

Analysis Ideational Metafunction In Recount Text At SMAN 1 Panai Hilir Labuhanbatu, Sumatera Utara

Madya Ramadhani^{1*}, Joyce Kezia Nainggolan², Delfia Magdalena Sitompul³

^{1,2,3}Universitas HKBP Nommensen Pematang Siantar

e-mail; madyahramadani@gmail.com¹, joysnainggolan2018@gmail.com², delfiasitompul@gmail.com³

Abstrak

Penelitian ini bertujuan untuk menguji proses Metafungsi Ideasional yang paling umum dalam komposisi siswa Teks Recount. Di Panai Hilir SMA N 1. Tujuan dari penelitian ini adalah untuk mengkarakterisasi keadaan dan proses dominan yang muncul dalam teks cerita ulang. Rancangan penelitian yang digunakan penulis adalah teknik deskriptif kualitatif. Melalui penyusunan teks recount oleh siswa, data dianalisis dan dikumpulkan. Sepuluh manuskrip hitungan diperiksa dan dikategorikan. Peneliti memeriksa tulisan recount menggunakan analisis transitivitas sebagai alat. Analisis data mengungkapkan bahwa proses material adalah jenis proses yang paling umum dalam penulisan recount. Itu muncul 66 kali (atau 40%) dalam tulisan siswa tentang makalah akun. Itu mengacu pada prosedur, tindakan, hal fisik, atau keduanya. Hasil penelitian ini adalah dominan hadir dalam teks recount adalah salah satu waktu, yang memberikan informasi tentang tindakan dan periode dengan menjawab pertanyaan "di mana, kapan, dan bagaimana".

Kata kunci : *Metafungsi Bahasa, Metafungsi Ideasional, Keadaan, Teks Recount*

Abstract

This study aims to test the most common ideational metaph function in the composition of the student recount text downstream of SMA Negeri 1. The purpose of this study is to characterize the conditions and dominant processes that arise in the text of the story again. The research design used by the author is a qualitative descriptive technique. Through the preparation of recount text by students, data are analyzed and collected. Ten manuscripts are examined and categorized. Researchers examine recount writing using transitivity analysis as a tool. Data analysis reveals that the material process is the most common type of process in writing recount. It appears 66 times (or 40%) in student writing about account papers. It refers to procedures, actions, physical matters, or both. The results of this study are dominantly present in the recount text is one of the time, which provides information about actions and periods by answering the question "where, when, and how".

Keywords: *Language Metafunction, Ideational Metafunction, Circumstance, Recount Text*

INTRODUCTION

Language, according to Kridalaksana and DjokoKentjono (2018) is an arbitrary sound-symbol system that members of social groups use to collaborate, communicate, and identify themselves. That is, the primary function of language is to facilitate human communication. Meanwhile, William A. Haviland stated that language is a sound system that, when combined according to certain rules, creates a meaning that everyone who speaks that language can capture (Cakrawati, 2018). Language is used to communicate ideas, messages, intentions, feelings, and opinions to others. Based on that explanation, humans need language as a communication tool because language as a communication tool plays a very important role in human life to be able to interact and talk about anything (Hutabarat et al., 2020).

Crystal (in Hanafiah et al., 2018) asserts that English is a universal language. This statement conveys the idea that many different countries use English to communicate with other countries around the globe. Therefore, English is a global language as well as a foreign language. One can broaden their horizons and information by learning English on a global scale. English has a very important place and purpose in the world. As a result, English is extensively taught in a variety of nations worldwide (Sakamoto, 2021). The goal of English instruction in Indonesia is to help students become proficient in spoken and written English (Zahra et al., 2021). Writing proficiency is the capacity of a writer to transform their ideas into coherent sentences and engage the reader intellectually. Learning to write helps students develop their independence, comprehension, fluency, and originality in their writing (Nurlela et al., 2021). Students who master this ability will be able to write in a manner that not only allows them to read what they have written, but also allows other people who speak the same language to read and understand it (Rahmawati et al., 2022). In order for pupils to be successful writers, they should be able to: Comprehensibility for writing includes an understanding of how words or information are communicated through writing. The skills of mastering writing motions and letter shapes, identifying word chunking, recognizing the need for space between words, and writing rapidly all contribute to writing fluency (Cahyati, 2019).

Michael Halliday whose full name is Michael Alexander Kirkwood Halliday is an Australian-born English teacher and expert. He is a supporter of neo-Firthian theory which considers language as a social phenomenon. One of Halliday's theories is language metafunction. Three meta-functions of language are identified by M. A. K. Halliday in Systemic Functional Linguistics, i.e. the ideational function, the interpersonal function and the textual function. Each of the three metafunctions is about a different aspect of the world (Siregar, 2021a). According to the aforementioned description, the goal of this research is to identify the predominant ideational metafunction processes at students' SMA N 1 Panai Hilir through students' recounts of their text- writing experiences.

Halliday coined the phrase "language metafunction" to refer to three parallel processes. These meanings are divided into three categories by Hlliday (1994), namely ideational metafunction, interpersonal metafunction, and literary metafunction. Options from Transitivity are used in the clause to realize ideational metafunction meanings about objects and ideas. Through choices made from the system of MOOD, interpersonal metafunction meanings are formed and maintained in the lexicogrammar (Rajagukguk, 2019). Through thematic and informational systems, as well as cohesion, lexicogrammatic meanings that make language contextually and contextually pertinent are realized (Tarigan & Stevani, 2022). Gerot and Wignell (in Siregar, 2019) assert that ideational refers to phenomena' meanings regarding things, goings-on (what the things are or do), and circumstances encircling happenings and doings. According to Halliday & Mattiessen (in Purwaningrum, 2019), an ideational clause is a sentence's meaning expressed in a clause. Through transitivity, which are actors, processes, and circumstances, these meanings are realized in words (Lin et al., 2022).

Three components make up the transitivity system: the participant, the processes, and the conditions. Participants are identifiable names that each stand in for a person. Processes, also known as the predicative, pertain to verbs in text that describe existential, relational, behavioral,

mental, and physical processes. Conditions, on the other hand, are descriptions of places, times, ways, and others that can be used at the start, middle, or conclusion of a sentence. Circumstance can apply to a variety of things, like as extent, location, manner, cause, contingency, role, accompaniment, matter and angel (NANDINI et al., 2022).

Situations provide answers to queries like when, where, why, how many, and as what. They understand the definitions of words like size, place, style, cause, continuity, function, matter, accompaniment, and angel. In order to answer the questions "How long and how far" and "How many times?," circumstances of breadth must first be informed. This situation encompasses a number of subcategories, including distance, timeframe, and regularity. Second, the purpose of geographic context is to provide information about the area and provide "when" and "where" responses. This situation includes a number of subcategories, including location and time. Third, style of circumstances. Circumstances of manner, according to Gerot & Wignell (in Amartya et al., 2022), encompasses a number of subcategories, including means, quality, and contrast. Fourth, the circumstances of the cause serve to explain the cause and provide an explanation for why. There are three different categories of circumstantial causes: reason, goal, and behalf. Fifth, relevant conditions to provide a "in what circumstances?" response. Several subcategories, including condition, concession, and default, are included in this situation. Sixth, one aspect of the role is to respond to the query, "What as? Or what into," "as," "like," and "by means of" are frequently used in this context. Seventh, circumstance of accompaniment is to give the information "with who or together with?", the common preposition used in accompaniment is 'with', 'without', 'besides', and "instead of". Eighth, circumstances of a matter are to tell "what about or about what" or "with reference to what". The preposition phrase frequently used in circumstance is a preposition-like phrase "about," "concerning," or "with reference". And the last, circumstance of Angel is to answer the question of "says who? or who said" and typically answer by the word "According to" (Vrika et al., 2019).

A type of writing called recount text has a strong connection to the author's everyday activities. According to Pardiyono (in Sianipar, 2020), recount texts are a subgenre of literature that educate or retell the reader of historical events. It's possible for the narrative to assume the shape of a pre-textual event or activity. This piece of writing might reflect the author's experiences as they labor to create something that will amuse or inform the reader. The writing recount text will be presented by the author as a chronological time sequence. Therefore, it can be concluded that recount writings act as a retelling of events that took place within a particular time period (Gultom & Barus, 2020).

METHOD

The research technique a researcher intends to employ must be carefully chosen before beginning their study. In this study, the researcher will use library research to expand the hypotheses and support the analysis with references from books, journals, and articles that are relevant to the inquiry. The recount text written by SMA N 1 Panai Hilir pupils was used by the researcher (Meiarista & Widhiyanto, 2020). The information came from the transcript of the recount. The instrument used to gather data is the recount text that students composed (Vanath &

Fauziati, 2021). The data that the researcher must gather and recognize contain the ideational metafunction. The methods the researcher will outline for gathering data are as follows:

The researcher is searching for the text of recount text.

- a. The researcher studied all the data sources after obtaining the recount text.
- b. After reading the recount text, the researcher evaluated it and found words that connected to ideational metafunction.
- c. When the researcher highlights phrases and words that connect to ideational metafunction, they are being highlighted.

When analyzing data, many procedures are taken. As follows:

- a. Recognizing the recount text, the researcher read and recognized the information in the recount text.
- b. The researcher highlighted all of the words that contained the ideational metafunction forms.
- c. Ideational metafunction is handled during the classification procedure. Then, identify the ideational metafunction that predominate in the recount text.
- d. Identify the information that terms belonging to ideational metafunction contain in the recount texts

RESULT AND DISCUSSION

Here are the results of an analysis of the ideational metafunction in the recount text:

Table 1. Results Of An Analysis Of The Ideational Metafunction

No	Name of Student	The Dominant of Ideational Metafunction
1.	M.Fauzi	40% dominant Material Processes
2.	Annisa Syahputri	22,72% dominant Material Processes
3.	Indah Wulandari	40% dominant Material Processes
4.	Nurul	50% dominant Material Processes
5.	Jeni Kurniawan	43,75% dominant Material Processes
6.	Ahmad Safii	42,10% dominant Material Processes
7.	Khoirul Akbar	56,25% dominant Material Processes
8.	Abdul Ritonga	26% dominant Material Processes
9.	Akmal Sadikin	50% dominant Material Processes
10.	Khoirunnisa	50% dominant Material Processes

Students in SMA N 1 Panai Hilir were used to gather the data from recount books. The information was gathered from the students' assignments to write recount texts, which were given by the instructor. In this study, ten recount manuscripts were examined. The purpose of this study is to identify the ideational metafunction, which includes verbal, existential, social, mental, behavioral, and material processes (Nurinsani et al., 2022). The predominant process in account texts is material processes, which appear 66 times (or 40%) in the texts. Actor, process substance, and circumstance are the main participants in the texts. The method shows that texts are primarily preoccupied with actions, events, and the people who take part in them (Fajriah & Wahidah, 2020). There is an 11 times (6.6%) mental procedure. Two participants a senser and a phenomenon— are the main process. It speaks of the emotional, cognitive, and perceptual processes (perceiving through the five sense). In all account texts, the behavioral process appears 4 times (2.4%). It alludes to physical behavior processes like seeing, observing, and acting.

Behavioural process participants behavior and range are the main ones. In recount writings, existential process appears three times (1.8%). The processes involve existing and taking place. The sentences that use the term "There was" the most frequently (Siregar, 2021b).

DISCUSSION

My family and I went to the National Zoo and Aquarium	Material Process
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In the first sentence, the researchers found a material process that is "Went". "Went" is a material process because the process of doing or action material or physical world.

There was a great big line.	Existential Process
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In the second sentence, the researchers found an existential process that is "Was". "Was" is an existential process because process is proces of existing and happening.

After we entered the zoo	Material Process
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In the third sentence, the researchers found a material process that is "Entered". "Entered" is a material process because the process of doing or action material or physical world.

He cooked sausages.	Material Process
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In the fourth sentence, the researchers found a material process that is "Cooked". "Cooked" is a material process because the process of doing or action material or physical world.

CONCLUSION

According to the analysis' findings, Panai Hilir, a pupil in SMA N 1, used the material process, which appeared 66 times (or 40%) in the recount texts. It makes reference to a procedure, an action, a physical thing, or both. Actor, material process, and circumstance are the three inherent characteristics shared by the majority of players in material processes. Furthermore, the context of a material process provides knowledge about the "how," "when," and "where" of an action as well as the times and dates involved. Ideational, according to Halliday & Mattiessen (1994), is a clause that expresses the meaning of a statement. Through transitivity, which are actors, processes, and circumstances, these meanings are realized in words. Thus, this research only focuses on the ideational metafunction process that is most prevalent in recount texts. After reviewing the students' recount text writing, the researcher gathered the data. The researcher recommends for other researchers. It is preferable to base all analytical methods, such as ideational meanings in

passage reading, on SFL. As a result, we will be aware of all system implications on SFL. The interpersonal as (interaction and connection), the textual as (experience and representation), and the ideational as (message). We are aware that this document still has a lot of flaws and errors. We hope that by sharing examples of prevalent ideational metafunctions in recount texts, our study will help readers better understand these functions.

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