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# PROCEEDINGS

## International Seminar

LANGUAGE MAINTENANCE AND SHIFT IV

November 18, 2014



Master Program in Linguistics, Diponegoro University  
in Collaboration with  
Balai Bahasa Provinsi Jawa Tengah



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### EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).



SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT IV

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## UTILIZING EXPERIENTIAL MEANING FOR ANALYZING TEACHERS' LESSON PLANS: A METAFUNCTIONS OF SYSTEMIC FUNCTIONAL GRAMMAR

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### Abstract

*This paper explains about the utilization of systemic functional grammar for analyzing teachers' lesson plans. This paper aims to view the role of one of the language metafunctions flow and express the ideas, events, states, and actions in a text. This paper analyses Lesson Plan's classroom activity as a tool for communicating between the teachers to students with some sequences of activity which have been prepared by the teacher. The analysis will be focused on the use of experiential to know the dominant of the process that is used in the text. The application of experiential meaning describes the word on the text into the elements are in experiential meaning. Not all the metafunctions are used in this paper, we only focus and explore on how the experiential meaning as one of the language functions is used to analyze the text of teachers' lesson plan. The data is gained from journal of teachers' lesson plan in one of an English Course in Semarang, Indonesia. This paper defines teachers' lesson plan as a tool for communicating in classroom activity. The objective of the study on this paper is on lesson plan of any levels.*

**Keywords:** *Systemic Functional Grammar, experiential meaning, lesson plan.*

### Introduction

The primary purpose of this paper is to discuss one aspect of the course in the use of systemic functional grammar for analyzing teachers' lesson plans. This paper used one of the three metafunctions, experiential metafunction, to analyze the teacher's lesson plan. Lesson plan is a framework for actions in classroom which is planned by the teacher as a flow lesson in the classroom by doing some activities. Lesson plan shows us how the teacher communicates with the students, by giving instructions and questions. Lesson plans also shows us the process of how the teacher transfers the knowledge and shows us the time management that the teacher needed to reach the target in a topic. In conclusion, lesson plan is made for successful teaching process, because it represents some elements: ideas or topics, actions or activity, assessments or practices, and evaluations.

In making an effective and accurate lesson plan to be applied in the classroom, teacher must know and understand about what the lesson plan declares. To be understood by the other executors the grammar that is stated in the text should be clear and easy to be understood. The know how the lesson plan are written well, the writer tried to analyze the lesson plan by using the experiential meaning, and this paper will also find out the experiential functions accrued in the lesson plan. This paper will also tells us about the dominant of the experiential meanings process in the text of the lesson plan.

### Systemic Functional Grammar

The use of Systemic Functional Grammar or SFG is a system of language as a resource for making meaning. In SFG, Halliday categorizes three metafunctions or three types of meaning. The first one is ideational or experiential metafunctions which is concerned on clauses as representations. Second, the Interpersonal metafunctions that concerned on clauses as exchanges. Last, the textual metafunctions that concerned on clauses as messages. Each of the three metafunctions defines different aspect of the word and concern with a different mode of meaning of clauses.

Experiential means to express human experience and express about ideas, actions, events, and states. There are some terms which needed to represent the ideas, actions, events, and states; the processes that are going on, typically it realizes grammatically as the verb phrase. The participants involvement, it is combined with the process, which typically realizes grammatically by the noun

phrase. The attributes of these participants and the circumstances of the events combine with the process, which is typically realized grammatically by the prepositional and adverb phrases. Meanings are also predetermined in clauses because of the way different types of processes are represented in languages. There are six types of processes by categorize them into two terms major and minor process types. (1) Major process types are material processes, relational processes, and mental processes. (2) Minor process types are verbal processes, existential processes, and behavioral processes.

Interpersonal means to express the speaker/the writer judgments, assessments, guidelines. It also expresses the relationship between people, the relationships between texts with readers and the relationships within texts. Like Experiential meaning, interpersonal meaning also has some key elements and the mood system. They are the subject of the clause, the finite element of the verb group, and the main system concerned is the mood and exchange system. Mood is determined by subject and finite. Subject and finite, they are together to form the main component of the clause at this level analysis.

Textual means to express the relation of language to its environment it is about the actual form of the text, the way it organizes the information or message. In textual meaning, every clause is organized as a message and analyzed into theme and rheme. The term of theme is defined by Halliday and Matthiessen (2004:64) it is the element which serves as the starting point of departure of the message. In analyzing a spoken/written language, there are some steps for identifying theme: (1) theme communicates to the first element having a role in transitivity, (2) most commonly, the theme will conflate with the subject and will have a participant role in the transitivity, (3) theme is mentioned to be marked when it is not the subject of the clause. Theme also has three types: Experiential theme, Interpersonal Theme, and Textual Theme.

### The Transitivity in Lesson Plan Analysis

In doing analysis by using Experiential Meaning, we may know TRANSITIVITY or a process type. The Functional Grammar will describe the transitivity structure of English clauses further. Clauses can be analyzed into a type of process (material, mental, behavioral, verbal, existential, and relational). Not only about the process, has transitivity also determined the participant and circumstances. For major process types, there are material processes, relational processes, and mental process.

**a. Material processes**, are concerned with *doing* or *happening* in the physical world. In this material processes, there is always an actor or actors, and usually, though not always, a goal. They are called by the participant of material processes.

- **Bee 1 Lesson Plan**

(a) *Teacher prepares blank paper and crayon.*

<b>Teacher</b>	Prepares	Blank paper and crayon
<b>Actor</b>	Material	Goal

(b) *Teacher points to the picture.*

<b>Teacher</b>	Points	To the picture
<b>Actor</b>	Material	Goal

- **Pre Int 2 Lesson Plan**

(a) *Teacher puts occupation names on their back*

<b>Teacher</b>	<b>Puts</b>	<b>Occupation names on their back</b>
<b>Actor</b>	Material	Goal

(b) *Teacher prepares flour and spreads it on the tray*

<b>Teacher</b>	<b>Prepares and spreads</b>	<b>flour</b>	<b>on the tray</b>
<b>Actor</b>	Material	Goal	Circumstance: place

- **Pre Int 1 Lesson Plan**

(a) *Teacher spreads pictures of animal on the floor*

<b>Teacher</b>	Spreads	Pictures of animal on the floor
<b>Actor</b>	Material	Goal

**b. Mental Processes** is a process of feeling, thinking, and perceiving. Then, the participant roles in the mental processes are sensor, mental process, and phenomenon. The sensor is the conscious being e.g. feeling (affective or reactive), thinking (cognitive), and perceiving (perceptive). Now, look at the data that analyzed by using mental process. The sentence below is taken from the target on the lesson plan in the level Pre Int 1, Pre Int 2, and Bee 1.

- **Pre Int 1 level**

*Students get the knowledge of the food that comes from animal. Students know kinds of meat.*

<b>Students</b>	<b>get the knowledge of</b>	<b>The food that comes from animal</b>
<b>Senser</b>	Process: cognition	Phenomenon

- **Bee 1 level**

*Students can mention and know the animal Bird, Butterfly, and Bee*

<b>Students</b>	<b>Can mention and know</b>	<b>The animal bird, butterfly, and Bee</b>
<b>Senser</b>	Process: cognition	Phenomenon

- **Pre Int 2 Level**

(a) *Students can read a simple passage about someone with certain profession or singer.*

<b>Students</b>	<b>Can read</b>	<b>A simple passage about someone with certain profession or singer</b>
<b>Senser</b>	Process: cognition	Phenomenon

(b) *Students can answer questions about someone with certain profession.*

<b>Students</b>	<b>Can answer</b>	<b>Questions about someone with certain profession</b>
<b>Senser</b>	Process: cognition	Phenomenon

**c. Behavioral Processes**, this process is presented as general statements about reactions to the actions, on the other hand it is a process of physiological and physiological behavior. The participant in this phase is the behavior, likes sensor, behavior is a conscious being. On lesson plan, it also has a behavioral or tradition in the beginning of the class. It is called by review. So before the student gets knew material, T will review the material that have been taught in the pervious meeting by showing the picture and giving questions.

- **Bee 1 level**

<b>Teacher</b>	<b>Reviews</b>	<b>By giving questions</b>
<b>Behaver</b>	Behavioural Process	Range

- **Pre Int 1 level**

<b>Teacher</b>	<b>Reviews</b>	<b>By showing pictures</b>
<b>Behaver</b>	Behavioural Process	Range

- **Pre Int 2 level**

<b>Teacher</b>	<b>reviews</b>	<b>By playing "who are you?"</b>
<b>Behaver</b>	Behavioural Process	Range

**d. Verbal Processes**, a process of saying, it includes not only the different modes of saying (asking, commanding, giving instruction, offering, and stating) but also semiotic process that are not necessarily verbal like showing, pointing and indicating. The participant here is a sayer. Not only sayer the other participants which occur with the process are beneficiary and verbiage. Beneficiary is the receiver of the message or the action from the actor. Verbiage is the content of saying.

- **Bee 1 Level**

(a)

*Student says "wing!"*

<b>Student</b>	<b>Says</b>	<b>"wing!"</b>
<b>Sayer</b>	Verbal	Material

(b) *Students mention the animals' name*

<b>Students</b>	<b>Mention</b>	<b>The animals' name</b>
<b>Sayer</b>	Verbal	Material

(c) *Teacher asks them to race and to take the picture from the whiteboard*

<b>Teacher</b>	<b>Asks</b>	<b>Them (students)</b>	<b>To race and to take the picture from the whiteboard</b>
<b>Sayer</b>	Verbal	Beneficiary	Verbiage

- **Pre Int 2 level**

(a)

questions based on the passage.

After that they answer the

<b>After that</b>	<b>They</b>	<b>Answer</b>	<b>The questions based on the passage</b>
<b>Circum. Time</b>	Sayer	Verbal	Verbiage

**e. Relational Processes**, this is a process type in scientific writing. A clause in relational process may be used to identify something with something else or to say that something is an attribute of something else. The participants of attributive is carrier and attribute, while the participants of identifying is token and value.

- **Pre Int 2 level**

(a) *1 student becomes the guesser then asks to each of the students*

<b>1 student</b>	<b>Becomes</b>	<b>the guesser</b>	<b>then asks to each of the students</b>
<b>Identified</b>	Relational Process	attribut	Identifier

**f. Existential Processes**, it represents about something exist or happens. The clause are formed by pronoun *there* and typically have verb to be or verb that expresses the existence. The participant on this process is only Existent. Below, there are some sentences that are from the lesson plan to be analyzed in Existential Processes.

- **Bee 1 level**

(a) *if there is a student cannot mention teacher can help*

<b>If</b>	<b>There</b>	<b>Is</b>	<b>(a) student cannot mention teacher can help</b>
	Existential "there"	Existential process	Existent

- **Pre Int 2 level**

(a) *There are 5 students who become a zookeeper, a pilot, a flight attendant, and a singer.*

<b>There</b>	<b>Are</b>	<b>5 students who become a zookeeper, a pilot, a flight attendant, and a singer.</b>
<b>Existential "there"</b>	Existential process	Existent

## CONCLUSION

The discussion above is about analysis on Teachers' Lesson Plan by using experiential meaning, shows some benefits of Lesson Plan. The conclusion of this paper is the lesson plans are used as the tool for communicating and transferring knowledge in a sequence which is organized by the teacher. If we look at the pattern in the making of a lesson plan, it is arranged based on developing an idea. Then, lesson plans which are made and applied by the teacher in one of English Course in Semarang are collected their lesson plan and shared to other teacher who teach young learners as an experience or the teachers' ideas in a lesson plan. By using the experiential meaning, this paper has analyzed the sequences of the process in the Lesson Plan itself. The discussion above shows that we can refer to the sentences in the Lesson Plan to analyze since it has the sequence of activities that the teacher used in the classroom. So only with the lesson plan we will know how the teacher manages the classroom and what strategies are used in the learning process to deliver the lesson to the participants, students.

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