

## Ideational Meaning in Students' Self-Introduction: What Are Realized?

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### Abstrak

*Ideational meaning* merupakan salah satu aspek dalam *systemic functional linguistic* yang lebih banyak dianalisa dalam teks tertulis. *Ideational meaning* terdiri dari tiga aspek utama yaitu *participants*, *processes*, dan *circumstances*. Adanya fenomena masih sedikitnya penelitian analisa *ideational meaning* dalam teks lisan, maka perlu adanya penelitian tentang realisasi *ideational meaning* pada teks lisan. Penelitian ini merupakan kualitatif-analisis wacana dengan menggunakan analisa transitivitas (*transitivity analysis*) yang bertujuan untuk menjelaskan aspek-aspek *ideational meaning* yang terdapat dalam video pengenalan diri mahasiswa di kelas *Speaking 1*. Hasil penelitian menunjukkan bahwa aspek *participants*, *processes*, dan *circumstances* yang dominan terealisasi dalam video *self-introduction* adalah *senser (participant)*, *relational (process)*, and *place and cause circumstances (circumstances)*. Dapat disimpulkan bahwa mahasiswa kelas *Speaking 1* lebih dominan menggunakan *senser*, *relational process*, and *place and cause circumstances* ketika mereka memperkenalkan diri dalam bahasa Inggris.

**Kata Kunci:** *systemic functional linguistic, transitivity analysis, self-introduction, speaking*

### A. Introduction

The realization of ideational meaning in spoken text is important to be conducted since there are few researchs that inquire about it. In realizing ideational meaning in spoken text, it is essential to grasp the concept of speaking. Speaking takes an important role in helping the students to implement their communicative competence to the others. The term of communicative competence derives from the idea of having good skill in communicating, in this case by applying the rules of speaking theories. Fahrutdinova and Vasileva (2016) contend that communicative competence covers linguistic competence, discourse competence, socio-cultural competence, strategic competence, and social competence. Besides, students need

to acquire those competences in order to fulfill the goal of an effective speaking.

Based on the researcher's teaching experience in speaking class, the students still have difficulties in having the effective speaking especially in delivering the ideas. It is caused by students' internal and external factors, for instance the students' confidence, the students' preparation, or the students' nervousness. Verdeber et al. (2012:13) propose that students need to deliver the message of their speaking by using appropriate volume, rate, pronunciation, enunciation and by showing expression and enthusiasm for achieving the effective speaking. Another way to achieve the effective speaking, the lecturer needs to design the speaking classroom activities due to students should practice their speaking's proficiency not only in the classroom but also outside the classroom. Furthermore, students are able to be dependent and autonomous learners.

Regarding to the phenomenon stated previously, the students need to have more practice in speaking to solve their speaking problem. In speaking, students are asked to produce coherent spoken language for solving their speaking problems. Thornburry (2005) views that spoken language can be categorized based on its spontaneity, its interactivity, its interpersonality, or its need to achieve coherence. The idea of achieving coherent spoken language cannot be separated from the notion of ideational meaning. Eggins (2004:206) contends an ideational meaning covers about ideas and things that are realized by participants, processes, and circumstances as transitivity system.

Based on the interview conducted, the speaking' students of English Department at state university in Magelang still have problems in achieving speaking coherence especially in delivering ideas in self-introduction. This problem reflects to the idea that the students still have problems in organizing the ideational meaning in their self-introduction. Dealing with the problem, the realization of ideational meaning is needed to be analyzed as the way to explain how the students are able to express the processes, participants, and circumstances in which represent the field of their speaking about self-introduction. Referring to the problems proposed in this study, the statement of problem is formulated as: How is an ideational meaning realized in students' self introduction? Regarding the statements of problem, the objective of this study is to explain an ideational meaning realized

in students' self introduction.

## **B. Literary Review**

### **1. Previous Studies**

The previous study entitled *Analysis of Experiential Meanings in Selected Inaugural Political Speeches in Nigeria* was conducted by Chinwe (2013). The aim of his study was to know the lexicogrammatical choices and how the systemic choices realized the experiential meaning or ideational meaning that meaning as content or as a representation of reality. The study used two inaugural speeches of two Nigerian past leaders; Alhaji Shehu Shagari and General Olusegun Obasanjo.

The study was non-classroom discourse that focused on the spoken discourse of inaugural political speech as an example to explain how experiential meanings were realized in political speech. Furthermore, Chinwe used the systemic functional grammar model that was proposed by Halliday for analyzing the experiential meanings. From his study, it could be concluded that language used in speeches was indeterminate process types and they used less material processes which committed the speakers to concrete actions.

The next previous study was conducted by Mulatsih (2007). She focused on the realization of ideational meanings in the students' recount texts. The study used ten students' recount texts. In analyzing the data, the study used Halliday and Matthiessen's framework to get a deep understanding of ideational meanings in students' recounts. In ideational meanings, the students' recount texts were dominated by the material process with the actor and goal as the key participants. It was also found that there were 112 circumstances realized in the students' recount.

Regarding the previous studies, it could be concluded that the previous studies were relevant to the current study. Besides, this study focused on the realization of ideational meaning in which it was encoded by transitivity system. In addition, the researcher was sure that by conducting this current study helped the teachers and students to realize the ideational meaning of systemic functional linguistics in the discourse of authentic materials for supporting the teaching and learning process.

## 2. Realization

Halliday and Matthiessen (1999:25) assert that realization is an abstract construction of language that refer to the inter-stratal relationship between the semantics and the lexicogrammar in which the lexicogrammar realizes the semantics and the semantics is realized by the grammar. Teich (1999:17) views that realization is the basic relation that holds within the resources of any one stratum, between the paradigmatic and the syntagmatic axis. Matthiessen, Teruya, and Lam (2010: 171-172) add:

Realization has also been used to model intra-stratal relationships: (1) the inter-rank relationship between a higher rank and the next lower rank on the rank scale of a given stratum, and (2) the inter-axial relationship between the paradigmatic axis and the syntagmatic axis of a given rank.

Referring to the notion of realization, the realization defines a relationship in stratification of language resources. Halliday and Matthiessen (1999:375), Halliday and Matthiessen (2004:24-25), Halliday and Webster (2009:62) demonstrate that the language resources are stratified into semantics, lexicogrammar, phonology, and phonetics in context. It can be inferred that stratification of language is based on the context of situation.

## 3. Ideational Meaning

Halliday and Matthiessen (2004:61) state that ideational meanings deal with construing a model of experience. It can be stated that ideational meanings is expressed through the system of transitivity or process type with the choice of process implicating associated participant roles and configuration (Eggins, 2004:206).

The pattern of ideational meanings is realized by the transitivity system. Eggins (2004:206) views that the forming elements of transitivity system are the participant, process and circumstance configuration which represent the real life experiences who is doing what, to whom, when, where, why and how. Halliday and Matthiessen (2004:181), Eggins (2004:214), Gerrot and Wignell (1994:52-54) have similar views toward the three functional components of ideational meanings in transitivity system. The descriptions of each component are displayed as follows.

### a. Participants

Participants are the people, ideas, or things that participate in the processes. The participants carry out the processes under circumstances. The participants are realized by the nominal groups. The example of participant's role is as follows.

*Albert carried the basket.*

The word 'Albert', the nominal group takes a role as participant.

There are twenty types of participants in realizing the ideational meanings; actor, goal, initiator, beneficiary, range (material process), behavior, range (behavioural process), senser, phenomenon, inducer, sayer, verbiage, target, token, value, assigner, carrier, attribute, attributor, and existent. The further explanation of each label of participants is defined as follows.

#### 1. Actor

Actor is the constituent of the clause who does the deed or performs the action when the clause only has one participant and it is an active form.

#### 2. Goal

Goal is a participant of material process to which the process is extended or directed.

#### 3. Initiator

Initiator is a participant which causes the actor brings the material process into being.

#### 4. Beneficiary

Beneficiary is participants which benefit from the process

#### 5. Range (material process)

Range is a restatement or continuation of the process itself.

#### 6. Behavior

Behavior is a conscious being of doing.

#### 7. Range (behavioural process)

Range gives the additional information toward the behavioural process that the bahaver does.

#### 8. Senser

Senser is a conscious being who feels, thinks, see, or perceives.

#### 9. Phenomenon

Phenomenon is that which is sensed that can be thought, felt, seen or perceived by the conscious sener.

10. Inducer

Inducer is a participant in which cause the sener bring the process into being.

11. Sayer

Sayer does not have to be conscious participants. It encodes the signal source.

12. Verbiage

Verbiage is reflected in a noun expressing some kind of verbal behaviour such as statement, questions, joke, answer, story and etc.

13. Target

Target is one acted upon verbally.

14. Token

Token shows 'what is being defined', such as the sign, name, form, holder, and occupant.

15. Value

Value gives the, meaning, referent, function, status or role of the token. It will always be subject in a passive clause.

16. Assigner

Assigner is the one who assigns the identity.

17. Carrier

Carrier is labeled in relational process in the type of attributive process which assigns a quality.

18. Attribute

Attributive is assigned to a carrier.

19. Attributor

Attributor can be stated as a causer in which it because carrier to bring attributive process into being.

20. Existent

Existent is the participant of existential process. This participant which usually follows the sequence of 'there is' or 'there are' can be a phenomenon of any kind and is often in fact of an event.

## **b. Processes**

The physical activities, mental and verbal activities, state of being and having are referred to as processes. Processes are realized by the verbal group of the clause. The example of process's role is as follows.

They are playing football.

The word 'are playing', the verbal group takes a role as process.

The types of processes are material, behavioural, mental, verbal, relational, and existential. Eggins (2004:214) propose that there are six different process types. The description of each process is displayed as follows.

### **1. Material Process**

Eggins (2004:215) contends that material process is processes about doing and about action

### **2. Behavioural Process**

Processes of physiological and psychological behaviour like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening and pondering are called as behavioural process.

### **3. Mental Process**

The key term of mental process is sensing. It means that mental process deals with feeling, thinking, and perceiving.

### **4. Verbal Process**

Verbal process is process of saying lingually or signally. Eggins (2004:235) asserts that verbal process is process of verbal action including symbolic exchanges of meaning.

### **5. Relational Process**

Relational process involves state of being. There are two types of relational process. They are identifying and attributive process. Identifying process deals with process which establishes an identity, while an attributive process is process which assigns a quality.

The common attributive process are 'be, get, keep, look, smell, sound, last, cost, need, become, turn, stay, appear, taste, end up, weigh, has, require, go, grow, remain, seem, feel, turn out, concern, and belong to'. The common identifying process are 'be, add up to, call, represent, form, imply, realize, betoken, resemble, include, comprise, become, play, mean, spell, give, stand for, indicate,

take up, occupy, involve, provide, equal, act as, define, express, constitute, symbolize, signify, span, own, contain, and cause’.

#### 6. Existential Process

Existential process is represented by verbs of existing, such as ‘be’, ‘exist’, and ‘arise’. In addition, existential process is easy to be identified as the structure that involves the use of the word ‘there’ in which it does not refer to a location.

#### c. Circumstances

Circumstances are the conditions in which processes are occurring. Circumstances also answer such as when, where, why, how, how many and as what. Circumstantial elements are represented prepositional phrases or adverbial groups. The types of circumstance are time, place, manner, cause, accompaniment, matter, and role. The example of participant’s role is as follows.

Anne bought a novel in the Gramedia bookstore.

The word ‘in the Gramedia bookstore’, the adverbial group takes a role as circumstances.

The description of each circumstance is displayed as follows.

##### 1. Time Circumstance

The time circumstance consists of time and duration. The time is probed by ‘when’, whereas the duration is probed by ‘how often’ and ‘how long’

##### 2. Place Circumstance

The place circumstance tells where and is probed by ‘where’ and ‘how far’

##### 3. Manner Circumstance

The manner circumstance cover means, quality, and comparison. Means tells by what means and is probed by ‘with what’

##### 4. Cause Circumstance

The cause circumstance tell the cause ‘why’, the reason ‘what for’, and the behalf ‘who for’

##### 5. Accompaniment Circumstance

Accompaniment circumstance tells ‘with or without who or what’ and is probed by ‘with whom?’

##### 6. Matter Circumstance



The matter circumstance reveals ‘what’ or ‘with reference to what an’ is probed by ‘what about’

7. Role Circumstance

Role circumstance tells ‘what as’ and is probed by ‘what as?’

**4. Students’ Self-Introduction**

Murcia (2002) reveals many ways can be applied for promoting the speaking proficiency, such as discussion, speeches, role plays, conversations, audiotapes oral dialogue journals, and other accuracy-based activities. Self-introduction is one of the speaking activities that are commonly assigned in speaking class. It belongs to other accuracy-based activities. Furthermore, the teacher or lecturer often asks the students to introduce themselves. The aspects of doing self-introduction consist of stating the name, age, hobbies, and etc.

**C. Methodology**

This study used qualitative research design and it was undertaken by transitivity analysis. Cresswell (2009:176) defines a qualitative research is a form of interpretive inquiry in which the researchers make interpretations of what they see, hear, and understand. The interpretations were based on the researchers’ backgrounds, history, context, and their prior knowledge. Eggins (2004:214) reveals the transitivity analysis consist of analyzing participants, processes, and circumstances.

In this study, the transitivity analysis focused on the ideational meaning of students’ self introduction. The source of data was the students’ self introduction in speaking class. The instrument of data collection that was used in this study was four videos of students’ self introduction. Furthermore, the lecturer asked the students to answer this following instruction.

1. Introduce yourself by stating your name, date of birth
2. Tell about your hobby
3. Share your reason in learning English

The videos were used to obtain the data about transitivity analysis. The data were in one up to two minutes of having self-introduction.

The unit analysis of this study was utterances in students' self introduction. The utterances were analyzed by applying transitivity analysis. The method of data analysis was by choosing the students' self introduction samples, analyzing the ideational meanings, interpreting the finding and checking reliability and validity of the study.

## D. Findings

The findings of this study were highlighted as follows.

### 1. Participants in Students' Self Introduction

The realization of participants in students' self introduction was thirteen out of twenty participants. They covered token, value, actor, carrier, attribute, sayer, target, verbiage, behavior, range, sensor, phenomenon, and goal. The participants realized were based on the use of nominal group in students' self introduction. Nominal group dealt with nouns or entities. The following table displayed the realization of participants.

Table 1. Participants in Students' Self Introduction

No	Participants	Total Number
1	Token	8
2	Value	8
3	Actor	4
4	Carrier	11
5	Attribute	11
6	Sayer	6
7	Target	5
8	Verbiage	5
9	Behavior	4
10	Range	1
11	Sensor	16
12	Phenomenon	14
13	Goal	2
Total Participants		95

Regarding the table displayed, sensor was realized 16 times. It indicated that the students used the nominal group which was a conscious being who feels, thinks, see, or perceives. The data was realized as follows.

Data 1: Senser in Student's Self Introduction

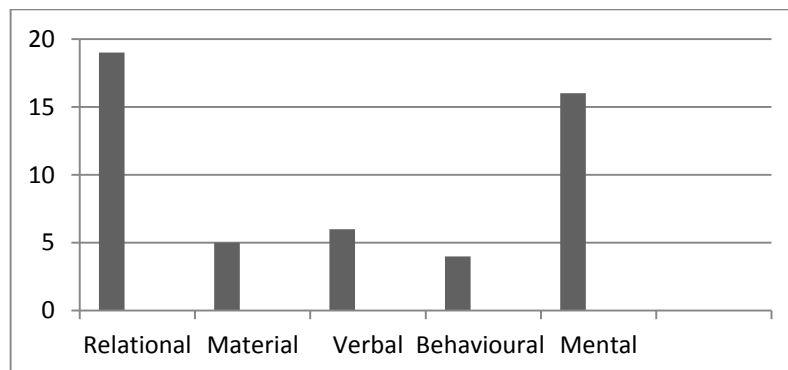
I	love	English
Senser	Mental	Phenomenon

In deciding the type of participant, it was important to refer to the process realized in the utterances since the process determined the participant realized. Data 1 encoded the word 'love' was mental process. Therefore, the word 'I' took place as senser due to it was a conscious being who loved English.

## 2. Processes in Students' Self Introduction

Five out of six processes realized in students' self introduction were relational, material, verbal, behavioural, and mental. The processes encoded were based on the existence of verbal group in the utterances produced. Furthermore, verbal group was related to a group of verb. The following chart presented the realization of processes.

Chart 1. The Realization of Processes



Referring to Chart 1, it could be inferred that relational process was dominantly enacted in students' self introduction. Relational process realized consisted of two types in which they were relational-identifying and relational-attributive. The samples of the data were as follows.

Data 2: Relational-Identifying

My name	is	Febtian Ikhwani
Token	Relational-Identifying	Value

Data 3: Relational-Identifying

My hobby	is	singing
Token	Relational-Identifying	Value

## Data 4: Relational-Identifying

My favorite bands	are	Metalica, Gun and Roses, and others
Token	Relational-Identifying	Value

## Data 5: Relational-Attributive

I	have	a band	in my campus
Carrier	Attributive	Attribute	Circumstance Place

## Data 6: Relational-Attributive

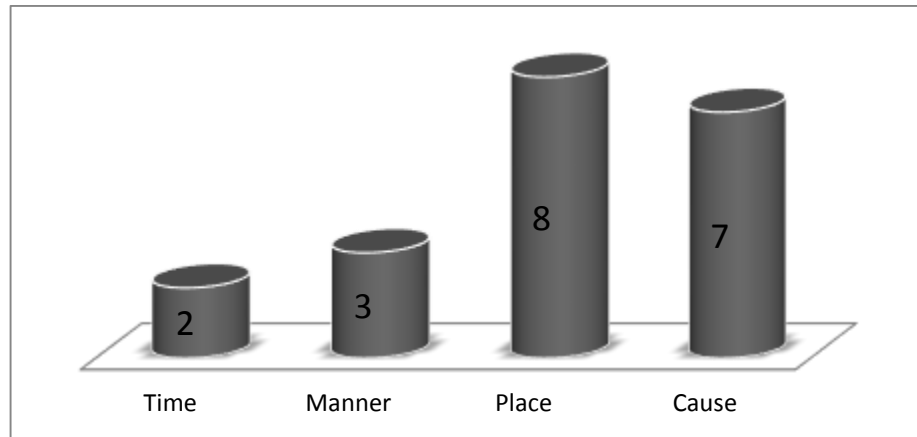
I	am	a student	at Tidar University
Carrier	Attributive	Attribute	Circumstance Place

Data 2, 3, and 4 were the samples of relational-identifying process since the verbal group revealed about state of being which dealt with process that established an identity. The verbal group 'is' and 'are' described an identity of token 'My name, My hobby, and My favorite bands' to the value 'Febtian Ikhwan, singing, and a student'. Moreover, Data 5 and 6 were relational-attributive process due to the existence of state of being which assigned a quality. The verbal group 'have' and 'am' presented a quality of carrier 'I' to the attribute 'a band' and 'a student'. The finding showed that relational process was mainly realized in students' self introduction since the students used the verb 'state of being' in delivering the aspects of self-introduction.

### 3. Circumstances in Students' Self Introduction

Four out of six circumstances realized in students' self introduction. The circumstances found were circumstance of time, manner, place, and cause. The analysis of circumstances was based on the prepositional phrases or adverbial groups represented. The number of circumstances realized was displayed below.

Chart 2. The Realization of Circumstances



Based on Chart 2, it could be viewed that circumstances of place and cause were dominantly found in students' self introduction. This finding was indicated that the students used adverbial group of place and cause in delivering their introduction. The samples of data were presented as follows.

Data 7: Circumstance of Place

I	live	in Kebumen
Behaver	Behavioural	Circumstance: Place

Data 8: Circumstance of Place

I	study	in Kebumen
Actor	Material	Circumstance: Place

Data 9: Circumstance of Cause

I	like	English	because English is fun
Senser	Mental	Phenomenon	Circumstance: Reason

Data 10: Circumstance of Cause in Student's Self Introduction

I	understand	well	why English is important for us
Senser	Mental	Circumstance: Manner	Circumstance: Reason

Data 7, 8, 9, and 10 were the samples of dominant circumstances realized in students' self introduction. Data 7 and 8 showed that the students used the place circumstance to tell the location where he lived and where he studied. Data 9 and 10 presented that the students used cause circumstance to tell the cause 'why', the reason 'what for', and the behalf 'who for' of he liked English and his thought toward English. This finding was related to the instruction of delivering self

introduction in which it derived to the idea of the reason in learning English.

## **E. Discussion**

### **1. Dominant Participant in Students' Self Introduction: Senser**

Based on the transitivity analysis of participants, the students used senser at most to share their feelings in their self introduction. It was also related to the instructions given of self introduction in which one of the instructions covered 'tell me about your hobby and share your reason in learning English'. For instance, when the students stated about their hobby, one of the students said 'I like reading an inspirational book.' The entity 'I' was senser since the word 'like' was mental process since it declared about the process that dealt with feeling, thinking, and perceiving.

Referring to the realization of ideational meaning of participants in students' self-introduction, it could be inferred that the students' self-introduction realized thirteen participants of ideational meaning with the senser as the dominant participant. In realizing the participants, it could be concluded that the students expressed the participants before or after the processes. The labels of participants realized in the students' self introduction were based on the processes involved. Therefore, the processes were a crucial factor in determining the label of participants. In addition, the participants of ideational meaning in students' self introduction was realized by the noun group in which it included the noun, describer, classifier, numerative, determiner, embedded phrase, embedded clause, nominalization, and noun complex.

### **2. Dominant Process in Students' Self Introduction: Relational**

By considering the realization of processes of ideational meanings in students' self introduction, it indicated that the students' self introduction was dominant to have the relational process. The finding showed that the students used the process of being and having. The students expressed their self-introduction by saying *who they were*, *what they had*, and etc. Moreover, the processes of ideational meaning in students' self-introduction was realized by the verb group that consisted of past verb, auxiliaries, and non-finite elements.

### **3. Dominant Circumstances in Students' Self Introduction: Place and Cause**

Referring to the circumstances realized in students' self-introduction, it inferred that the students' self-introduction involved four types of circumstances. The circumstances of ideational meanings in students' self-introduction were realized by the prepositional phrase, adverbial group, and noun group. However, the dominant circumstances in students' self-introduction were place and cause circumstance. Place circumstance was represented by the condition that was probed by "where" and "how far". The cause circumstance was realized by the condition that was expressed by 'why', 'what for', and 'for whom'.

### **F. Conclusion**

This article has discussed the ideational meaning in students' self introduction in which it covers participants, processes, and circumstances. The finding shows that participant of senser, process of relational, and circumstance of place and cause are dominantly realized in students' self introduction. The realization of ideational meaning helps the students to realize the importance of ideational meaning in their self introduction. This idea suggests that the students produce the utterances of participants, processes, and circumstances in delivering self introduction which are based on the instruction given in self-introduction assignment.

Furthermore, the overall contribution of this article is to build on theoretical, practical, and pedagogical significances for exploring the ideational meaning in students' self introduction in speaking class. Theoretically, this article helps the readers to enhance their understanding in interpreting the concept of transitivity system theory in spoken text. Practically, this article can be undertaken by students, lecturers, or researchers to encode the meaning of ideational meaning which is realized in spoken text. Pedagogically, the lecturers can realize more about the ideational meaning that students want to introduce themselves. For the students, it helps them to grasp the concept of ideational meaning in their speaking activities, so they can construct their ideas and information in order to use language for understanding their experiences of the world. For the next researchers, this article is able to be used as the empirical research finding in ideational meaning, so they

can conduct the same research topic in different types of discourse and context of study.

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