The Experiential Function Realized by Online Tutor and Students in E-Learning Classroom

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Abstract: *One of the language function is to describe experience which realizes reality in text or discourse. The communication of online tutor and students in E-learning classroom during teaching-learning process tends to use discourse. Therefore, this study was conducted to investigate the categorization of discourse analysis in terms of experiential function realized by online tutor and students in E-learning classroom. This study focused on: 1) types of experiential function realized by online tutor and students in E-learning classroom; 2) analysis of experiential function realized by online tutor and students in E-learning classroom; 3) types of experiential function dominantly realized by online tutor and students in e-learning classroom. This study applied descriptive qualitative research to collect the data from the discourse of online tutor and students in E-learning classroom of Indonesia Open University and the data were analyzed into three phases namely selected the discourse into clauses, analyzed the discourse into types of experiential function and classified the elements of experiential function. The data showed that online tutor and students realized experiential function in their discourse in e-learning classroom. Types of experiential function realized by online tutor and students were 1) 49 Participants 2) 35 Process, and 3) 22 Circumstance. Participant was dominant realized by online tutor and students in E-learning classroom.*
Keywords: *Discourse Analysis, experiential function, types of experiential Function,*
   E-learning classroom

I. INTRODUCTION

Discourse analysis examines or analyzes the language that will be used in written and oral form naturally to users as a society element. The study of a discourse can be structurally carried out by connecting between text and context and can see a discourse functionally by analyzing the actions taken by someone for a particular purpose to be able to give meaning to participants who are also involved.

The data that will be used in discourse analysis is by focusing on the construction of discourse which includes written texts in the form of written forms, or oral texts in the form of various speeches. The researchers are interested to conduct this study because critical discourse analysis exists and contains communication messages either textually or contextually. Besides, discourse analysis has great benefits when associated with Indonesia's culture various.

The nature of the problems in this study are to analyze what categorization of experiential function used by Online Tutor and students in E-learning classroom, how analyze experiential function used by Online Tutor and students in E-learning classroom and what categorization of experiential function dominantly used by Online Tutor and students in E-learning classroom.

Experiential function in Discourse Analysis has been interesting topic to be researched by other researchers. First, Ashari (2017) did a research about Experiential Function in English Zone Textbook. He concluded that the conversation texts in Zone textbook referred to the natural conversation. Doing and Being texts were found in the conversation texts. Doing texts were dominated by the Material Process and Being text were dominated by the Verbal Process. Second, Khairunnisah (2018) did a research about Analysis Experiential Function of Man and Woman in Writing Opinion. The result is relational process is the dominant type of process in men's text, while material process is the dominant type of process in women's text. She also found that relational process, material process, mental process, verbal process, and behavioral process are in men's text. While relational process, material process, mental process, verbal process, behavioral process and existential process are in woman's text. Third, Rambe (2017) conducted a study about Experiential Function in Donald Trump's Speech about Radical Islamic Terrorism. She found that dominant processes in the speech were material process, the dominant participants were actor and goal, and the dominant circumstances were location spatial and temporal.

This study was applied in E-learning classroom. In the era of disruptive innovation, universities are targeted to conduct learning in accordance with technological developments and always improve the qualifications and abilities of their lecturers so they can compete with other nations. The online learning process (e-learning) has been carried out in various Indonesia universities, and in the future there will be far more universities adopting this system. One of the popular universities which apply e-learning is Indonesia Open University which is known as *Universitas Terbuka*.

Having the nature problems of the study above, this study is conducted to identify the categorization of experiential function realized by Online Tutor and students in E-learning classroom, to analyze experiential function used by Online Tutor in E-learning classroom and to investigate the types of experiential function dominantly used by Online Tutor and students in E-learning classroom.

This study is expected can give contribution theoretically and practically. Theoretically, the result can give knowledge, experience, perception and material in research methodology application especially the description of critical discourse analysis focuses on experiential function. Practically, this study is conducted to know analysis of experiential function discourse in e-learning classroom so that it can be a reference for English teaching-learning especially in Critical Discourse Analysis.

II. THEORETICAL REVIEW

2.1 Discourse Analyis

Kridalaksana (2001) defines that discourse is the highest or largest unit that can be portrayed in the form of essays, paragraphs, sentences, or words that have a specific purpose. In addition, Fairclough and Wodak (2001) state that discourse analysis is about how text works or functions in sociocultural practice. Discourse analysis is not only seen as the use of language in speech and writing but also as a form of social practice.

Discourse analysis looks at conversations in their social context. It melds linguistics and sociology by taking into account the social and cultural context that language is used. In

general, language is a communication tool that humans use it to convey ideas, opinions, and thoughts to others, both orally and in writing. Language is one of important thing in human society's life to communicate each other (Rezeki dan Sagala, 2019). One of the functions of language is to describe experience. This is to say that human beings use language to represent experience. It can be used by businesses, academic researchers, or the government that wants to better understand an aspect of communication.

Saragih (2009) classified the scopes of discourse analysis into seven terms namely Context, Speech Function, Move, Experiential function, Textual Function, Logical function and grammatical function. This study focuses on experiential function in conducting a research about the discourse in E-learning classroom.

2.2 Experiential Function

Describing experience is one of language function. In other words, human beings used the language to represent experience. This term is also called by experiential function. Halliday (2004) explains that experiential function is one component of the meta-function. Experience realizes reality in text or discourse and it is realized in the experiential function.

Halliday (2004) also classifies experiential function into three elements, they are:
(1) The Process, which is equivalent to activity or verb in traditional grammar,
(2) The Participants, which are a persons or things in the process, and
(3) The Circumstance, which is environment or surrounding of the activity involving the Participant.

2.2.1 The Process and Participants

The process and participants categorization in experiential function is presented in Table 2.1

Table 2.1 Process and Participants

No	Type of Process	Participant I	Participant II
1	Material	Actor	Goal
2	Mental	Senser	Phenomenon
3.	Relational		
	a. Identification	Token	Value
	b. Attribution	Carrier	Attribute
	c. Possession	Possessor	Possessed
4.	Behavioral	Behaver	---
5.	Verbal	Sayer	Verbiage
6.	Existential	---	Existent

2.2.2 The Circumstances Categorization

Circumstances refer to environments or surroundings of where activities involving the Participants occur. The environments and may refer to location, manner, matters, accompaniment and others. The circumstantial elements of clause divide into nine main categories. Each category is further subdivided as indicated in Table 2.2

Table 2.2 Circumstances Categorization

Types of Circumstance	Subcategories	I. PROBE	II. EXAMPLES OF REALIZATION
1. Extent	temporal (duration)	for how long?	for three hours every three hours
	spatial (distance)	how far?	for six miles
2. Location	temporal (time)	when?	in September before tea
	spatial (place)	where?	in the market in Paris here
3. Manner	-	how?	Quickly as fast as possible
4. Cause	-	why?	because of you for better results
5. Contingency	-	in what circumstances?	in the event of rain in spite of the rain in the absence of proof
6. Accompaniment	-	together with?	with(out) his friends instead of them
7. Role	-	what as?	as a concerned parent (smashed) into pieces
8. Matter	-	what about?	about this with reference to that
9. Angle	-	says who?	according to the Shorter Oxford

2.3 E-Learning Classroom

E-Learning classroom applies electronic technologies to access educational curriculum outside of a traditional classroom. E-learning classroom also defines a course, program or degree delivered completely online. It can be delivered online by using the electronic learning, online learning, internet learning and many others to connect communicate between online tutor and students. E-learning classroom can be delivered live to help interaction easily by using some online applications such as Zoom, Video Conference, Google Classroom, etc.

III. RESEARCH METHODOLOGY

The research method of this study was descriptive qualitative research which analyzed the data based on the description of a problem. Trochim and William (2006) stated that the descriptive qualitative research investigates the social phenomenon. In addition, Bogdan and

Biklen (1992) explained that descriptive qualitative research produces descriptive data of subjects of research in form of speech and the behavior.

The data of this study were the categorization of experiential function realized by online tutor and students in English E-learning classroom at the Indonesia Open University. There were 11 participants in this study namely 1 online tutor and 10 E-learning classroom students. The data were taken from online tutor's and students' discourse in English E-learning classroom. The data was obtained by transcribing the discourse and analyzed the data based on the theory of experiential function by Halliday (2004). Researchers used instruments in collecting the data such as literature review, documentation and note technique by Sugiyono (2011) and the triangulation was used to check the data validation by combining the information from both the discourse of online tutor and students in English E-learning classroom and the data collection.

IV. FINDINGS AND DISCUSSION

4.1 Findings

Each of discourse was analyzed into the Process, Participant and Circumstances. As seen in Table 4.1 the occurrences of the types of Process are presented and converted into percentage by which the proportion of each type of Process was derived.

Table 4.1 The Proportion of Process in the Discourse

No.	Types of Process	Number	Percentage
1.	Material	24	69
2.	Mental	3	8
3.	Relational	2	6
4.	Verbal	6	17
	Total	35	100

It is found that out of the six types of Process, there was only 4 types of Process used by online tutor and students in E-learning classroom. The Material Process is dominantly used with the proportion of 69%. In other words, more than one half of the processes in the discourse belong to Material Process.

The occurrences of Circumstance are presented in Table 4.2. The table shows that the most dominantly used Circumstance is that of Location.

Table 4.2 The Proportion of Circumstance in the Discourse

No.	Types of Circumstance	Number	Percentage
1.	Location	9	41
2.	Manner	5	23
3.	Cause	3	13
4.	Matter	5	23
	Total	22	100

The Participant I is dominated by Actor and Participant II is dominated by Goal. The analysis can be seen in Table. 4.3.

Table 4.3 The Proportion of Participants in the Discourse

No.	Types of Circumstance	Number	Percentage
1.	Actor (Part I)	14	28
2.	Goal (Part II)	19	39
3.	Senser (Part I)	2	4
4.	Phenomenon (Part II)	2	4
5.	Possessor (Part I)	1	2
6.	Possessed (Part II)	1	2
7.	Sayer (Part I)	4	9
8.	Verbiage (Part II)	5	10
9.	Carrier (Part I)	1	2
	Total	49	100

4.2 Discussion

The overall investigation of this study is to find the phenomenon of experiential function realized by online tutor and students in E-learning classroom. As Fairclough and Wodak (2001) state that discourse analysis discuses about how text functions in sociocultural practice which examines or analyzes the language in written and oral form as a society element. The researchers are interested to conduct this study because the communication of online tutor and students in E-learning classroom at the Open University tend to use written form in their communication and the communication can be analyzed by applying experiential function in discourse analysis.

The review of this study applied Halliday's theory (2004) about experiential function. The findings of this study have indicated that online tutor and students in E-learning classroom used types of experiential functions namely Process, Circumstance and Participants. These findings are based on three phases which are conducted by the researchers in this study namely separating the discourse into clauses, analyzing clauses in terms of experiential function, and classifying the elements of experiential functions.

V. CONCLUSION

Based on the data which have been obtained from documentation and note technique, online tutor and students of English E-learning classroom at the Indonesia Open University used experiential function in their discourse during the process of teaching-learning in E-learning classroom. There are 35 processes, 22 circumstances, and 49 participants. It can be concluded that Participant is dominantly used by online tutor and students in E-learning Classroom.

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