An Analysis Of The Process Of Experiential Function In Writing Explanation Text at Tenth-Grade Students Of Smk Swasta Budisatrya Medan

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ABSTRACT

The purpose of this research was to find out the types of experiential function processes found in the explanation text writing of class X students of SMK. Swasta Budisatrya Medan, and the most dominant process found in the explanation text of class X students of SMK Swasta Budisatrya Medan. The method used in analyzing the data of this research is the descriptive qualitative method. The data in this study were taken from 34 students' writings. The data used were 567 clauses containing six types of experiential function processes. From the data obtained, the material process occurs 246 times (65.2%), the mental process occurs 32 times (8.5), the relational process occurs 80 times (21.2%), the behavioral process occurs two times (0.5%), the verbal process occurs 13 times (3.5), the existential process occurs four times (1.1%). This study shows that the material process is the most used experiential function process in students' explanation text writing. In writing a text, students use the experiential function process to show the meaning they want to convey. In writing explanation texts, students use more process material because the experiential function process is related to explanation texts, namely in writing explanation texts using action verbs in action work in their descriptions according to the social function of explanation texts.

***Keywords**: Experiential Function, Writing, Explanation Text.*

1. Introduction

Writing is one of the skills in English in written form. Writing is a change in language in written form other than spoken language. Writing is a skill for conveying ideas, notions, and opinions and is one of the language skills that everyone must master. Writing itself is a composition activity. According to Byrne (Haryadi and Zamzani, 1996: 77), other types of writing include the ability to communicate ideas effectively to readers by using well-structured sentences that convey the meaning of the essay (Salotti, 2004:9). To be successful in writing, the sentence structure must be correct and precise so that the meaning in the writing can be implied properly. So language analysis is carried out in more detail regarding grammar so that the messages contained in the writing are contained in the text.

According to Brown (2007:64), written output is often the result of planning, composing, and editing processes that require special abilities that not all speakers have from birth. This means that writing is the process of a writer finding various ideas that can be expressed in written form, either through sentences, paragraphs, or text. The results of the writing can be seen and read in several types.

An explanation text is a text that explains how and why an event occurred logically. At first glance, descriptive text and explanation text are almost the same, but explanation text is more focused on the cause and effect of an event. According to Anderson (2003:80), explanation text is text that explains how and why natural events occur to explain the process or stages of

natural or social events that occur. An explanation text is a non-fiction text that tells about an event and explains the procedure for the process of something happening. Explanation text explains clearly and logically the background of an event. The explanation text contains facts and statements that have a cause-and-effect relationship. An example of an explanation text is *"A tsunami, a very large ocean wave, originates primarily from underwater seismic activity. Sudden shifts of tectonic plates, often caused by undersea earthquakes, volcanic eruptions, or landslides, result in vertical movement of the sea floor. This vertical shift energizes the water column above, creating a series of powerful waves that propagate across the ocean. The devastating impact of tsunamis on coastal areas underscores the importance of monitoring and understanding geological phenomena for early warning systems and disaster preparedness."* This is an example of an explanation text that explains a phenomenon, that is the occurrence of a tsunami." The first sentence is an introduction or general statement, the second sentence is an explanation of why and how the tsunami occurred, and the last paragraph is the conclusion of the event. Researchers are interested in analyzing the experiential function of explanatory texts written by students because explanation texts are one of the texts that are rarely analyzed by previous research.

Previous research was more interested in analyzing students' writing results in narrative text, descriptive text, recount text, and so on. So researchers chose to analyze students' writing results in explanation texts. During the observation in the class X-OTKP of SMK Swasta Budisatrya Medan, the researcher conducted interviews with several students, the research found the problem that the students are unable to explain the relationship between cause and effect that occurs in an event and how to use linguistic rules in explanation texts. The researcher was interested in knowing what experiential function process was used by students in writing explanation text, considering that in the language features of writing explanation text according to Hartono (2005:22) who said that in writing explanation text, action verbs are used.

SMK Budisatrya Medan is one of the private schools located in Medan. When conducting observations at the school, the researcher interviewed the teacher about the students' difficulties in writing text. Students find it difficult to understand the structure of a good explanation text due to the students' minimal vocabulary and the similarity between explanation text and descriptive text, which both explain something. However, the explanation text explains more about how and why an event can occur. Then, the selection of each sentence is less appropriate, as is how to connect the cause-and-effect sentences that must be explained in the explanation text.

To teach about explanation text, it is very good if teachers apply basic knowledge about systemic functional linguistics so that students can realize how important it is to visualize sentence choices in writing and write them in simple models (Linares & Zhi-Yang, 2020). By emphasizing the text and its surroundings, Systemic Functional Linguistics attempts to depict language in real usage and tends to view language as a source of meaning. SFL, or metafunction, is a part of discourse analysis that analyzes writing from a functional perspective and focuses on the function of language in writing. SFL, or metafunction, consists of four functions: ideational function, interpersonal function, logical function, and textual function. The function of ideation is divided into two, that is experiential function and logical function. This research focuses on experiential function. Every human being certainly has an experience, and people use both spoken and written language to communicate these experiences. This process is called the experiential function process. According to Halliday 2014: 211-212 An experiential function is a function where the clause is represented from experience in the form of a transitivity structure, that is, participant, process, and circumstance, which in the clause interprets changes in the flow of events from a picture, process, or activity in the event, the participants involved in it, and the circumstances accompanying the event. The experiential function encompasses six distinct processes: the first is the material process, characterized by a single word, "doing," referring to any visible physical activity. For example, "*Clark hugged a cat*." In this example, "hugged" is a material process. Second, mental processes are subjective processes in psychologists that occur

within humans; everything that can be felt, thought, or seen is included in mental processes. For example, "*Nadine likes Clark*." "Likes" is a mental process that is a sensation felt by humans. Third is the relational process, which is a process that expresses an abstract relationship between objects that are attributive or identification in nature. The verbs in the relational process are "*to be (am, are, was, were, has, were, etc.), become, seem, etc.* Fourth is the behavioral process, which is a process that interprets human physiological behavior, such as *smiling, breathing, coughing, staring, and so on*. Fifth is a verbal process, which is all forms of sentences that *command, ask, offer, and say*. Sixth is the existential process, which states the existence of an object. The verb used in this process is "*be (am, are, is, was, were, etc)* and is followed by *"there is."*

In 2021, Fadilah and Kuswoyo researched the transitivity analysis of the presidential debate between Trump and Biden in 2020. This research used qualitative research. This research aims to elicit what type of transitivity is found between Trump and Biden. The data source for this research is a famous politician from the United States, and the data used are clauses that contain elements of transitivity. The results of this research show that six types of transitivity processes were found, and each has a different number of frequencies.

Lubisa et al., in 2023, researched the transitivity process in Prabowo's speech at the IISS forum. This research uses qualitative methods, aiming to determine the transitivity process manifested in Prabowo's speech. The data source is Probawo, and the data used are clauses containing elements of transitivity. The results of this research show that the transitivity process that is often found in Prabowo Subianto's speeches is material.

In 2023, Cahyono researched transitivity analysis in Taylor Swift's 2022 Graduation Speech. This research used qualitative research methods. The data source for this research is a famous singer, namely Taylor Swift, and the data used was taken from transcripts, then separated according to clauses that contain transitivity elements. This research shows that Taylor Swift's permission speeches often predominantly use material processes.

2. Method

Qualitative descriptive research used in this research to explain and describe the overall experiential function in students' explanation writing. According to Sulistyo and Basuki (2006: 110), descriptive research is research that tries to examine more deeply precise descriptions and covers all aspects of activities, objects, processes, and people.

Descriptive qualitative research methodology aims to describe, clarify, illustrate, explain, and draw clearer conclusions regarding the problem to be researched by studying, as much as possible, a person, group of people, or situation. Researchers use this method to describe experiences in students' writing and to obtain information about the processes of students' writing. These processes are material, mental, relational, behavioral, verbal, and existential.

3. Results And Discussion

In this chapter, the researcher presents and discusses the study results based on data collected from the test results. This discussion is a discussion about answering the problems in the study. The researcher has presented the text of the results of students' writing in explanation texts from class X-OTKP students at SMK Swasta Budisatrya Medan.

Data

The data in this study were collected and selected from the written explanation texts of SMK Swasta Budisatrya Medan students. The data in this study are 303 clauses containing the experiential process. There are thirty-four written explanations for different topics. Final students writing as this study's data can be seen in the appendix.

1. Data Analysis

After the researcher collects the data, the data is analyzed and classified based on the experiential function of writing the explanation text for the SMK Swasta Budisatrya Medan students. To answer the problems in this study, what are the types of experiential function processes found in the explanation texts written by tenth-grade students at SMK Swasta Budisatrya Medan? What is the most dominant process found in the writing of explanation texts of tenth-grade students at SMK Swasta Budisatrya Medan? The researcher analyzed the classification of experiential function processes. The data in this study is a type of experiential function process that consists of six types of processes: material process, mental process, relational process, behavioral process, verbal process, and existential process. The data that has been collected is presented in the following table:

2. Percentage of Experiential Function in Student Explanation Text Writing

In examining the data, the researcher separated the results of students' writing texts about explanation texts into clauses and then grouped each sentence based on the process used in each sentence. After that, researchers grouped and categorized each sentence based on the types of experiential functions, where experiential functions are divided into six types: material process, mental process, relational process, behavioral process, verbal process, and existential process. From the results of the analyzed data that researchers have obtained, there are 377 clauses found. Each clause can be seen from the following table, which contains the number of clauses that contain experiential functions in student writing about explanation text.

From Table 1 above, it can be seen that students' explanatory text writing contains experiential functions. From the data above, 245 material processes occur; the second is the mental process, which occurred 33 times; the relational process occurred 86 times; the behavioral process appears two times and is the least process that occurs in the text; the fifth process is the verbal process, which occurred 13 times; and the last is the existential process, which occurred four times.

a. **Research Findings**

This section presents the percentage of experiential functions in students' explanation texts through a writing test given to students of class X-OTKP at SMK Swasta Budisatrya Medan. Each clause in the text is separated and then analyzed into six types of experiential function processes: material process, mental process, relational process, behavioral process, verbal process, and existential process. To obtain the percentage results of each process found in students' writing results about explanation text, the researcher uses the formula by Hannock et al. (209:24)

The formula is as follows: P = $\frac{f(x)}{N}$ X 100%.

Table 1. Appearance of Process

Process	Frequently of Appearance	Percentages
Material	245	64,2%
Mental	33	8,6%
Relational	86	22,4%
Behavioral	2	0,4%
Verbal	13	3,3%
Existential	4	1,1%
Total	383	100%

From table 1. above, it shows that there are 245 clauses whose verbs are material processes, or 64,2% material processes used in writing explanation text. The second is a mental

process, where the data shows that in the data, there are 33 clauses or 8.6%. The mental process occurs when students write explanation texts. Mental process verbs lead to the sensing process. The third type found in the data is the relational process. The data shows that in writing explanation text, students also use relational process, which shows that relational process occurs 86 times or about 22,4%.

The fourth type is the behavioral process, which is a process that is rarely found or rarely used in writing explanation text. The data above shows that students use only two clauses, or 0.4% of the use of behavioral processes in writing explanation texts. A behavioral process is a process that refers to psychological behavior. The next process found in explanation text writing is the verbal process, which occurs 13 times, or about 3,3%, in students' explanation text writing. The verbal process is more indicative of the verb to say. The last process found in the data is the existential process, where the data shows that the existential process occurs four times or about 1.1%. The existential process shows the existence of the subject.

The data collected show that the dominant process in writing explanation texts is the material process, which is 64,2%. Meanwhile, the least used process is a behavioral process, wherein in the data, only two clauses, or 0,4%, use the behavioral process.

b. Discussion

In this study, the researcher analyzed the writing of students of class X-OTKP at SMK Swasta Budisatrya, consisting of 34 students. The researcher used the theories of Halliday and Matthiessen (2004), Gerot and Wignell (1994), Halliday (1994), and Halliday (2014). The first process is the material process, based on previously presented data. A material process is a process that performs physical actions or processes (Halliday, 2004). There are 377 experiential function verbs in the analyzed data, each with a different process. In the data analysis, the verbs are separated according to the process corresponding to the verb. The result shows that 245 (64.2%) verbs use process material. This shows that in writing explanation texts, more action verbs are used to provide explanations or indications of an activity or event regarding something. The process becomes one of the grammatical processes in creating explanation text. The second is the mental process. According to Halliday and Matthiessen (2004), a mental process is related to psychological behavior or sense, such as feeling, thinking, seeing, crying, smiling, and others. The analyzed data found that mental processes occurred 33 times (8.6%) in the explanation text. The third experiential function process found in the data is the relational process, which occurs 86 times (22,4%). This is related to the theory of Halliday and Matthiessen; a relational process is a process that states the state of being and having or providing an explanation about something happening and states the relationship between the subject and the object as participants. The relational process is divided into three types: identification, attribute, and possession.

Fourth, behavioral process that occurs twice (0.4%). This shows that the behavioral process is a process that is rarely found in the data or the writing of explanation texts by students. Following the theory of Gerot and Wignell (1994), a behavioral process is a psychological one. Examples of behavioral processes include smiling, breathing, dreaming, etc.; the main participant is behavior. The fifth type of process found in the data is a verbal process, where the data shows 13 times (3.3%) clauses found in the analyzed data. This is related to Halliday's theory (1994); the verbal process is the process of saying. The last type is the existential process, wherein 4 times (1.1%) clauses were found in the analyzed data. Based on Halliday's theory (2014), the existential process states existence, which is marked by the subject "there" and followed by the verb "is and are."

From some of the findings above, it can be concluded that this is related to the theory of Gerot and Wignell (1995: 212), which states that explaining the procedures or processes involved in the emergence or operation of natural or social phenomena. This is also in line with Hortono's opinion. This shows that in writing explanation text, students can apply material processes that use action verbs or action verbs (physical). Meanwhile, the other process is

behavioral, which only appears around 0.5% or two clauses. This is related to the theory of explanation (205:22) regarding linguistic characteristics in making an explanation text, that is, action verbs that can be seen when we do them, for example, hitting, running, eating, drinking, and so on. This explains the relationship between experiential function and explanation text, wherein the results of the data that has been analyzed, the most experiential function process found is the material process, which shows action verbs and requires action. From the data collected, it can be concluded that the most dominant or commonly used process in writing explanation text is the material process.

c. Data Triangulation

The researcher conducted an in-depth analysis of the data obtained in this data. After analyzing the first data, the researcher conducted an in-depth analysis of the use of the experiential function process on the results of student writing about explanatory texts. The researcher then told the sample in the study, 12 students, to make a simple explanatory text to ensure the truth of the first data obtained. After the researcher collected the students' writing, the researcher analyzed the text and classified the data based on the experiential function process, where there were six experiential function processes: material, mental, relational, behavioral, verbal, and existential. The data obtained is presented in the following table.

Table 2. Triangulation Data Analysis in Students' Writing Explanation Text

Student	Clause	Process of Experiential Function	Analysis of Process
Student 1	The Earth's atmosphere **scatters** more blue sunlight than any other color	Material Process	In the 1st student data, the researcher found 5 material verbs, of which the material process verbs characterized by are "*scatters, scattered, enters, giving*."
	Furthermore, blue light **is more effectively scattered** by air particles when it **enters** the atmosphere than other colors, **giving** the impression that the sky is blue.		
	The Earth's atmosphere scatters more blue sunlight than any other color, which **is** why the sky **is** blue.	Relational Process	The data shows that clause two clauses use a relational process, the verb "*is*"
	Furthermore, blue light is more effectively scattered by air particles when it enters the atmosphere than other colors, giving the impression that the sky **is** blue.		
	There are a multitude of hues present in sunlight	Existential Process	In the 1st student data, there is 1 existential verb which is a verb that states the existence of something, the verb is "*are*", and is always followed by the subject "*there*".

Student	Clause	Process of Experiential Function	Analysis of Process
Student 2	Forests **provide** a variety of purposes for the ecosystem, including **producing** oxygen through the process of photosynthesis, in which plants and trees take in carbon dioxide and release oxygen into the atmosphere. And lastly, trees **control** the climate by **affecting** patterns of rainfall, air temperature, and humidity.	Material Process	The material process verbs contained in the 2nd student data are 4, the verbs are characterized by "*providing, producing, controlling, and affecting*".
	For the ecosystem and human existence, forests **have** many important purposes. The fact that forests **are** home to a wide variety of animal and plant species, including uncommon and endangered ones, serves another purpose.	Relational Process	The 2nd student data shows that 2 clauses use relational process verbs, the verbs are "*have and are*".
Student 3	Among the most favored pastimes, this **is often done** to enjoy the beauty of the sea, sand, and sunshine. There are many options for **swimming** and **bathing** in the calm and clear sea. Additional activities that you can enjoy while on holiday to see the fantastic underwater life are **sandboarding, snorkeling,** and **diving.**	Material Process	In the 3rd student data, the researcher found 3 material process verbs, the verbs are "*often done, swimming and bathing.*"
	One of the most popular types of vacations **is** a trip to the beach. The beach **is** a great place to relax and unwind due to its calming atmosphere. Additional activities that you can enjoy while on holiday to see the fantastic underwater life **are** sandboarding, snorkeling, and diving.	Relational Process	In the 3rd student data shows that there is a relational process, where the relational process is characterized by the verbs "*is and are*".
	There are many options for swimming and bathing in the calm and clear sea.	Existential Process	The data shows that there is 1 existential process verb, the verb is "*there are*"

Student	Clause	Process of Experiential Function	Analysis of Process
Student 4	Bicycles, pedestrians, motorcycles, and cars **can be involved** in these collisions.	Material Process	In 4th student data, the researcher found 12 process material verbs. The verbs are "*can be involved, speed, don't stop, causes, lead, lead, be more careful, keep a distance, obey, and prevent.*"
	This can be due to several factors: First, drivers who **speed** and **don't stop** at traffic signs, **cause** collisions.		
	Third, bad weather such as rain and fog can obscure the view which **causes** slippery roads and can **lead** to collisions.		
	Therefore, drivers should **be more careful** when the weather is bad **obey** the rules, and **keep a distance** from other vehicles to **prevent** accidents.		
	hen cars meet or **have** problems on the road, traffic accidents occur	Relational Process	The data shows that there are 2 relational process verbs, these verbs are "*have and is*".
	The second **is** poor road conditions such as potholes and uneven roads.		
Student 5	Children often have accidents at school, which **may occur** while doing routine activities.	Material Process	In the 5th student data, the researcher found 11 material process verbs, the verbs are "*may occur, falling, playing, can cause, is collisions, can collide, get bumped, should be taught, keep, and provide.*"
	One of them **is falling** from the playground such as **playing** swings and participants which **can cause** children to fall.		
	The most common **is collisions** where children **can collide** with their friends or they **get bumped** while playing.		
	Therefore, children **should be taught** to play safely and the school should also **keep** the school environment safe and **provide** adequate supervision.		
	Children often **have** accidents at school.	Relational Process	In the 5th student data, it shows that two verbs are relational in the process of the verb "**have**".
	There are several factors why students can **have** accidents at school.		
	There are several factors why students can have accidents at school	Existential Process	The data also shows that there is 1 existential process

Student	Clause	Process of Experiential Function	Analysis of Process
			verb, the verb "*there are*".
Student 6	Accidents involving bicycles **occur** frequently.	Material Process	In 6th student data, the researcher found 8 material process verbs, these verbs are "*occur, disregard, irregularities, lack, result, wear, make, avoid, and prevent.*"
	Other vehicles, such as cars, may be involved in cycling accidents if they **disregard** traffic signs.		
	Road **irregularities** or a **lack** of control might **result** in falls, so users should always **wear** helmets to protect their heads.		
	Slippery and wet road conditions are also a problem because they **make** cyclists more careful.		
	Because you can **avoid** disaster for yourself, other cars, and others by **preventing** bicycle accidents.		
	Slippery and wet road conditions **are** also a problem because they make cyclists more careful.	Relational Process	The 6th student data shows there is 1 relational process verb which is "*are*".
Student 7	When dangerous substances **contaminate** the air we breathe, it **can hurt** the health of people, animals, and plants.	Material Process	The 7th student data shows 8 material process verbs, verbs are "*contaminate, can hurt, emit, releases, burning, emit, are impacted, and decreasing.*"
	Vehicle emissions from automobiles and other vehicles that **emit** exhaust gases, as well as industrial smoke, which frequently **releases** hazardous gases and pollutants into the atmosphere, are some of the causes of air pollution.		
	And **burning** trash, which can also **emit** smoke		
	Both the environment and human health **are impacted** by this.		
	As a result, we can take steps like **decreasing** the usage of personal automobiles and appropriately managing garbage.		
	Slippery and wet road conditions **are** also a problem	Relational Process	The 7th student shows that there is 1

Student	Clause	Process of Experiential Function	Analysis of Process
	because they make cyclists more careful.		relational process verb which is "*are*".
Student 8	The first step in producing coffee **is gathering** the coffee beans from the plan.	Material Process	The 8th student data shows that there are 7 material process verbs, the verbs are "*gathering, are gathered, dried, roasted, drink, produced, and extract.*"
	The beans **are gathered**, **dried**, and then **roasted** to release their taste before being pulverized.		
	A ready-to-**drink** coffee beverage **is produced** by combining ground coffee beans with hot water to **extract** taste and aroma.		
Student 9	Since chlorophyll pigment is present and **helps** in photosynthesis, it **makes** the leaves green.	Material Process	The 9th student data shows that there are 6 material process verbs, the verbs are "*helps, is absorbed, converts, appears, and reflects.*"
	Sunlight **is absorbed** by chlorophyll, which then **converts** it into the energy needed for plant growth.		
	Leaves **appear** green because this color also **reflects** green light.		
	Sunlight **is absorbed** by chlorophyll, which then **converts** it into the energy **needed** for plant growth.	Mental Process	The 9th student data shows that there is one mental process verb, namely "*needed*".
	Since chlorophyll pigment **is** present and helps in photosynthesis, it makes the leaves green.	Relational Process	The data also has a relational process: the verb "*is*".
Student 10	Eggs that **are deposited** in water and **covered** in gelatinous blobs; tadpoles that **drip** after a few days	Material Process	The 10th student data shows 9 material process verbs: "*are deposited, drip, begin to grow, disappear, swim, are fully grown, can be produced, and demonstrates.*"
	Hyacinths, which are the tadpoles' metamorphosis, where the **legs begin to grow** and the gills begin to **disappear**, enabling the hyacinths to learn how to **swim**		
	Adult frogs, which **are fully grown** frogs **can proceed** with the life cycle by finding a mate.		

Student	Clause	Process of Experiential Function	Analysis of Process
	This **demonstrates** the advantages of metamorphosis for frogs in terms of environmental adaptation—from water to land—and dietary diversity.		
	One animal that experiences total metamorphosis, or a dramatic shift in shape throughout its life cycle, **is** the frog.	Relational Process	The 10th student data shows 2 relational process verbs, the verbs "*is and are*".
	Hyacinths, which **are** the tadpoles' metamorphosis		
Student 11	They **can assist** by encouraging their kids to learn, **helping** with homework, and **attending** parent-teacher conferences.	Material Process	In the 11th, student data shows 5 material process verbs: "*can assist, helping, attending, enhancing, and strengthening*".
	In addition to **enhancing** academic achievement and motivation, parents' active support can **strengthen** the bond between schools and families.		
	In addition, parents act as liaisons between the home and the school, offering insightful **knowledge** about the needs and difficulties of their kids.	Mental Process	The 11th student data contains 1 mental process verb, the verb is "*knowledge*".
Student 12	They **use** clicks and high-frequency sounds to communicate with each other and to find food using echolocation.	Material Process	The 12th student data shows that in the clause there are 2 material process verbs, the verbs are "*use and are often seen playing.*"
	Dolphins **are often seen playing** in the ocean and have strong social relationships with members of their group.		
	Dolphins are marine mammals **known** for their intelligence and communication skills.	Mental Process	In the 12th student data, 2 clauses use a relational process, the verb is "*known*".
	They are also **known** for their ability to train and mimic human behavior.		
	Dolphins are often seen playing in the ocean and **have** strong social relationships with members of their group.	Relational Process	In the 12th student data, there is 1 relational process verb, the verb is "*have*".

Student	Clause	Process of Experiential Function	Analysis of Process
	They use clicks and high-frequency sounds to **communicate** with each other and to find food using echolocation.	Verbal Process	In the 12th student data, there is one verbal process verb, the verb is "*communicate*".

From Table 2, we can see the percentage of data for each process that has been analyzed and classified based on the type of process. To obtain the percentage results for each process found in the results of students' writing on explanatory texts for triangulation data, the researcher used the Hannock et al. formula. (209:24).

The formula is as follows, P = $\frac{f(x)}{N}$ X 100%.

The following is a table of the percentage of the number of each process contained in the results of students' explanation text writing:

Table 3. Appearance of Data

Process	Frequently of Appearance	Percentages
Material	185	73,7%
Mental	9	3,6%
Relational	50	19,9%
Behavioral	-	0
Verbal	4	1,6%
Existential	3	1,2%
Total	251	100%

The result of the triangulation data analysis shows that the triangulation data is identical to the analysis data. The results show that the process mostly found in the results of students' text explanation writing is the material process, wherein the analysis data occurs 246 times, and the triangulation data occurs 80 times.

4. Closing

From the results of the discussion above, two conclusions can be drawn:

1. First, the experiential function process is realized in the transitivity process, which consists of six types of processes and is found in the explanation text of students of class X-OTKP at SMK Swasta Budisatrya Medan. The six types of processes are material processes, mental processes, relational processes, behavioral processes, verbal processes, and existential processes. Moreover, the dominant process found in students' writing explanation text is the material process.

2. The most dominant process in students' writing of explanation text is the material process, where the material process occurs 246 times, or 65.2 times, in the data. The second most common process besides material processes is relational processes, where relational processes occur 80 times, or 21.2%, of the clauses found in the data. The third is the mental process, which occurs 32 times, or 8.5% of the clauses found in the data. The fourth is the verbal process, which occurs 13 times, or 3.4%. Fifth is the existential process, which occurs four times, or 1.1%, in the data. And finally, the behavioral process occurs twice, or 0.5% of the clauses found in the data. This is because the explanation text theory uses action verbs, where action verbs are material processes.

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