NOUN PHRASE IN BAHASA INDONESIA

Rahmi Yulia Ningsih[1]; Chandra Kurniawan Wiharja[2]; Kristianus Oktriono[3]

[1,2,3]Language Center, Faculty of Humanities, Bina Nusantara University
Jln. Kebon Jeruk Raya No. 27, Kebon Jeruk, DKI Jakarta 11530, Indonesia
[1]rahmiduta@gmail.com; [2]Chandrakwiz2012@gmail.com;
[3]koktriono@binus.edu

ABSTRACT

This article contained research about the analysis of the text of Bahasa Indonesia speech with the Systemic Functional Linguistic approach (LFS). The aim of this article was identifying elements of forming noun phrases as the participants which represented processes in clauses, functions, as well as the distribution of its position in the clause. The research method used was qualitative research with the method of data analysis in the form of 60 clauses through the approach of LFS. The 60 clauses data were taken from the text of the speech of UNJ Rector, which was then analyzed into 100 phrases in the noun. According to the LFS method, it finds that the noun phrase is formed by elements of the noun classes. From the 100 noun phrases analyzed, there are 100 nouns that have different functions in each process. There are 86 nouns represent the material process, 5 nouns represent the relational process, 4 nouns represent the verbal process, 3 nouns represent mental processes, and 2 nouns represent the existential process. The study also finds that in the form of the lexicon, the same noun with the different distribution of its position will result in different functions in the representation process.

Keywords: noun phrase, noun, material process, relational process, verbal process, mental process

INTRODUCTION

Latest linguistic theory can be mapped into two big categories. They are formalism and functionalism orientation. From the perspective of formalism, language is a set of sentence structural description. This structural description determines the meaning of language expression. On the contrary, functionalism is a movement in the linguistic study which tries to explain the phenomenon of language with all of its manifestation and considers that the language mechanism can be explained with all consequences from the mechanism itself (Miftahulkhairah, 2012).

Formalism theory mentions that noun phrase after the noun core is expanded to the left or the right. If the noun is expanded to the left, it must be proceeded by number. If the noun is expanded to the right, it will present a various type of new forms which can be followed by other nouns such as, adjective, pronoun, apposition, modifier (which, for, or other elements), and prepositional phrase (Alwi, *et al*., 2003). Descriptive grammar theory also defines that noun phrase as a modificative phrase consists of noun as the main part and other expanded element which has subordinative connection to main parts such as adjectives, verbs, numbers, demonstrative, pronoun, article, preposition phrase, relative clause, or other phrases (Kridalaksana, *et al*., 1985).

Both of these theories agree that noun phrase is marked with the presence of core noun inside it. Not only nouns, but noun phrase can also contain pronoun. As Chaer (2007) has mentioned, noun phrase as an endocentric phrase has a core which can manifest as noun or pronoun. In more details, Chaer (2007) also explained that noun phrase is a phrase which can fill the function of either subject or

object in a clause. Based on the structure, the noun phrase can be distinguished as *Frasa Nomina Koordinatif* (Coordinated Noun Phrase/FNK) and *Frasa Nomina Subordinatif* (Subordinated Noun Phrase/FNS). The difference between both of them is that FNK is arranged of two noun categorized words which are the pair of relational antonyms or from two nouns categorized words which belong to a meaning field. Meanwhile FNS is arranged of noun + noun, noun + verb, noun + adjective, adverb + noun, noun + number, number + noun, and noun + demonstrative (Chaer, 2009).

In accordance with Chaer's opinion, Sukini (2010) has explained that noun phrase is a phrase which has the same distribution as the noun. Potential noun phrase functions as the subject, object, or complement in clausal or sentence construction. The existence of noun phrase functions as either subject, object, or complement, is always marked by the presence of noun. Even Darmojuwono (2007) has ensured that noun phrase always contains a specific noun form. Meanwhile, noun word class is a category which syntactically has no potential to join with particle *tidak* (no) and has potential to be preceded by an article *dari* (from). A noun can be distinguished into living nouns and non-living nouns, countable nouns and uncountable nouns, collective nouns and non-collective nouns (Kridalaksana, 2007).

Formalist linguistic considered noun phrase from the structure only which is based on the form criteria. Later on, the functional linguistic theory is founded to fix the weaknesses in formalist linguistic, by combining structure, function, and context in grammar. The functional theory also analyzes the noun phrase is not only of its structure but also from social and semiotic context. One example of functional linguistic theories is the Systemic Functional Linguistic theory (LFS) that is introduced by Halliday. In the perspective of systemic functional linguistic (LFS) language is a system of meaning and system of expression to realize those meanings. This study is based on two basic concepts which distinguish LFS from any other linguistic branch, which is (a) language is a social phenomenon which forms act as a social semiotic, and (b) language is a construal text which is related to social context (Gustianingsih, 2006). In this LFS study, the meaning and the expression of language are realized into clauses which consist of process, participant, circumstances.

The understanding about clause structure according to LFS theory includes three kinds of element understanding. They are verb class (as a tool to describe the process), noun class (as a tool to describe participant), and adverbial or prepositional phrase class (as a tool to describe the situation). The process is the center activity in an event or experience including material process, mental process, relational process, verbal process, existential process, behavioral process (Wachidah, 2010).

According to Adisaputra (2008), there are five types of process. Material process refers to the meaning of action or event. Mental process refers to the meaning of physiologist and psychologist. Relational process refers to the meaning of similarity or attributes. The verbal process is connected to the expression of lingual or speech. While existential process refers to form or existence of an object. Each type of the process has their own participant because of their different natural event characteristics.

The participant is something categorized as the noun which includes the element of the process. There are some participants who have potential to be mentioned explicitly in the material process such as *'pelaku' tindakan* (actor), *'tujuan' tindakan* (goal), *'lingkup' tindakan* (scope/range), *'penerima' barang* (recipient), and *'penerima' jasa* (client). In the relational process, there are *'pembawa' atribut* (carrier), *'atribut'* (attribute), *'pemilik' identitas* (identified), *'pemberi' identitas* (identifier), *pemilik* (possessor), dan *milik* (possessed). The verbal process, in general, includes participant who becomes information source (sayer), the claimed thing (verbiage), reported statement (reported), or statement which is quoted directly (quoted), also the information receiver (receiver). Participant included in this mental process are the person who feels it (senser) and (phenomenon) (Wachidah, 2010). The third element is word or phrase which represents a situation. There are eight

types of circumstances such as angel, extent, location, manner, cause, accompaniment, matter, and role. (Miftahulkhairah, 2012).

The focus of this research is on the transitivity system with clause element, which is noun class (as a tool to describe participant). Data analyzed in this research is the speech of UNJ Rector in odd semester 2004/2005 graduation ceremony (Pidato Rektor, 2005). The writer will identify noun phrase form elements as the participant who represents the process in clause, function, and distribution of position in the clause itself by using syntax analysis (specifically noun phrase) with the LFS approach.

METHODS

Data used in this research is 60 clauses from the UNJ Rector Speech text in odd semester 2004/2005 graduation ceremony. Rector speech text is chosen by the writer because the text is used (written, read, pronounced, and listened) widely by many people who attended the ceremony. The speech text has 20 paragraphs, but only four paragraphs at the middle (body) of speech are taken, in consideration, that middle part is the most important part of the speech. Another reason is that the opening part is dominant with formal greetings, while the closing part is dominant with hope and gratitude.

From the four paragraphs, the writer will analyze them into a sequence of clauses and identify them by giving numbers according to the order of appearance in the text. For example, 60 clauses in Rector speech text are identified as Kl_1P- $Kl_{60}P$. Kl_1P means the first clause and $Kl_{60}P$ means the 60th clause. Table 1 shows more details about the analyzed text in this research and also the source.

Table 1 Research Data and the Source

No	Text Title	Number of Paragraph	Number of sentence	Number of clause	Identity of clause
1	The Speech of Rector	7th	3	8	Kl_1P- Kl_8P
	in Odd Semester	8th	5	24	Kl_9P- $Kl_{32}P$
	2004/2005 Graduation	9th	3	10	$Kl_{33}P$- $Kl_{42}P$
	Ceremony Universitas	10th	6	18	$Kl_{43}P$- $Kl_{60}P$
	Negeri Jakarta, 5 Maret	**Total**	**17**	**60**	
	2005				

The existence of verb determines the existence of the clause in a sentence. If in a sentence there are two verbs, so it can be concluded that there are two clauses which are connected by a conjunction (Ba'dulu, *et al*., 2005). Every clause is written separately in a line and identified according to its sequence. As well as the nouns, verbs, and prepositional phrase are written back to a clause in a bracket or [...] as the symbol. For example, the first sentence in Rector speech text below:

Sebagai lembaga pendidikan tinggi yang selalu berusaha untuk dinamis dan responsif, Universitas Negeri Jakarta mencermati setiap arah dan perkembangan pendidikan dewasa ini.

As an institution of higher education that always strives to be dynamic and responsive, Universitas Negeri Jakarta observe every direction and development of recent education.

After the writer analyzes it, the sentence consists of 4 clauses and four verbs with conjunction word dan (and). The noun class to represent the participant in that sentence is "eliminated". Table 2 shows about how the sentence is analyzed into the clause.

Table 2 Clause Analysis

Sentence number	Identity	Conjunction	Clausa	Verb
1st	Kl₁P	Dan (and)	*Sebagai lembaga pendidikan tinggi yang selalu **berusaha** untuk dinamis* (As an institution of higher education that always strive to be dynamic)	*Berusaha* (strives)
	Kl₂P		*dan* [*Sebagai lembaga pendidikan tinggi yang selalu **berusaha** untuk*] *responsive* *And* [As an institution of higher education that always strive to be] responsive	[*berusaha*]
	Kl₃P	*Dan* (and)	*Universitas Negeri Jakarta **mencermati** setiap arah* (Universitas Negeri Jakarta observe every direction)	*mencermati*
	Kl₄P		*dan* [*Universitas Negeri Jakarta **mencermati** setiap*] *perkembangan pendidikan dewasa ini* and [Universitas Negeri Jakarta observe] every development of recent education	[*mencermati*]

After analyzing paragraphs into sentences and then sentences are analyzed again into clause, the next step is data analysis. Because the focus of this study is the noun phrase in the clause, the writer uses a noun phrase analysis table consisting of several columns for the identity of the data, numeral or numbers, nouns, modifiers 1, modifiers 2, modifiers 3, modifiers 4, modifiers 5, and deixis. Table 3 is an example of noun phrase analysis tables in the clause.

Table 3 Noun Phrase Analysis

Data Identity	Numeral	Noun	Modifiers 1	Modifiers 2	Modifiers 3	Modifiers 4	Modifiers 5	DEICTIC
KL₁FN		*Lembaga*	*Pendidikan*	*Tinggi*				
KL₂FN		*Lembaga*	*Pendidikan*	*Tinggi*				
KL₄FN		*Perkembangan*	*Pendidikan*	*Dewasa*	*Ini*			
KL₅FN		*Senat*	*UNJ*					

The writer then focused the analysis on nouns which represent the process. The aim of this study is to identify; (1) the elements forming noun phrase that represents the process, (2) the function of the elements forming of the noun phrase in the clause, and (3) the distribution of the element position in the clause. Table 4 is a sample table of elements, functions, and distribution represents a noun in the process.

Table 4 Elements, Functions, and Distribution of Nouns

Data Identity	Noun	Element	Fuction						Position Distribution
			Material Process	Relational Process	Verbal Process	Mental Process	Existential Process	Behavioral Process	
KL₂FN	*Lembaga*	*Nomina*	*Actor*						*Subjek*
KL₅FN	*Senat*	*Nomina*			*Sayer*				*Subjek*

Based on Table 4, it can be described that there is the noun phrase in the second clause which is marked by elements of the noun-forming *lembaga* (Institution) as participant functioned as the actor or the agent of actions in process materials, and located at the subject in the clause. While in the fifth clause, the noun phrase is formed by the constituent elements in the form of the noun *Senat* (Senate) as participant served as sayer or sources in the verbal process, and distributed positions as the subject in the clause. Analysis table will identify the forms and positions of participants to represent the process in the clause.

RESULTS AND DISCUSSIONS

The 60 clauses data are analysed by using the described method that produced the answers for three question of the research, they are (1) forming element of noun phrases that represent the process, (2) the function of the elements forming the noun phrase in the clause, and (3) the distribution of the position of those elements in clause. Noun phrase as the participant which represents the process in the clause is marked by noun classes. The core of these nouns can be expanded to the left and to the right. If the noun core is expanded to the left, it is preceded by numbers. The example of Kl9FN1 is *Tiga isu besar* (The three major issues). The noun core from the noun phrase is *isu* (issue) which is expanded to the left by adding number word *tiga* (three).

Noun core can also be expanded to the right with modifiers and deixis as in the form of other nouns, adjectives, pronouns, and others. The example of Kl53FN2 is *Dampak samping dangkalnya pemahaman* (The side effect of the superficial understanding). The noun core from that noun phrase is *dampak samping* (the effect) which is expanded to the right by adding modifier 1 adjective which is *dangkalnya* (superficial) and modifier 2 noun which is *pemahaman* (understanding).

From 60 clauses analyzed, the writer finds that 100 nouns which mark the noun phrase in the clause. Among them are the basic nouns such as *lembaga* (institution), *senat* (senate), *isu* (issue), *sistem* (system), *proses* (process), *jiwa* (soul), *rencana* (plan), *tenaga* (energy), *mutu* (quality), Stakeholders, *kurikulum* (curriculum), *sekolah* (school). There are also derived affixed nouns such as *perkembangan* (development), *kemajuan* (progress), *pengambil* (maker), *kehidupan* (life), *kebutuhan* (needs), *standardisasi* (standardization), *kaitan* (connection), *peningkatan* (enhancement). Reduplication noun is like *saran-saran* (suggestion), lexim combination noun is like *dampak samping* (effect), and deadjectival noun is like *kebijaksanaan* (wisdom).

The material process is a purely physical process which formed in activity such as doing *(perbuatan)* and happening *(kejadian)*. The discourse of the speech text turned out is dominated by participants or nouns that represent the material process. From all 100 nouns which represent the process in a clause, there are 86 (more than half) nouns which represent the material process in a clause. From those 86 nouns, some of them function as the actor, scope/range, goal, and recipient in representing the material process. Below are the explanations about position and shape distribution of lexicon nouns in the role of the function.

First is the noun that functions as an actor in the material process. The actor is the agent of an action. There are 28 nouns that function as the actor in the material process and distribute positions as subject and adverb. A noun that functions as the actor and distributed position as the subject of the clause can be seen in this example of Kl1FN: *Sebagai lembaga pendidikan tinggi yang selalu berusaha untuk dinamis* (As an institution of higher education that always strives to be dynamic and responsive). The subject in that clause is the participant who is noun *lembaga* (institution) then expanded by modifier *pendidikan tinggi* (higher education). Noun of *lembaga* (institution) is functioned as *pelaku* or actor of action *berusaha* (strives), which is then formed in the material process as doing *(perbuatan)*.

A participant who represents material process such as happening (kejadian) is noun standardisasi that is located on the subject in the example of KL23P: [Standardisasi pendidikan seharusnya tidak] yang menjadikan trauma murid. ([Standardization of education should not] make the students trauma). Participant of standardisasi is functioned as actor or agent of an action 'menjadikan' (make) in the material process such as happening (kejadian) of trauma murid (the student's trauma). Other forms of nouns which are functioned as actor in material process are lembaga (institution), proses (process), rencana (plan), stakeholders, profesi (profession), dan pola (system), standardisasi (standardization), kaitan (relation), perjuangan (struggle), and kebijaksanaan (wisdom).

Meanwhile, nouns that are functioned as the actor and located at *keterangan* (adverb) are nouns of *akses* (access) and stakeholders. Generally, nouns which are functioned as the actor always located at subject or *keterangan* (adverb). However, there is noun function as the actor but located at the object. This happens when the noun itself is located in the passive sentence (usually marked with verb prefix *di-*). Let us take a look at the example of KL32P: *Pada akhirnya mutu pendidikan ditentukan oleh sekolah sendiri dengan semua stakeholders-nya* (In the end, the quality of education is determined by the school itself with all its stakeholders). Noun of *sekolah* (school) which is located at the object in the clause above is functioned as the actor in the material process. There is very high possibility for the noun itself to change function as the subject without changing the context or meaning, by "activating" verb *ditentukan* (is determined) to *menentukan* (determine). Therefore the clause will change into *Pada akhirnya sekolah sendiri dengan semua stakeholders-nya lah yang menentukan mutu pendidikan* (At the end of the school itself with all its stakeholders that determines the quality of education).

Second is noun which functions as scope/range in material process of Scope/range in scope of action. There are 35 nouns that functioned as scope/range in the material process. It is located on the subject, object, and *keterangan* (adverb). The example of nouns that are functioned as scope/range and located at the subject in the clause are *proses* (process), *rencana* (plan), *kurikulum* (curriculum), *mutu* (quality), *pencanangan* (design), and *keadaan* (situation). As it is shown in the clause of [*Proses penyelesaian Rencana Undang-undang Badan Hukum Pendidikan] yang harus menjamin terselenggaranya pendidikan* (The process of completion of the Proposed Law of Legal Education] should ensure the implementation of education). A participant who represents the material process in the clause above is the core noun of *proses* (process). Noun of proses is located as subject and functioned as the situation of action. Noun phrase of *Proses penyelesaian Rencana Undang-undang Badan Hukum Pendidikan* is the scope of action in the process of *menjamin* (ensure).

On the other hand, noun functioned as scope/range and located at the object can be seen in the example of KL52P: *Pola pendidikan tenaga pendidikan yang menggunakan pendekatan berlapis* (The pattern of education that the educators use the plated approach). A noun which functioned as scope/range in the material process is the noun word of *pendekatan* (approach) because *pendekatan berlapis* (the plated approach) is the scope of the action word *menggunakan* (use). Another form of nouns which functioned as scope/range located at object are *sistem* (system), *rencana* (plan), *proses* (process), *waktu* (time), *tukang* (expert), *kehidupan* (life), *rancangan* (design), *tantangan* (challenge), *perumusan* (formulation), *standardisasi* (standardization), *pendekatan* (approach).

Next, the following clause (KL45P) is an example of the noun which functioned as scope/range and located at *keterangan* (adverb): *Oleh karena itu LPTK perlu mencermati rancangan kebijaksanaan tentang pemberlakuan akreditsi bagi LPTK* (Therefore, LPTK needs to look at the policy draft about the accreditation enactment for LPTK). There are two noun cores in that clause. First is the noun of *rancangan* (draft) at the object, and the noun *pemberlakuan* (enactment) at *keterangan* (adverb). Both of them are functioned as scope/range, which means as the scope of action word *mencermati* (look) in the material process. It is also found that there are other noun forms at *keterangan* (adverb) which functioned as scope/range such as *komponen* (component), *perkembangan* (development), *realisasi* (realization), and *pemberlakuan* (enactment).

The third is noun which functions as the goal in the material process. The goal is the purpose of an action. There are 20 nouns functioned as the goal in the material process, which located at the subject, object, and keterangan (adverb). Here is an example of KL33P:

Dalam kaitannya dengan guru dan tenaga kependidikan lainnya, pencanangan 'guru sebagai profesi' oleh Presiden pada akhir tahun lalu seharusnya dapat mempertegas komitmen pemerintah terhadap perbaikan eksistensi guru sebagai komponen kunci bagi peningkatan mutu pendidikan.
In relation to teachers and other educators, the declaration of the teacher as a profession by Mr. President last year should be able to emphasize the government's commitment in refinement teacher's existence as the main component in improving the quality of education.

Nouns which functioned as the goal in the clause above are the noun of *komitmen* (commitment) in the object, noun of *perbaikan* (refinement), and noun of *peningkatan* (improving) at *keterangan* (adverb). These three nouns are all functioned as the purpose of action word of *mempertegas* (emphasize) in the material process.

The writer finds other nouns that functioned as goal in the material process which are located at the subject is word *kemajuan* (progress), at object is word of *komitmen* (commitment), *tempat* (place), momentum, *peluang* (chance), *kualitas* (quality), trademark, *perbaikan* (refinement), *pengembangan* (development), *profesionalisasi* (professionalization), *dampak samping* (side effect), and at *keterangan* or adverb is *mutu* (quality), *peningkatan* (improvement), *kebutuhan* (needs), *kemajuan* (progress), dan *perbaikan* (refinement).

The fourth is noun that functioned as *recipient* in the material process. *Recipient* is the receiver of an object. There are three nouns functioned as *recipient* in the material process which positioned at *keterangan*. Example of KL$_7$P is

UNJ juga selalu memberikan saran-saran yang dianggap perlu bagi kemajuan pencapaian sistem pendidikan kepada para pengambil keputusan baik langsung maupun tidak langsung.
UNJ always gives the advice that is considered as necessary for goal progress of the education system to decision maker, either directly or indirectly.

A noun which functioned as the recipient in the clause above is *pengambil* (maker) in noun phrase *pengambil keputusan* (decision maker) because the word of *pengambil keputusan* (decision maker) is functioned as the receiver of saran-saran (advice) in the material process of *memberikan* (gives).

The relational process is a process of connecting one participant to other participants. This relationship can deliver attributes or provide value for the first participant. The example of clauses that represent the relational process is shown in KL11P:

[ada tiga isu besar] pertama adalah proses penyelesaian Rencana Undang-undang Badan Hukum Pendidikan ([there are three main issues] the fisrt is finishing process of Legal Education Law planning). In that clause, the verb *adalah* (is) connects first participant (*ada tiga isu besar, pertama*) and the second participant *(proses penyelesaian Rencana Undang-undang Badan Hukum Pendidikan).*

The first participant is noun word isu as the subject that functioned as the carrier or the agent of the attribute in the relational process. Meanwhile, the second participant as the object is the noun of *proses* (process) that functioned as the attribute, or the one which provides value to the first participant

that is *[proses penyelesaian Rencana Undang-undang Badan Hukum Pendidikan] yang merupakan nilai pertama dari tiga isu besar.*

The writer finds five nouns in noun phrase which represented the relational process in the text. They are the noun in words of proses (process), rencana (plan), and standardisasi (standardization). The nouns which represented relational process can be located at the subject and object that as shown in the example above.

The verbal process is a process of mere saying without being accompanied by behavior element. From the 100 existing nouns in the text, the writer finds four nouns in noun phrases which represent the verbal process. From those four nouns, there are 2 nouns that functioned as sayer, 1 noun as reported, and 1 noun as verbiage in the verbal process.

The fifth is nouns which functioned as sayer in the verbal process. Sayer in the verbal process means that it is the source of information or the speaker in the verbal process. It can be seen in this example of Kl5P; *Senat UNJ telah menyampaikan sumbangsaran kepada Mendiknas* (UNJ senate has conveyed the brainstorming to the National Education Minister). Verbal process happens in the clause *menyampaikan* (convey) which is done by the participant noun of *Senat* or the noun phrase of *Senat UNJ* (UNJ Senate). According to the data, it shows that noun which functioned as sayer in the verbal process always located at the subject in the clause.

The sixth is nouns which functioned as reported in the verbal process. Reported in the verbal process means that it is a reported statement. The example of the noun which functioned as reported in the verbal phrase is *program kerja* (work program) as shown in KL6FN1; *[Senat UNJ] telah merumuskan program kerja 100 harinya* ([UNJ Senate has formulated their 100 days' work program). The noun *program kerja* (work program) in that example is located at the object and functioned as reported in the verbal process. It because of a statement formulated from verbal process *merumuskan* (formulate).

The seventh is nouns which functioned as verbiage in the verbal process. The verbiage in the verbal process means that something is being revealed or explained. An example of noun functioned as verbiage in the verbal process is shown in KL38P; *Dan [kebijaksanaan tentang 'guru sebagai profesi' yang saat ini sedang] dirumuskan dengan tepat* (And [the policy about 'teacher as profession' that now is] formulated appropriately. The noun in the clause above is *'guru sebagai profesi'* (teacher as the profession) which is located at the subject. This noun functioned is as verbiage in the verbal process because it is explained by the verbal process of *dirumuskan* (is formulated).

Mental process is the process of thinking, sensing, and feeling. For example KL$_7$P:
UNJ juga selalu memberikan saran-saran yang dianggap perlu bagi kemajuan pencapaian sistem pendidikan kepada para pengambil keputusan bauk langsung maupun langsung.
UNJ always gives the advice that is considered as necessary for goal progress of the education system to decision maker, either directly or indirectly.

Participant which represented the mental process in the clause is marked with the noun saran-saran (advice). Noun phrase of *'saran-saran yang dianggap perlu'* (the advice that is considered as necessary) is functioned as the phenomenon which is then sensed or thought in the mental process. This noun is located at the object in the clause. The noun functioned as the phenomenon in the mental process can also be located at the subject in the clause.

Besides as the phenomenon, there is also noun functioned as senser (perasa/pengalam) in the mental process which is shown in the example of KL14P; *Proses penyelesaian Rencana Undang-undang Badan Hukum Pendidikan] tidak bertentangan dengan jiwa konstitusi kita* (The process of

completion of the Proposed Law Legal Education] does not contradict with the spirit of our constitution). From that example, the noun *jiwa* (soul/spirit) is modified by the phrase *konstitusi kita* (our constitution) and then it becomes a noun phrase *jiwa konstitusi kita* (our constitution spirit). It is functioned as the senser or the one that felt in the mental process of *bertentangan* (contradict).

From 100 nouns, the writer finds only three nouns that functioned as the representation of the mental process in the clause. They are *saran-saran* (advice) in KL7FN1 and KL8FN1, and also the noun *jiwa* (soul/spirit) in KL14FN2. The existential process is a process shows that there is something inside. Usually, this process is formed in the verb such as *ada, terdapat*, and others. From the text, there are two nouns found which functioned as *eksistensi* or existence in the existential process, which is noun isu in KL9P and KL10P. A noun which is located at the subject in the clause above shows that there is something in the existential process which are first, the process of *pengelolaan* in (KL9P) and second, the process of *menjadi* (KL10P).

CONCLUSIONS

Research has proven that a functional linguistic theory is presented to fix weaknesses in the structural flow (formalism). For Functional Linguistics, language structure is not only considered as a mere element of the network, but rather as a network function. All the units of the associated language and participate in creating a social context are not only researching language forms, but also a language event.

As the writer finds in this study, the class noun does not merely mark the noun phrases appear. Further, the selection of nouns, as well as the distribution of its position within a clause, states the different functions in the representation process. It turns out that each type of process determines its own participants as needed, as well as the distribution of its position, in order to achieve the objectives of the text.

Rector speech text is dominated by participants that represent the material process. From 100 nouns, there are 86 nouns which represent the material process, and at most there are 35 nouns which function as scope/range which represents material process. This indicates that the speech text of UNJ Rector emphasizes more on pure physical processes which manifest in the form of activity doing (the Act) and the happening (events) as the definition of the type of material process in LFS. The purpose of the text is to inform what has been done by the UNJ and the whole staffs so that the appropriate participants used is more about the material process and is not about verbal process, relational process, mental process, or many others.

If the participants used in the text represent verbal process more, then the text of the speech will lead to lies which are the process of mere saying without being accompanied by behavior element. Meanwhile, in the text, it is found that only four nouns that function to represent the verbal process. Nouns in text also function more as the scope/range (the scope of actions) rather than the actor (offender) in the material process. This indicates that the UNJ Rector does not mention any individual or himself in action for UNJ, however, the scope which is everyone in the ranks of the UNJ joined the act on a specific scope. The use of nouns in text also helps to achieve the objectives of the text. Thus the use of LFS in interpreting languages can minimize the misinterpretation or mistake in language.

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