

## A Systemic Functional Linguistics (SFL) Analysis on Short story Cindelaras by Cerita Rakyat from East Java

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### Abstract

The purpose of this study was to analyze practical literature with a systemic functional linguistics approach. The ideal, textual, and interpersonal meanings will be analyzed using the short story "Cindelaras" by Cerita Rakyat from East Java. The researchers used descriptive qualitative methods. The stories were divided into sections and analyzed into tables using Systemic Functional Linguistics (SFL). The result of Experiential Metafunction analysis showed that most of the text used material and verbal processes which reached the value of 33,33%, behavioral processes reached the value of 22,22% and the last was 11,11% of behavioral processes. The result of textual metafunction analysis showed that 83,33% were topical unmarked themes and 16,66% were topical marked theme. The interpersonal metafunction underscores the text's informative nature, with declarative sentences being the exclusive mode of expression, making up 100% of the analysis. Overall, the analysis illustrates a well-structured and informative narrative style, employing a variety of linguistic elements to effectively convey the content of the story.

### INTRODUCTION

The loss of an indigenous language causes irreparable damage, as each language carries the city's ancestral knowledge and worldview. This means that people's ancestral knowledge and culture will be lost. (Tabouret-Keller, 2017). their perceptions of language in context and their attitudes toward indigenous languages. Language is a tool or system for communicating information orally, in writing, or signatures. Language is a very important tool for humans that enables good communication in daily life. In addition to the diversity of native languages of different peoples of the world, English plays an important role as a second language, as a foreign language, or for specific purposes. (Rahmawati, 2020)

The systematic approach to functional linguistics is essential for understanding language. In addition to comprehensive descriptive registration models, she employs systematic functional linguistics for the analysis of text and discourse, and functional grammar issues related to language development (Matthiessen, 2019). Systems Functional Linguistics (SFL) views language as a linguistic social process and treats language as a social semiotic system that represents sociocultural

norms and values. Sociocultural systems serve as resources for meaning, while language produces meaning.(Abdulrahman Almurashi, 2016). According to Martin, J. R., Matthiessen, C. M. I. M., & Painter, The main discussion within SFL revolves around meanings which can be divided into three parts: ideational, textual, and interpersonal (Kuswoyo et al., 2023) After analyzing all three “systems,” we can dig deeper into the meaning and function of the text. SFL can support communicative language teaching to some extent. First, the theory focuses on meaning and how language functions to produce meaning at the text level (Fahmi, 2010). SFL sees language as a social semiotic that shapes and is shaped by its use in social contexts (Schleppegrell & Otefza, 2023). SFL is a functional modal in at least three senses of the term (Hawkins & Routledge, 2013). The LFS view states that each grammatical unit can be clarified into clauses, groups, words, and forms, in formal grammar the class of words is called parts of speech (Saragih, 2017)

To learn English as a foreign language, there may be no doubt that Indonesian students might experience difficulty in terms of structure and context (Sayukti & Kurniawan, 2018). SFL argues that semantic networks, which are social and cultural constructs, have the potential for meaning to be “unfolded” in texts (spoken and written) in specific situational contexts (“Critical Discourse Handbook”). His SFL doctrine is that “the study of discourse cannot be separated from the study of the underlying grammar.”(Flowerdew & Richardson, 2017).

The aim of this research was to employ Systemic Functional Linguistics in the analysis of the short story "Cindelaras." The study intended to illustrate how this linguistic approach could be effectively utilized for textual analysis. For this purpose, nine clauses were randomly selected from each paragraph of the text to provide the analyst with representative excerpts. It is essential to note that the selection of excerpts is a subjective decision influenced by the researcher's preference, and this should not dissuade practitioners from analyzing more extended texts. The analysis focuses on examining individual texts in terms of their Textual Metafunctions and Experiential Metafunctions.

## **REVIEW OF RELATED LITERATURE**

### **1. Interpersonal Metafunction**

The Interpersonal Metafunction in Systemic Functional Linguistics pertains to the interaction and connection established between the author and the reader within a text. This aspect explores the ways in which the power dynamics in this relationship are indicated through the language choices made by the author, indicating sentiments such as approval or disapproval, acceptance or rejection, certainty or uncertainty, and so forth. (Darong, 2022).

According to (Thompson, 2014) The interpersonal metafunction of language investigates how language is used to establish and maintain relationships with people by controlling their behavior, providing information to them, and negotiating with them. In other words, language is used to interact with people, and this interaction is based on grammar, as such communicative goals demonstrate.

When the analyst examines the Mood Choices (Declarative, Imperative, or Interrogative), the Speech Function (as statement or question or command or offer or demand), and the Modality Choices (as probability, usuality, obligation, or inclination) of spoken or written texts, the Interpersonal metafunction of language is determined. This enables the analyst to see how the grammar of a text is being used to control a recipient's behavior and negotiate with them via information exchange (Thompson, 2014).

## 2. Experiential Metafunction

The ways in which people use language to represent the world are referred to as field or experiential metafunctions. It discusses the "content" of what is said or written. From the clause level, it inquires about "who does what to whom," "when," "where," "why," and "how" of the texts. Field analysis of texts is interested in observing the Processes, Participants, and Circumstances where texts are framed (Thompson, 2014), and this "framing" process is referred to as Transitivity, which is the key grammatical system for analyzing experiential metafunctions.

As a result, the verb realizes the Process and is regarded as the key element on which other elements rely. Material Processes, Mental Processes, Relational Processes, Verbal Processes, Behavioral Processes, and Existential Processes are subsets of this element (Halliday & Matthiessen, 2004).

Material Processes are physical actions or events in which the major participants are the Actor (the person performing the material process), the Goal (what is being done), and the Scope (the location of the material process). In contrast, mental processes are classified as follows: The perceptive process is concerned with what is seen, heard, or smelled; the emotive process is concerned with our likes, dislikes, and preferences; and the cognitive process is concerned with what is thought, remembered, or decided. (Matthiessen, 2019).

The third type in this Process, Participant, and Circumstance equation is Relational Processes. According to (Halliday & Matthiessen, 2004), Something is said to be something else in the Relational Process. This is accomplished by using verbs that demonstrate attribution through an adjectival group and identification through a specific and general category description. Relational Processes are classified into two types: attributive and identifying. The Carrier and the Attribute are the two participants in the Attributive type, where the Carrier is the entity being described and the Attribute is the Adjectival Group that describes the Carrier. In contrast, the Identifying type is described in terms of its underlying participants, namely the Token.

There are three types of processes: verbal processes, in which the Sayer and the Verbiage participate; behavioral processes, in which the participants are identified as the Behavior, Behavior, and Circumstance; and existential processes, in which the participants are identified as Existent and Circumstance. This type of analysis takes into account the circumstances as well. Adjuncts usually notice circumstances and respond with a W-H question.

## 3. Textual Metafunction

Textual metafunction is realized through thematic structure, information structure, and cohesion (Halliday & Matthiessen, 2004). Thematic structure includes Theme and Thematic progression patterns, information structure includes given and new information units, and cohesion includes reference, conjunction, ellipsis, and lexical cohesion. This research will focus solely on the Thematic structure in order to investigate the issues caused by Theme misuse and its impact on Thematic Progression in paragraph writing. Theme and Rheme boundary is a sequential ordering and range of possible groups or phrases used to establish Theme and Rheme structure. (PatPong, 2002).

## METHOD

According to (Albina, MA, 2023) defines qualitative research data as information that is present or expressed in the form of words, sentences, narrative expressions, and images. Words, sentences, and paragraphs with meanings related to the research constitute qualitative research data.

To narrow the research aim or purpose, qualitative research begins with one or more relatively broad research questions that may be revised iteratively as the research is carried out (Denny & Weckesser, 2022). The findings of the analysis describe the worldview in narrative form. The information for this study came from the short story "Cindelas" by Cerita Rakyat of East Java (*Cerita rakyat\_Indonesian folklore\_East Java\_Cindelas.Htm*). The three meta-functions analysis will be the primary focus of the research.

## RESULT AND DISCUSSION

After conducting the Interpersonal, experiential and textual Metafunction Analysis of a text entitled the Short story "Cindelas" by Cerita Rakyat from East Java, the analysis results were presented in the following table :

**Table 1. Metafunction Ananalysis Results**

### Paragraph 1.

Raden putra	Is	the king of the jenggela kingdom
S	F	P
Carrier	Ralational (Attributive)	Attribute
Theme: Topical (Unmarked)	Rheme	
Mood	Residue	
Mood: Declarative – Giving Information		

He	Planned	something bad for empress
S	F	P
Actor	Material (Doing)	Goal
Theme: Topical (Unmarked)	Rheme	
Mood	Residue	
Mood: Declarative – Giving Information		

### Paragraph 2

The healer	Said	that someone had put poison in the	princess's drink
S	F	P	C
Sayer	Verbal	Verbiage	Target
Theme: Topical (Unmarked)	Rheme		
Mood	Residue		
Mood: Declarative – Giving Information			

The king	become angry	after listening the docter's explanation
S	F	P
Behaver	Behavioral	Behavior
Theme: Topical (Unmarked)	Rheme	
Mood	Residue	

Mood: Declarative – Giving Information

**Paragraph 3**

The wise		governor		didn't want to kill him
F	P	S		C
Behavioral		Behaver		Behavior
Rheme		Theme: Topical (Marked)		Rheme
Residue		Mood		Residue

**Mood: Declarative – Giving Information**

I	will report	to his	that I have killed the	Said	the governor
		Majety	pincess		
S	F	P	C	C	F P S
Sayer	Verbal	Target	Verbiage	Verbal	Sayer
Theme: Topical (Unmarked)	Rheme				
Mood	Residue				

Mood: Declarative – Giving Information

**Paragpraph 4**

One day		while he has was	an eagle	Dropped	an egg
		playing			
Adjunct		F	P	S	F P C
Location: time		Material (doing)		Material (happening)	Goal
Theme: Topical (Marked)	Rheme				
Mood	Residue				

Mood: Declarative – Giving Information

Cindelaraz		takes care		of her chicks diligentlyz
S		F	P	C
Behaver		Behavioral		Behavior
Theme: Topical (Unmarked)	Rheme			
Mood	Residue			

Mood: Declarative – Giving Information

**Paragraph 5**

Cindelaraz		went to	the palace accompanied	by his rooster
S		F	P	C
Actor		Material (doing)	Location: place	Range
Theme: Topical (Unmarked)	Rheme			

Mood	Residue			
Mood: Declarative – Giving Information				
Come on, if you dare, fight your moster against	my cock	He	Said	
C	C	S	F	P
Verbiage	Target	Sayer	Verbal	
Rheme	Theme: Topical (Marked)		Rheme	
Residue	Mood		Residue	

Mood: Declarative – Giving Information

### Paragraph 6

The chicken	Is	really tough		
S	F	P	C	
Carrier	Ralational (Attributive)	Attribute		
Theme: Topical (Unmarked)	Rheme			
Mood	Residue			

Mood: Declarative – Giving Information

Raden putra	also heard	the news		
S	F	P	C	
Actor	Material (Happening)	Goal		
Theme: Topical (Unmarked)	Rheme			
Mood	Residue			

Mood: Declarative – Giving Information

### Paragraph 7

Cindelas' chiken	managed to	conquer the king's chicken		
S	F	P	C	
Actor	Material (Happening)	Goal		
Theme: Topical (Unmarked)	Rheme			
Mood	Residue			

Mood: Declarative – Giving Information

The audience	cheered and cheered	cindelaras and his chicken		
S	F	P	C	
Sayer	Verbal	Target		
Theme: Topical (Unmarked)	Rheme			
Mood	Residue			

Mood: Declarative – Giving Information

### Paragraph 8

Raden putra	also heard	the news		
S	F	P	C	

Actor	Material (Happening)	Goal
Theme: Topical (Unmarked)	Rheme	
Mood	Residue	
Mood: Declarative – Giving Information		

I	have made a mistake	Said	Majesty Raden putra
S	C	F	P
Sayer	Verbiage	Verbal	Sayer
Theme: Topical (Unmarked)	Rheme		
Mood	Residue		
Mood: Declarative – Giving Information			

**Paragraph 9**

Raden putra’s concubine	Was	thrown into	the forest
S	F	P	C
Sayer	Verbal	Verbiage	Location: place
Theme: Topical (Unmarked)	Rheme		
Mood	Residue		
Mood: Declarative – Giving Information			

Cindelas	took	ever his father’s
S	F	P
Behaver	Behavioral	Behavior
Theme: Topical (Unmarked)	Rheme	
Mood	Residue	
Mood: Declarative – Giving Information		

From the analysis above it can be seen that the dominan process occurred were material and verval processes before relational process. While there was no mental process found from the taxt. The result of textual metafunction analysis it was found that topical unmarked theme was dominant, while for the interpersonal metafunction analysis, it was found that declarative (giving information) was dominant.

The recapitulation of each analysis was detailly tabulated on the following table :

**Table 2. Recapitulation of Metafunction Analysis Result**

Metafunction Analysis	Types	Number	Percentage (%)
Experiential	Behavioral	4	22,22%
	Material	6	33,33%
	Mental	0	0
	Relational	2	11,11%

	Verbal	6	33,33%
	Existential	0	0
Textual	Topical Marked Theme	3	16,66%
	Topical Unmarked Theme	15	83,33%
Interpersonal	Declarative	18	100%
	Imperative	0	0
	Interrogative	0	0

From the metafunction analysis from the table about it provides valuable insights into its linguistic features and communicative functions. The experiential metafunction reveals a narrative characterized by dynamic actions and events, with a noteworthy emphasis on material and verbal processes with the value of 33,33%. The textual metafunction highlights a predominant use of topical unmarked themes with the value of 83,33%. Additionally, the interpersonal metafunction underscores the text's informative nature, as it solely consists of declarative sentences, conveying statements or facts. Overall, the text exhibits a structured and informative narrative style, employing a diverse range of linguistic elements to convey its content effectively.

## CONCLUSION

From the result of the analysis above it can be concluded that the metafunction analysis of the short story "Cindelaras" by Cerita Rakyat from East Java reveals distinctive linguistic patterns and communicative functions. The experiential metafunction emphasizes dynamic actions and events, predominantly utilizing material and verbal processes, constituting 33.33% of the total analysis. The textual metafunction showcases a prevalent use of topical unmarked themes, accounting for 83.33% of the analysis, indicating a straightforward presentation of information without explicit emphasis. The interpersonal metafunction underscores the text's informative nature, with declarative sentences being the exclusive mode of expression, making up 100% of the analysis. Overall, the analysis illustrates a well-structured and informative narrative style, employing a variety of linguistic elements to effectively convey the content of the story.

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