different in the two languages.

¹⁰ Prof. Dr. Sugiyono. 2018. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

CHAPTER IV
FINDING AND ANALYSIS

A. FINDING

1. Overview of Experiential Function in English

a. Material Process

Material process is one of the major types as it covers most of human conscious reflection. It refers to processes of material doing which express the notion that some entity physically does something which may be done to some other entity. Material processes cover processes of doing, processes of creating, processes of happening and abstract processes.

Process of doing occurs in the actor point of view of the dispositive type and the actor does something to the goal so that the verbs which are generally used in this type are those which indicate deed as in the following.

(1.a) The man planted the mango tree

The man	Planted	The mango tree
Actor	Material	Goal

(1.b) The bulldozer destroyed the building

The bulldozer	Destroyed	The building
Actor	Material	Goal

In this theory, if those active sentences are expressed in the corresponding passive the identity of the actor and the goal is maintained as in (2.a and 2.b).

(2.a) The mango was planted by the man

The mango tree	Was planted	By the man
Goal	Material	Actor

(2.b) The building was destroyed by the bulldozer

The building	Was destroyed	By the bulldozer
Goal	Material	Actor

Some processes of doing may be intransitive and therefore they involve one participant only that is the actor. Such processes as **go, come, walk, run, swim**, etc. are intransitive and they cannot have a second participant.

Material process may also refer to the process of creating and it obviously expresses the notion that it must be transitive and the goal is brought about as the result of creating such as in (3.c).

(3) The students decorate the classroom.

The students	decorate	The classroom
Actor	Material	Goal

The processes of this type are: **make, produce, paint, decorate, construct, establish, build**, etc.

Material process of happening is also found in the dispositive. It occurs as the result of the goal in undergoing what the actor has done to it, or something happens to the goal after the actor has done something to it. Process of happening is generally intransitive.

(4.a) The water freeze

The water	Freeze
Actor	Material

(4.b) The glass Broke

The glass	Broke
Actor	Material

The material processes of happening include **stop, start, melt, freeze, collide, break out, burst, erupt, explode, bend** etc.

Material process can be an abstract process. It is unnecessarily concrete but still treated grammatically as the type of action as in (5).

(5.a) The dean opened the meeting

The dean	opened	The meeting
Actor	Material	Goal

(5.b) The athlete broke a new record

The athlete	broke	A new record
-------------	-------	--------------

Actor	Material	Goal
-------	----------	------

Material abstract process can also be intransitive as in (6).

(6.a) The two families integrated

The two families	integrated
Actor	Material

(6.b) The complicated has melted

The complicated problem	Has melted
Actor	Material

If it has three participants, the indirect object may have either **recipient** (when the direct object is goods) or **client** (when the direct object is service) as the participants.

(7.a) The teacher gave the students work sheets

The teacher	gave	the students	work-sheets
Actor	material	Resipient	Goal

(7.b) My aunty treated the guests nice food

My aunty	treated	the guests	nice food
Actor	Material	Client	Goal

(7.c) The girl showed me her photo

The girl	showed	me	her photo
Actor	material	Client	Goal

When the second participant is a cognate object or an integral part of the process itself, it is called **range**.

(8.a) The artist painted many paintings

The artist	painted	Many paintings
Actor	Material	Range

(8.b) The sprinter broke a new record

The sprinter	Broke	A new record
Actor	Material	Range

b. Mental Process

Mental process is a process which occurs in the internal world of the mind. There are three types of mental process: the first is that related to affection and reaction (feelings), the second related to cognition (thinking) and the third related to perception (perceiving) and the fourth related to desirability such as the process of **wish, want intend, pretend**. Mental process generally involves two participants. The first participant is called sense and the second **phenomenon**. Process of feeling refers to such verbs as **enjoy, like, hate, detest, love**, etc. It may express emotion as **worry, dismay, surprise**, etc. Process of thinking is

associated with human cognition such as **think, know, believe, forget, remember, doubt**, etc. such as in (9).

(9) I forget my student's name

I	Forget	my student's name
sense	Mental	Phenomenon

Some mental processes are intransitive, and have one participant as in following:

(10.a) The students understand

The students	Understand
sense	mental

(10.b) She Realized

She	Realized
sense	Mental

Some mental processes may consist of only a single participant called phenomenon which functions as the subject of the clause or followed by the sense which functions as the object.

(11.a) Being alone hurts

Being alone	Hurts
Phenomenon	Mental Process

(11.b) Your letter amused me

Your letter	amused	me
Phenomenon	Mental Process	Sense

c. Relational Process

Relational process is one of the three major types of experience to another. They construe relation among entities through two possible modes **identification** and **attribution**, which can further be divided into three types: **intensive**, **circumstantial**, and **possessive**.

Halliday gives six categories of relational process as quoted in 12.

(12)

Mode Type	(i) Attributive	(ii) Identifying
(1) intensive	Ann is wise	Ann is the leader; The leader is Ann
(2) circumstantial	The fair is on Tuesday	Tomorrow is the 10 th ; The 10 th is tomorrow
(3) possessive	John has a piano	The piano is jhon's; John's is the piano

Intensive Attributive Process construes that an entity has some quality attributed to it so that the participant which carries the quality is labeled as **carrier** and the quality itself has the label called **attribute**. The main characteristics of this type of process are that (1) the process refers to the inscriptive classes, (2) if the attribute

is nominal it is typically indefinite, and (3) the clause is not reversible as in the following:

- (13) My brother is talkative.
 My brother becomes a teacher.
 My brother looks worried

Carrier	Intensive attributive process	Attribute
---------	-------------------------------	-----------

Intensive Identifying Process construes that something has an identity assigned to it and the participant which serves as identity is labeled as **identifier** or **token** and that which serves to define the identity is called **identified** or **value**. This type of process may be characterized as (1) the process refers to the aquatic classes such as **be, indicate, illustrate, signify, mean, comprise, imply**, etc., (2) the identifier is typically definite, and (3) the clause is reversible.

- (14.a) John is the best student.
 This question constitutes the last chance
 The right one was yours

Identifier/Token	Intensive Identifying Process	Identified/Value
------------------	-------------------------------	------------------

The above clauses may be reversed as:

- (14.b) The best Student is John
 The last chance is constituted by this question.
 Yours was the right one.

Identifier/Value	Intensive Identifying Process	Identified/Token
------------------	-------------------------------	------------------

However, the circumstance may be as the process;

(15) The play lasted the whole night

Carrier	Circumstantial attributive process	Attribute
---------	------------------------------------	-----------

Circumstantial attributive process is similar to the intensive attributive process but it involves concepts like location, time etc. which refer to a particular circumstance as the participant (attribute).

(16) The mowing machine is in the backyard

The Independence Day was on Friday

Carrier	Circumstantial Attributive Process	Attribute
---------	------------------------------------	-----------

Notice that the attributes in the two clauses above consist of location spatial and location temporal respectively. **Circumstantial identifying process**, on the other hand, is also almost similar to intensive identifying process but it is characterized by the fact that the relationship between the identifier and the identified is expressed by a circumstance indicating place, time or manner or by a process associated to a circumstance.

(17.a) Today is the twentieth

Token	Circumstantial identifying process	Value
-------	------------------------------------	-------

(17.b) The twentieth is today

Token	Circumstantial identifying process	Token
-------	------------------------------------	-------

(17.c) The song	follows	the music
Token	Circumstantial identifying process	Value

(17.d) The music	is followed	by the song
Token	Circumstantial identifying process	Token

Possessive attributive process construes the relationship between two participants in terms of ownership in which one entity possesses another. If the possession is expressed as the attribute, it is generally in the form of a possessive nominal group.

(18) This novel	is	mine
carrier	Possessive Attributive Process	Attribute

If the possession is expressed as the process, then two possibilities may take place, either the carrier as the possessor and the attribute as the possessed or the carrier as the possessed and the attribute as the possessor, depending on the process used.

(19.a) Michael	has	a detective novel
Carrier/Possessor	Possessive Attributive Process	Attribute/possessed

(19.b) The detective novel	belongs to	Michael
Carrier/Possessor	Possessive Attributive Process	Attribute/possessor

Possessive identifying process is similar to possessive attributive but this is characterized by the possibility of the clause to be reversed as:

(20.a) The house is Dave's

Token / Possessed	Possessive Identifying Process	Value/Possessor
-------------------	--------------------------------	-----------------

(20.b) Dave's is the house

Value / Possessor	Possessive Identifying Process	Value/Possessed
-------------------	--------------------------------	-----------------

Observe that the possession is expressed by the relationship between the token and the value. The possession can also be expressed by a process as in the following:

(21.a) Dave owns the house

Token / Possessor	Identifying Process	Value/Possessed
-------------------	---------------------	-----------------

(21.b) The house is owned by Dave

Value / Possessed	Identifying Process	Token/Possessor
-------------------	---------------------	-----------------

d. Verbal Process

Verbal process referred to processes which carry the sense of expressing ideas in words. However, verbal process may include those which do not require a conscious participant. The **sayer** can be anything that puts out a signal. Verbal processes may be classified into several subclasses : process of saying, process of quoting, and process of reporting.

1. Process of Saying

the wording is usually quite different from the original statement. The speech function in reporting is by any means obscured but it can be made explicit by using reporting verbs.

Reported clause can be differentiated from whether it is a reporting statement, a question, an order or a suggestion. Observe the following :

(24.)

The teacher	said	That every students should have a dictionary
Sayer	Verbal	Reported

The third participant which receives what is expressed in the verbal process in called **receiver**.

(25.a)

The man	said	To me	“ I Will commit suicide.”
Sayer	Verbal	Receiver	Quoted

(25.b)

The man	asked	me	“ Why will you commit suicide”
Sayer	Verbal	Receiver	Quoted

The second participant of a verbal process is called **target** when it is not what is said or expressed, but the one which becomes the target of the process.

(26.a)

Father	scolded	My elder brother
Sayer	Verbal process	Target

(26.b)

The boy	insulted	his friend
Sayer	Verbal process	Target

e. Behavioral Process

Behavioral processes are processes of physical and psychological behavioral, like brathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. Behavioral processes are partly like the material and partly like the mental. They generally have only one participant called **Behaver** which is typically a conscious being. However, they may also have two participants and the second participant is called **Range** Observe the following:

(27.a)

He	Lives	happily
Behaver	Behavioral	Circumstance

(27.b)

He	Lives	a happy life
Behaver	Behavioral	Range

(27.c)

She	smile	nicely
Behaver	Behavioral	Circumstance

(27.d)

She	smile	a nice smile
Behaver	Behavioral	Range

f. Existential Process

Existential process represent that something existed or happened. Existential processes generally occur with the verb **be** and the word **there** known as existential **there** which does not have any representational function. They are always followed by spatial or temporal circumstance as in the following :

(28.)

There is	a bomb	in this building
Existential	Existent	Circumstance

Observe that existential process has only one participant called **existent**, which comes after the process. However, in some other existential processes the **existent** comes first as in :

(29.)

A ghost like creature	exists	in this old building
Existent	Existential	Circumstance

jak 'to go', *kalon* 'to see', *pajoh* 'to eat', *lumpoe* 'to dream' etc. is generally used with a subject, for example.

(32.a) *Apa geupajoh bu.* 'Uncle eats rice'

<i>Apa</i>	<i>geu</i>	<i>pajoh</i>	<i>bu</i>
Subject	Pronoun	Verb	Object

(32.b) *Ulon tuan lon pajoh bu.* 'I eat rice'

<i>Ulon tuan</i>	<i>lon</i>	<i>pajoh</i>	<i>bu</i>
Subject	Pronoun	Verb	Object

In Acehnese word order is sometimes optional as the subject may interchange with the object so far as the meaning is identified from the semantic features, for example:

(33)

a. *Gob nyan geusok baje puteh.* 'He wears a black shirt'

b. *Geusok baje puteh gobnyan.* 'He wears a black shirt'

From the Systemic Functional Grammar theory, Acehnese also has all the types of processes as in English namely material process, mental process, relational process, verbal process, behavioral process, existential process and meteorological process.

a. Material Process

Material process is one of the major types as it covers most of human conscious reflection. It refers to processes of material doing which express the notion that some entity physically does something which may be done to some other entity. Material processes cover processes of doing, processes of creating, processes of happening and abstract processes.

Process of doing occurs in the actor point of view of the dispositive type and the actor does something to the **goal** so that the verbs which are generally used in this type are those which indicate deed as in the following.

(34. a) 'Ma'e kill a dog.'

<i>Si Ma'e</i>	<i>jipoh</i>	<i>ase</i>
Actor	Material	Goal

(34.b) 'Ampon arif read the book'

<i>Ampon Arif</i>	<i>jibaca</i>	<i>kitab</i>
Actor	Material	Goal

If those active sentences are expressed in the corresponding passive the identity of the actor and the goal is maintained as in (2).

(35.a) 'A dog was killed by Ma'e.

<i>Ase</i>	<i>jipoh</i>	<i>Le siMa'e</i>
Goal	Material	Actor

(35.b) 'A book was read by Ampon Arif.'

<i>Kitab</i>	<i>jibaca</i>	<i>Le Ampon Arif</i>
Goal	Material	Actor

When three participants are involved in the material process, generally they consist of **actor**, **recipient**, and **goal**. Resipient refers to an entity which reseives goods as the goal

(36.a) 'Father give me fish.'

<i>Ayah lon</i>	<i>Geu bri</i>	<i>Ke ulon</i>	<i>engkot</i>
Actor	Material	Receipient	Goal

(36.b) ' The teacher gave us a result.'

<i>Guree</i>	<i>Geubri</i>	<i>Ke kamoe</i>	<i>hase</i>
Actor	Material	Receipient	Goal

In addition, the participant which receives a benefit from the process is called **beneficiary**.

(37.a) 'My aunty made me some cake.'

<i>Mak ciklon</i>	<i>Geu peugot</i>	<i>Ke ulon</i>	<i>kuweh</i>
Actor	Material	beneficiary	Goal

(37.b) 'The girl showed me her photo.'

<i>Aneuk dara nyan</i>	<i>Jipeulemah</i>	<i>Bak lon</i>	<i>Foto jih</i>
Actor	Material	beneficiary	Goal

Further, the participant which receives a service is called **client**.

(38) 'My aunty treated her guests special services.'

<i>Ma biet</i>	<i>geulayani</i>	<i>jamee</i>	<i>Ngon pelayanan yang got</i>
Actor	Material	Client	Goal

When the second participant is a cognate object or an integral part of the process itself, it is called **range**.

(39. a) 'My neighbor built a building.'

<i>Jiran lon</i>	<i>geupeudong</i>	<i>Saboh bangunan</i>
Actor	Material	Range

(39.b) 'The students do the work.'

<i>Murid-murid</i>	<i>jipeubuet</i>	<i>buetjih</i>
Actor	Material	Range

b. Mental Process

Mental process is a process which occurs in the internal world of the mind. There are three types of mental process: the first is that related to affection and reaction (feelings), the second related to cognition (thinking) and the last related to perception (perceiving).

Mental process generally involves two participants. The first participant is called **senser** and the second **phenomenon**.

Process of feeling refers to such verbs as *meucinta* 'love', *galak* 'like', *benci* 'hate', etc. It may express emotion as *meusyen* 'miss', *meuh'eut* 'want' etc.

Process of thinking is associated with human cognition such as *pike* 'think', *teupeu* 'know' *peucaya* 'believe', *tuwoe* 'forget', *teuingat* 'remember' *syok* 'doubt', etc.

(40.a) 'The kid wanted some milk.'

<i>Aneukmiet</i>	<i>Jimeuh'eut</i>	<i>susu</i>
Senser	Material	Phenomenon

(40.b) 'Ali remembers her name.'

<i>Ali</i>	<i>Jiingat</i>	<i>nan-jih</i>
Senser	Material	Phenomenon

Some mental processes are intransitive and have one participant as in the following:

(41. a) 'Ampon Afiq realized.'

<i>Ampon Afiq</i>	<i>Jithedro</i>
Senser	Material process

(41.b) 'The students

Understand.'

<i>Aneuk Murid</i>	<i>Meuphome</i>
Senser	Material process

c. Relational Process

Relational process is one of the three major types of process. Relational processes are used to relate one fragment of experience to another. They construe relation among entities through two possible modes **identification** and **attribution**, which can further be divided into three types: **intensive**, **circumstantial**, and **possessive**.

1. Intensive Attributive Relational Process

Intensive Attributive Relational Process construes that an entity has some quality attributed to it so that the participant which carries the quality is labeled as **carrier** and the quality itself has the label called **attribute**. The main characteristics of this type of process are that (1) the process refers to the astrictive classes, (2) if the attribute is nominal it is typically indefinite, and (3) the clause is not reversible as in the following:

(42) 'My mother is talkative'

<i>Maklon</i>	Θ	<i>meu pep pep</i>
Mother I		talkative
Carrier	I A R P	attribute

2. Intensive Identifying Relational Process

Intensive Identifying Relational Process construes that something has an identity assigned to it and the participant which serves as identity is labeled as **identifier** or **token** and that which serves to define the identity is called **identified** or **value**

(43.a) 'Rasyid is the cleverest boy'

<i>Rasyid</i>	⊖	<i>Aneuk paleng carong</i>
Rasyid		Boy very clever
Identifier/ token	I I R P	Identified / value

The above clause may be reversed into:

(43.b) 'The cleverest boy is rasyid'

<i>Aneuk paleng carong</i>	⊖	Rasyid
Boy very clever		Rasyid
Identified / value	I I R P	Identifier/ token

3. Circumstantial Attributive Relational Process

Circumstantial Attributive Relational Process is similar to the intensive attributive relational process but it involves concepts like location, time, manner, cause, etc. which refer to a particular circumstance as the participant (attribute).

(44) 'The play lasted the whole night'

<i>Piasan nyan</i>	⊖	<i>Suntok malam</i>
--------------------	---	---------------------

Play the		Whole night
Carrier	C A R P	attribute

4. Circumstantial Identifying Relational Process

Circumstantial identifying relational process, on the other hand, is also almost similar to intensive identifying process but it is characterized by the fact that the relationship between the identifier and the identified is expressed by a circumstance indicating place, time or manner or by a process associated to a circumstance.

(45.a) 'Today is the tenth'

<i>Uronyoe</i>	Ø	<i>Tanggai siploh</i>
Token	CIRP	value

(45.b) 'The tenth is today'.

<i>Tanggai siploh</i>	Ø	<i>Uronyoe</i>
Value	CIRP	Token

5. Possessive Attributive Relational Process

Possessive attributive relational process construes the relationship between two participants in terms of ownership in which one entity possesses another. If the possession is expressed as the attribute, it is generally in the form of a possessive nominal group.

(46) 'One of them is Fatimah's.

<i>Salah saboh nyoe</i>	⊖	<i>ata Fatimah</i>
Carrier	PARP	Attribute

If the possession is expressed as the process, then two possibilities may take place, either the carrier as the possessor and the attribute as the possessed or the carrier as the possessed and the attribute as the possessor, depending on the process used.

(47.a) 'Cut Syifa has a wallet.'

<i>Cut syifa</i>	<i>na</i>	<i>Saboh dumpet</i>
Carrier/possessor	PARP	Attribute/possessed

(47.b) 'The wallet belongs to Cut Syifa.'

<i>Dumpet</i>	<i>ata</i>	<i>Cut Syifa</i>
Attribute/possessed	PARP	Carrier/possessor

6. Possessive Identifying Relational Process

Possessive identifying relational process is similar to possessive attributive process but the former is characterized by the possibility of the clause to be reversed as:

(48.a) 'The house is Cut Buleun.'

<i>Rumoh</i>	<i>ata</i>	<i>Cut Buleun</i>
Token/possessed	PIRP	Value/possessor

(48.b) 'Cut Buleun is the house.'

<i>Cut Buleun</i>	<i>Na</i>	<i>Rumoh</i>
Value/possessor	PIRP	Token/possessed

d. Verbal Process

Verbal process refers to processes which carry the sense of expressing ideas in words. However, verbal process may include those which do not require a conscious participant. The sayer can be anything that puts out a signal. Verbal processes are intermediate between mental and material processes. Verbal processes may be classified into several subclasses: process of saying, process of quoting, and process of reporting.

1. Process of Saying

Process of saying covers a large number of verbal groups such as *jaweub* 'answer', *meututo* 'speak', *peugah* 'tell', *teumayeung* 'ask', *peumuphom* 'explain', etc. But, those processes are regarded as the process of saying when they are used with two participants: sayer and verbiage as in the following:

(49.a)

He	speaks	Acehnese
<i>Jih</i>	<i>jipeugah</i>	<i>Haba bahasa Aceh</i>
Sayer	Verbal	Verbiage

(49.b)

The teacher	asks	the question
-------------	------	--------------

<i>Guree</i>	<i>geutanyeung</i>	<i>pertanyaan</i>
Sayer	Verbal	Verbiage

2. Process of Quoting

Verbal processes are called the process of quoting when they are used in the direct speech. The wording of the sentence quoted is generally identical to the words, which are spoken by the sayer or speaker. Direct speech is identified from its characteristic of using quotation marks and therefore, the words between the quotation marks are not treated as the verbiage but **the quoted** as in the following:

(50.a)

Ina	said	I don't like that film
<i>Ina</i>	<i>jipeugah</i>	<i>Lon hana galak film nyan</i>
Sayer	Verbal	Quoted

(50.b)

The jury	announced	Agam is defeated
<i>Juri</i>	<i>Geuumumkan,</i>	<i>Si agam talo</i>
Sayer	Verbal	Quoted

3. Process of Reporting

Verbal processes when used in the indirect speech are called processes of reporting. In the reported speech the speaker reported the gist of what was said and the wording is usually quite different from the original statement. The speech

function in reporting is by any means obscured but it can be made explicit by using reporting verb.

Reported clause can be differentiated from whether it is a reporting statement, a question, an order or a suggestion, Observe the following:

(51.a)

The teacher	said	That every student should have a dictionary	
<i>Guree</i>	<i>geupeugah</i>	<i>Tiep-tiep murid beuna kamus</i>	
Verbal	Sayer	Reported	

(51.b)

He	ordered	The children	to buy a pencil
<i>Jih</i>	<i>jiyu</i>	<i>aneuk miet</i>	<i>bloe gense</i>
Sayer	Verbal	Receiver	Reported

e. Behavioral Process

Behavioral Process are processes of physical and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. Behavioral processes are partly like the material and partly like the mental. They generally have only one participant called **behavior** which is typically a conscious being. However, they may also have two participants and second participant is called **Range**. Observe the following:

(52.a)

Maisarah	lives	happily
<i>Maisarah</i>	<i>udep</i>	<i>Ngon bahagia</i>
Behaver	Behavioral	Circumstance

(52.b)

Maisarah	lives	a happy life
<i>Maisarah</i>	<i>udep</i>	<i>bahgia</i>
Behaver	Behavioral	Range

(53.a)

She	smiles	nicely
<i>Jih</i>	<i>tersenyum</i>	<i>Ngon mameh</i>
Behaver	Behavioral	Circumstance

(53.b)

She	smiles	a nice smile
<i>Jih</i>	<i>tersenyum</i>	<i>mameh</i>
Behaver	Behavioral	Range

f. Existential Process

Existential process represents that something exist or happens. Existential processes in Acehese generally occur with the process *na* 'exist'. They are always followed by spatial or temporal circumstance such as in the following :

(54.a)

There is	a bomb	In this building
<i>na</i>	<i>bom</i>	<i>Lam geudongnyo</i>
Existential	Existent	Circumstance

(54.b)

The world war II	Broke out	In 1942
<i>Perang donya ke dua</i>	<i>jeut</i>	<i>Bak thon 1942</i>
Existent	Existential	Circumstance

g. Meteorological Process

Meteorological process represents the process of weathering or timing. Meteorological process in Acehese is represented by zero process and it is like circumstantial relational process.

(55. a)

It is ten o'clock	now
<i>Poh sipluh</i>	<i>jino</i>

Meteorological process	circumstance
------------------------	--------------

(55. b)

It was raining	<i>yesterdey</i>
<i>Ujeun</i>	<i>baroe</i>
Meteorological process	circumstance

(55. b)

It is Sunday	<i>Today</i>
<i>Ahad</i>	<i>Uro nyoe</i>
Meteorological process	circumstance

B. Analysis

1. Similarities

The types of process in English and Acehnese are similar as all the seven types of process in English are also found in Acehnese namely **material process**, **mental process**, **relational process**, **verbal process**, **behavioral process**, **existential process**, and **meteorological process**. Here are some examples in both languages.

a. Material Process

Some material processes in the two language are intransitive.

(1.a) English : The teacher has come

The teacher	The teacher
Actor	Material pr.

(1.b) Acehnese : *Guree katroh* ‘The teacher has come.’

The teacher	has come
<i>Guree</i>	<i>katroh</i>
Actor	Material pr.

Most material processes in the two languages are transitive as in the following.

(2.a) English : Abu beat the dog

Abu	beat	the dog
Actor	Material pr.	Goal

(2.b) Acehnese : *Si Abu Jipoh ase* ‘ Abu beat the dog.’

Abu	beat	the dog
<i>Si Abu</i>	<i>Jipoh</i>	<i>ase</i>
Actor	Material pr.	Goal

In both languages transitive material processes may have passive counter parts.

(3.a) English : The dog was beaten by Abu.

The dog	was beaten	by Abu.
Goal	Material pr.	Actor

(3.b) Acehnese : *Asee Jipoh le si Abu.* 'The dog was beaten by abu

The dog	was beaten	by Abu.
<i>Asee</i>	<i>Jipoh</i>	<i>le si Abu</i>
Goal	Material pr.	Actor

b. Mental Process

The four types of mental process are similarly found in both English and Acehnese. The first type is that related to affection and reaction (feeling) (4), the second related to cognition (thinking) (5) and the third related to perception (perceiving) (6) and the fourth related to desirability (7).

1. Process of Feeling :

(4.a) English : The children like fried noodle

The children	like	fried noodle
Senser	Mantal	Phenomenom

(4.b) Acehnese : *Aneuk miet galak mi gureng.*

The children	like	fried noodle
--------------	------	--------------

<i>Aneuk miet</i>	<i>galak</i>	<i>mi gureng.</i>
Senser	Mantal	Phenomenom

2. Process of Thinking

(5.a) English : I believe your words.

I	believe	your words.
Senser	Mantal	Phenomenom

(5.b) Acehnese : *lon tuan lon pateh haba droeneuh*

I	believe	your words.
<i>lon tuan</i>	<i>lon pateh</i>	<i>haba droeneuh</i>
Senser	Mantal	Phenomenom

3. Process of Perceiving

(6.a) English : We have heard such a funny story

We	have heard	such a funny story
Mental	Senser	Phenomenom

(6.b) Acehnese : *Kamoe tom meudeungo saboh cerita lucuanyan.*

We	have heard	such a funny story
<i>Kamoe</i>	<i>tom meudeungo</i>	<i>saboh cerita lucuanyan.</i>
Mental	Senser	Phenomenom

4. Process of Desirability

(7.a) English : The patient wanted some bread.

The patient	wanted	some bread.
Mental	Senser	Phenomenom

(7.b) Acehnese : *Pasien jimeuh'eut ruti.*

The patient	wanted	some bread.
<i>Pasien</i>	<i>jimeuh'eut</i>	<i>ruti.</i>
Mental	Senser	Phenomenom

c. Relational Process

Relational Process divides into six types :

Intensive Attributive Relational Process (8), Intensive Identifying Relational Process (9), Circumstantial Attributive Relational Process (10), Circumstantial Identifying Relational Process (11), Possessive Attributive Relational Process (12), Possessive Identifying Relational Process (13).

The six types of relational processes in English are also found in Acehnese if there is a verb in the sentence. On the other hand, in Acehnese it is possible to have a clause without process. The relational process *to be* in English is represented by zero process in Acehnese.

1. Intensive Attributive Relational Process (IARP)

(8.a) English :

My Son becomes a doctor.

My Son	becomes	a doctor
Carrier	IARP	Attribute

(8.b) Acehnese :

Aneuk lon jeut keu doktor

My Son	becomes	a doctor
<i>Aneuk lon</i>	<i>jeut</i>	<i>keu doktor</i>
Carrier	IARP	Attribute

2. Intensive Identifying Relational Process

(9.a) English :

Agam is the cleverest

Agam	is	the cleverest
Identifier/Token	IIRP	Identified/Value

(9.b) Acehnese :

Siagam \emptyset paleng caroeng

Agam	is	the cleverest
<i>Siagam</i>	\emptyset	<i>paleng caroeng</i>
Identifier/Token	IIRP	Identified/Value

3. Circumstantial Attributive Relational Process (CARP)

(10.a) English :

The play lasted whole night.

The play	lasted	the whole night
Carrier	CARP	Attribute

(10.b) Acehnese :

Meneu'en jimeu'en semalam suntok.

The play	lasted	the whole night
<i>Meneu'en</i>	<i>jimeu'en</i>	<i>semalam suntok.</i>
Carrier	CARP	Attribute

4. Circumstantial Identifying Relational Process (CIRP)

(11.a) English :

The song follows the music.

The song	follows	the music.
Token	CIRP	Value

(11.b) Acehnese :

Lagu ji ikoet musik.

The song	follows	the music.
<i>Lagu</i>	<i>ji ikoet</i>	<i>musik.</i>
Token	CIRP	Value

5. Possessive Attributive Relational Process (PARP).

(12.a) English :

I have a laptop.

I	have	a laptop.
Carrier / Possessor	PARP	Attribute/ Possessed

(12.a) Acehnese :

Lon *na* *saboh laptop*

I	have	a laptop.
<i>Lon</i>	<i>na</i>	<i>saboh laptop</i>
Carrier / Possessor	PARP	Attribute/ Possessed

6. Possessive Identifying Relational Process (PIRP).

(13.a) English :

My son	Owns	The house
Token/ Possessor	PIRP	Value/Possessed

(13.b) Acehnese :

My son	Owns	The house
Aneuk lon	Poe	Rumoh nyan
Token/ Possessor	PIRP	Value/Possessed

d. Verbal Process

English and Acehnese are also similar in terms of verbal process as both have the three types of verbal process namely *process of saying*, *process of quoting*, and *process of reporting*.

1. Process of saying:

(14.a) English :

Afiq speaks Acehnese

Afiq	speaks	Acehnese
Sayer	Verbal	Verbiage

(14.b) Acehnese :

Afiq peugah haba Bahasa Aceh

Afiq	speaks	Acehnese
<i>Afiq</i>	<i>peugah haba</i>	<i>Bahasa Aceh</i>
Sayer	Verbal	Verbiage

2. Process of Quoting:

(15.a) English :

The jury announced, "Cut Buleun is defeated."

The jury	announced,	Cut Buleun is defeated
Sayer	Verbal	Quoted

(15.b) Acehnese :

Juri geuumumkan, " Cut Buleun talo."

The jury	announced,	Cut Buleun is defeated
<i>Juri</i>	<i>geuumumkan,</i>	<i>Cut Buleun talo</i>
Sayer	Verbal	Quoted

3. Process of Reporting :

(16.a) English :

Arief asked Afiq Where he lives.

Arief	asked	Afiq	Where he lives.
Sayer	Verbal	Receiver	Reported

(16.b) Acehnese :

Arief jitanyeung bak Afiq pat jih tinggai

Arief	asked	Afiq	Where he lives.
<i>Arief</i>	<i>jitanyeung</i>	<i>bak Afiq</i>	<i>pat jih tinggai</i>
Sayer	Verbal	Receiver	Reported

e. Behavioral Process

As English, Acehnese also has behavioral processes which generally have one participant but when there is a second participant it is a range.

(17.a) English :

Cut Afiqah live happily.

Cut Afiqah	live	happily.
Behaver	Behavioral	Circumstance

(17.b) Acehnese :

Cut Afiqah udep bahagia.

Cut Afiqah	live	happily.
<i>Cut Afiqah</i>	<i>udep</i>	<i>bahagia</i>
Behaver	Behavioral	Circumstance

(18.a) English :

Cut Anita lives a happy life.

Cut Anita	lives	a happy life
Behaver	Behavioral	Range

(18.b) Acehnese :

Cut Anita udep ngon bahagia.

Cut Anita	lives	a happy life
<i>Cut Anita</i>	<i>udep</i>	<i>ngon bahagia</i>
Behaver	Behavioral	Range

f. Existential Process

English and Acehnese are also similar in having existential processes to represent that something exists. In English such an expressed by using the verb *be* with existential **there** or other verbs such as **exist, happen, break out** etc. and in Acehnese with the verb *na* 'there is', *jeut*, 'happen' etc.

(19.a) English :

There is a bomb in this building.

There is	a bomb	in this building
Existential Process	Existent	Circumstance

(19.b) Acehnese :

Na bom lam geudong nyoe

There is	a bomb	in this building
<i>Na</i>	<i>bom</i>	<i>lam geudong nyoe</i>
Existential Process	Existent	Circumstance

g. Meteorological Process

In both English and Acehnese they share in having processes which represent weathering and timing; thus, known as meteorological processes. In English they are represented with the verb *be* and impersonal *it* and in Acehnese with the verb *na* 'be' with temporal circumstance *jinoe* 'now', *singoeh* 'tomorrow', or *baroe* 'yesterday'.

(20.a) English :

It is ten o'clock now

It is	ten o'clock now
Meteorological Pr	Circumstance

(20.b) Acehnese :

Poh siploh

jinoe

It is	ten o'clock now
<i>Poh siploh</i>	<i>jinoe</i>
Meteorological Pr	Circumstance

2. Dissimilarities

There were some differences as noted in the following.

a. Subject Pronoun (Participant)

Linguistically, English belongs to an Subject,Process,Object, word order as well as Acehnese. However, some processes in Acehnese such as : *duek* 'to sit', *jak* 'to go', *kalon* 'to see', *pajoh* 'to eat', *lumpoe* 'to dream' need a pronoun after the subject. For Example.

(21.a) English :

Uncle eats rice'

Uncle	eats	rice
-------	------	------

Subject	Process	object
---------	---------	--------

(21.b) Acehnese :

Apa geu pajoh bu

Uncle	eats		rice
<i>Apa</i>	<i>geu</i>	<i>Pajoh</i>	<i>bu</i>
Subject	Pronoun	Process	object

(22.a) English :

I eat rice

I	eats	rice
Subject	Process	object

(22.b) Acehnese :

Ulon tuan lon pajoh bu

I	eats		rice
<i>Ulon tuan</i>	<i>lon</i>	<i>Pajoh</i>	<i>bu</i>
Subject	Pronoun	Process	object

In Acehnese a subject can be a noun or a pronoun, it can precede the clause or it can be in the final position of the clause. For example:

Gob nyan geusok baje puteh. 'He wears a white shirt'

Geusok baje puteh gobnyan. 'He wears a white shirt'

The Acehese grammarians divide processes into two groups from its function in the clause namely transitive and intransitive process’.

a) *Lon tuan lon tuleh surat baroe (tuleh ‘write’ here is transitive)*

‘I wrote a letter yesterday’.

b) *Gudanyan jiplueng tega that. (Jiplueng ‘run’ here is intransitive)*

‘The horse run quickly’

Observe the examples above that the subject in Acehese is clarified by the element of repetition.

Nominal	Pronominal	English
<i>Lon tuan</i>	<i>lon</i>	I
<i>Jih</i>	<i>Ji</i>	He
<i>Gobnyan</i>	<i>Geu</i>	He
<i>Kamoe</i>	<i>Meu</i>	We
<i>Kah</i>	<i>Ka</i>	You
<i>Droen</i>	<i>Neu</i>	You

Here are some examples of the sentences

Lon tuan lon peugot timphan. ‘I make timphan.’

Kamoe meujak u pecan. ‘We go to market.’

Gobnyan geubloe baje baro. ‘He buys a new dress.’

Jih jibloe baje baroe. ‘He buys a new dress.’

Kah kaplueng teuga that. ‘You run quickly.’

Droenneu neplueng teuga that. ‘You run quickly.’

The word *Gob nyan* 'he' is used for someone who is older than the speaker, whereas the word *Jih* 'he' is used for someone who has the same age as the speakers. The word *kah* and *drone* have the same meaning 'you' but they are different in function. The word *kah* is used for someone who has the same age as the speaker whereas *drone* is used for someone who is older than the speaker.

Based on the above data, it is concluded that English and Acehnese are dissimilar in the morphology of subject.

b. Verb Form (Process)

In English a process is used in the clause based on the adverb of time such as **now, yesterday, tomorrow**, etc. The adverb of time indicates the tenses such as simple tense, past tense, perfect tense and future tense. The process form is determined by the tense; whereas in Acehnese adverb of time does not affect the process form.

1. Verb Form English :

- a. Infinitive V1 =Make
- b. Past Tense V2 = Made
- c. Past Participle V3 = Made

2. Verb Form Acehnese :

- a. Infinitive V1 = Peugot
- b. Past Tense V2 = Peugot
- c. Past Participle V3 = Peugot

For example:

- a. *Inong ji peugot kueh* 'Inong **make** a cake'

- b. *Inong jipeugot kueh baroe* 'Inong **made** a cake yesterday'
- c. *Inong jinak peugot kueh singoh* 'Inong will **make** a cake tomorrow'
- d. *Inong kalheh jipeugot kueh* 'Inong has **made** a cake'

The verb *peugot* 'make' does not change eventhough it is used with various different adverbs of time such as *bunoe* 'just now' , *baroe* 'yesterday', and *singoh* 'tomorrow'.

c. Passive Form (Process)

Linguistically, English and Acehnese belong to the type of language having passive form. But, in Acehnese passive clauses are expressed without *To be* so when an active clause is transformed into the corresponding passive, it is expressed without *to be* as given below :

a. English:

The teacher gave the students the material (active)

The material wa given to the students by the teacher (passive)

b. Acehnese:

Guree geubie kemurid materi kuliah (active).

Materi kuliah geubie lee guru keumurid (passive)

The process *bie* 'gives' does not change because there is no past form in Acehnese. The change from active into passive in Acehnese simply by the exchange of the position of the subject and the object in the passive without any change on the process form.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

After doing the analysis, there were some similarities and differences in simple sentence analysis using the Experiential function between English and Acehnese. The equation of experiential function analysis in English and Acehnese sentences as follows:

NO	Material	Doing	Bodily, Physically, Materially
1	Behavioral	Behaving	Physiologically and psychologically
2	Mental	Sensing	Emotionally, intellectually, sensorial
3	Verbal	Saying	Lingual, signaling
4	Relational	Being	Equal to, or some attribute of
5	Existential	Existing	There exists
6	Meteorological	Weathering	

Meanwhile, the differences between experiential function analysis in English and Acehnese sentences are as follows:

1. Subject Pronoun (Participant)

Linguistically, English belongs to an Subject, Process, Object, word order as well as Acehnese.

2. Verb Form (Process)

In English a process is used in the clause based on the adverb of time such as **now, yesterday, tomorrow**, etc. The adverb of time indicates the tenses such as simple tense, past tense, perfect tense and future tense. The process form is determined by the tense; whereas in Acehnese adverb of time does not affect the process form.

3 Passive Form (Process)

Linguistically, English and Acehnese belong to the type of language having passive form. But, in Acehnese passive clauses are expressed without **To be** so when an active clause is transformed into the corresponding passive.

B. Suggestion

The writer gave some suggestion as follows :

1. The other researchers should do a research concerning to the topic of experiential function.
2. The students should learn about experiential function in more detail.

REFERENCES

- A. Downing, and P. Locke,. *A University Course in English Grammar*.
New York: Prentice Hall. 1992.
- Best, J.W. *Research in Education*. New Jersey: Prentice Hall
Inc.Englewood Cliffs. 1981
- Brown, Gillian. & Yule, George. *AnalisisWacana*. Jakarta. PT.
GramediaPustakaUtama. Jakarta. 1996.
- Corbin & Strauss, 2008: see also Rapley, 2007 (02 January 2022)
- Fardan Abdullah, *Kamus Aceh Indonesia Inggris*, Banda Aceh:
BoebonJaya,CV. at al. 2009
- Gerot, Linda and Wignell, Peter. *Making Sense of Functional Grammar*.
Sydney: Stabler Ltd. 1994.
- Halliday, M.A.K. *An Introduction to Functional Grammar*. London:
Edward Arnold. 1994.
- Kusumawati Anita. "*Contrastive Analysis between Indonesian and
English Declarative Sentences*". Syarif Hidayatullah State Islamic
University Jakarta, 2009.
- Martin, Herbert. *Planning a Research Project*. London: Cassel. 1990
- Maynard. Senko K. *Discourse Modality*. Amsterdam: John Benjamins
Publishing Company. 1993

- Morley, G. David. *Syntax in Functional Grammar*. London: Continuum. 2000.
- Matin Abdul,. *Research Methods, Statistics, IT and e-Methods*. New Delhi: Icon Publications Pvt. Ltd. 2004
- Palmer, F.R. *Modality and the English Modals*. London: Longman Group Limited. 1979.
- Prof. Dr. Sugiyono. 2018. *Metode Penelitian Kauntitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- S. Eggins, *An Introduction to Systemic Functional Linguistics*. London: Printers. 1994
- Siewierska, Anna.. *Functional Grammar*. New York: Routledge. 1991
- T. Bloor, & M. Bloor, *The Functional Analysis of English*. New York: Arnold. 1995.
- Thompson, Geoff. *Introducing Functional Grammar*. China: Edward Arnold (Publishers) Ltd. 1991.
- Wildan..*TataBahasa Aceh*. Banda Aceh: Global Educational Consultant Institute (Geuci). 2005

DAFTAR RIWAYAT HIDUP

Curriculum Vitae



Data Pribadi / *Personal Details*

Nama / *Name* : Ibnu Hajar
Alamat / *Address* : Dusun Nelayan, Desa Sungai Pauh,
Kec Langsa Barat, Kota Langsa
Kode Post / *Postal Code* : 24415
Nomor Telepon / *Phone* : 082273637161 (WA) /082273637161
Instagram : @ibcom99
Email : sircomputer.indonesia@gmail.com
Jenis Kelamin / *Gender* : Laki-Laki
Tgl Lahir / *Date of Birth* : 26 Mart 1999
Status Marital / *Marital Status* : Belum Menikah
Warga Negara / *Nationality* : Indonesia
Agama / *Religion* : Islam

Riwayat Pendidikan dan Pelatihan

Educational and Professional Qualification

Jenjang Pendidikan :

Education Information

Jenjang Pendidikan	Periode
SD N 2 Mtg Seulimeng, Langsa Aceh	2006-2011
SMP N 4 Mtg Seulimeng, Langsa Aceh	2012-2014
SMK N 3 Langsa, Langsa Aceh	2015-2017
IAIN LANGSA	2017-2022