



Learning the Meaning of Song Lyrics through the Elements of Ideational Metafunction: A Case on Systemic Functional Linguistics

Tiodora Fermiska Silalahi¹, Ridwin Purba^{1*}, Sri Maneni Manurung², Indra Pranata Purba², Lukas Butar Butar², Herman², Junita Batubara³, Arwin Tannuary⁴

¹Universitas Simalungun Pematangsiantar, Indonesia

²Universitas HKBP Nommensen Pematangsiantar, Indonesia

³Universitas HKBP Nommensen Medan, Indonesia

⁴Universitas Murni Teguh Medan, Indonesia

purbaridwin61@gmail.com*

Abstract

The focus of the analysis is to identify and describe the various types of processes within the Experiential Function in the song's lyrics. Data source for this study is the song's lyrics, obtained from reliable sources such as the artist's official YouTube channel, Google, and various music applications. The lyrics are transcribed and used for identifying and categorizing the experiential processes found in the song. The data analysis method used in this research is qualitative analysis. It involves analyzing each clause in the lyrics and classifying them based on the Experiential Function's categories. The Experiential Function analysis helps to understand how the songwriter expresses their experiences, emotions, and perceptions through language in the song. This analysis of the Experiential Function in the song "A Year Ago" provides a comprehensive understanding of the songwriter's expressions of experiences and emotions, contributing to a deeper appreciation and interpretation of the song's lyrics.

Keywords: Ideational Metafunction, Lyrics Songs, Systemic Functional Linguistics

ARTICLE INFO

Article history:

Received

February 21, 2024

Revised

April 03, 2024

Accepted

April 26, 2024

Published by

Website

ISSN

Copyright



CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/anglophile>

2746-8631

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

@ 2024 by the author (s)

INTRODUCTION

Language is a communication system that is used to convey an idea, idea or intention as well as information between one another. Language functions as a communication tool to convey an idea, message, feeling clearly and completely. In addition, language also functions as a means of identifying oneself. Language is a communication tool, is arbitrary, conventional and is a sound symbol (Suhandra, 2019).

In a language, especially English, there is a concept put forward in the scope of language and linguistics, namely the theory of Systemic Functional Linguistics (SFL) called Metafunction. This theory was first developed by Michael Halliday, a British linguist, in the 1950s. In this theory there are three functions put forward, namely Textual function, Interpersonal function and Experiential function (Anjarwati et al., 2021; Boccia, 2021; Chang & Lee, 2019; Herman et al., 2023b). From the explanation above it can be seen that Metafunction is included in linguistics because it discusses and studies language and its structure. Linguistics is a science that studies language, language structure, and language phenomena. This knowledge covers various aspects of language, including phonology (language sound), morphology (word structure), syntax (sentence structure), semantics (word and sentence meanings), pragmatics (language use in the context of

communication), as well as social, historical, and social aspects of language change (Herman et al., 2024). Linguistics is the science of language or the study of language scientifically (Kridalaksana, 2009).

In English there are several skills needed, namely reading, speaking, listening and writing. In this journal will focus more on writing skills, writing skills is a person's ability to express an idea, ideas in writing clearly, correctly and effectively. The importance of writing is to assist activities in making writing or scientific work and honing skills in making writing or scientific work (Herman et al., 2023). Writing skills can identify a writing whether it is appropriate or not. According to Nunan (1991) writing skills can develop quickly when students pay attention, their interests are recognized, and they are given many opportunities to write.

Therefore in this article, the author analyzes an article in the form of song lyrics with the title *A Year Ago* by James Arthur to find out the true subjective meaning of the song lyrics. Using the Experiential function through analysis, participant and circumstance processes. With these three things, it can be seen that of the seven types of Experiential function processes, mental processes are the most dominant or are often used by writers in making songs. So songwriters make more lyrics. Express feelings using mental processes rather than other processes.

Language is very important as an effective communication tool to communicate and convey and identify an intention (Hunter et al., 2023; Li & Wang, 2023; Tong et al., 2023; Xu et al., 2024; Batubara et al., 2023). There is also language we can analyze and assess various abilities especially the ability to identify a piece of writing using existing techniques, such as analyzing song lyrics to find out the meaning of the song, the author of this article uses the Experiential function to analyze the meaning of the song precisely. That way we can know clearly what process is dominantly used in making writing or songs.

Literature Review

Halliday (1994) introduces three types of metafunctions: the Experiential Function (Ideational Function), the Interpersonal Function, and the Textual Function. The Ideational Function, within systemic functional linguistics (SFL), focuses on how language is utilized to manage and represent experiences. The Interpersonal Function emphasizes how language is employed for interpersonal interactions, while the Textual Function explores how language is used to create coherent texts. Ideational meaning refers to phenomena related to both living and non-living entities, encompassing abstract and concrete concepts, actions, and the situations in which they occur (Gerot and Wignell, 1994; Purba et al., 2024).

The Ideational Function concerns the utilization of language to represent the world around us. It employs a system of processes, participants, and circumstances. The subsequent explanation provides a more detailed description of these circumstances, processes, and participants.

a. Circumstances

Gerot and Wignell (1994) explain that circumstances refer to a set of elements that answer questions such as when, where, why, how much, and in what manner. Circumstances encompass aspects such as time, location, manner, cause, accompaniment, material, and roles. In essence, circumstances provide detailed information about the setting or description of where a process takes place.

b. Process and Participants

The process refers to the actions performed by individuals or what happens to the participants. These processes are realized by verbs and form part of transitivity. Traditionally, verbs have been defined as words that express actions.

The Experiential Function is a component of the ideational function that contributes to the representation of meaning related to experiences (Fedeli et al., 2021; Lacan et al., 2020; Vaithilingam et al., 2022; Yan et al., 2018). It involves the structural organization of constituents that are described in a functional manner. Bell et al (1991) argues that the experiential function serves to express cognitive meaning and functions as the means to convey the main ideas in language. It focuses on the representation of experiences, events, and states of affairs. Within the experiential function, there are six types of processes that help convey meaning and depict various aspects of human experience. These processes include material, mental, relational, verbal, behavioral, and existential processes.

1. Material Process

Material processes involve actions and physical activities. They depict events that can be observed and experienced in the world (Dey, 2021; Fontaine & Mc Cabe, 2023; Olivetti et al., 2020). Material processes often include verbs that denote actions, such as run, dance, eat, or build (Simanjuntak et al., 2022). These processes highlight the physical aspect of experience and allow for the representation of tangible events in songs.

Material processes have three inherent participants: Actor, Goal, and Circumstances (Fadilah & Kuswoyo, 2021). The actor is the one performing the action, the goal is the entity that undergoes the action, and circumstances provide additional information about the action.

2. Mental Process

Mental processes involve thoughts, feelings, perceptions, and emotions. They focus on the internal experiences and subjective states of individuals (Arribas et al., 2023; Baxodirjon, 2023; Zhang & Sandaran, 2024). Mental processes are often expressed through verbs that describe cognitive or emotional activities, such as think, believe, love, or feel. In songs, mental processes enable the expression of inner thoughts and emotions, providing insights into the psychological aspects of human experience.

Mental processes involve two participants: Senser and Phenomenon (Mashrabovna & Alievna, 2023). The Senser is the participant who experiences or perceives the mental phenomenon (Hanifa & Ardi, 2023). It is the entity that engages in the cognitive activity or has a particular mental state. The Phenomenon, on the other hand, refers to the object or content of the mental process (Ismail & Dahlia, 2024; Prasetyani et al., 2023). It is what the Senser experiences, perceives, or engages with in their mind. The Phenomenon can encompass a wide range of mental states, including thoughts, emotions, perceptions, memories, desires, beliefs, and so on. It represents the actual content or substance of the mental process. The Senser and Phenomenon work together to convey the internal cognitive or emotional experiences of individuals.

3. Relational Process

Relational processes involve the representation of relationships and connections between people or entities (Finnman et al., 2024; Gkonou & Miller, 2023; Pérez-Mercado et al., 2023). They highlight the way individuals and things relate to each other. Relational processes have three types: Intensive attribute processes, Intensive identifying processes, and Intensive possession processes.

a. Intensive attribute processes:

These processes focus on attributing or describing intensive qualities or attributes to a participant. They highlight an inherent characteristic or property of the participant. The attribute is typically expressed through an adjective or adjectival phrase. This type of relational process is concerned with portraying the quality or attribute possessed by the participant. The

relationship between the Attribute and the Carrier is commonly expressed by the verb “be.” The verb “be” acts as a linking verb that connects the attribute to the carrier, indicating that the attribute is inherent or characteristic of the carrier. It establishes a state or condition of being, expressing the relationship between the two participants.

b. Intensive identifying processes

These processes are used to identify or classify a participant based on an intensive quality or attribute. They emphasize the identification or categorization of a participant through an intensive characteristic. The identifying characteristic is typically expressed through an adjective or adjectival phrase. This type of relational process helps to define or specify the nature of the participant.

The identifying process contains two independent participants: a Token and a Value. The Token refers to the entity or element that is being identified, named, or referred to. It can be a specific object, person, concept, or any other entity that is being talked about. The Value represents the identification or description of the Token. It provides information or attributes that specify the nature, characteristics, or qualities associated with the Token.

c. Intensive possession processes

These processes express the intensive possession or ownership of something by a participant. They indicate that the participant has control or ownership over the intensive attribute or quality. The possession is typically expressed through the verb “have” or similar possessive verbs. This type of relational process focuses on the relationship between the participant and the intensive attribute they possess.

Intensive possession process contains two independent participants: possessor and possessed. The possessor refers to the entity that holds or owns something. It can be a person, a group, an organization, or any other entity capable of possessing or having ownership. The possessor is typically represented by a noun or a noun phrase. The possessed denotes the item, object, or entity that is being possessed or owned by the possessor. It can be a tangible or intangible item, such as a physical possession.

4. Verbal Process

Verbal processes focus on communication and the use of language.(Nedergaard et al., 2022). They involve the representation of dialogue, speech, or other forms of linguistic expression(Gagliardi, 2024; X. Li & Qu, 2024). Verbal processes are often expressed through verbs that indicate speaking or communicating, such as say, tell, ask, or sing. In songs, verbal processes enable the depiction of conversations, storytelling, self-expression, or lyrical expression.

The Verbal process contains three independent participants: Sayer, target and a Verbiage.The Sayer refers to the entity or individual who performs the act of saying, speaking, or expressing.The Sayer can be a person, a group, an organization, or any other entity capable of verbal expression. The Target refers to the entity or individuals who are the intended recipients or audience of the verbal communication.The Target can be a person, a group, or even a broader audience. The Verbiage refers to the actual words, utterances, or linguistic expressions used by the Sayer to convey their message or communicate with the Target.

5. Behavioral Process

Behavioral processes involve observable actions, behaviors, or gestures (Boyd & Schwartz, 2021; Wang et al., 2024). They highlight the physical manifestations of human experience. Behavioral processes are typically expressed

through verbs that describe specific actions, such as walk, jump, hug, or cry (Bilewicz & Soral, 2020; Fronzetti Colladon et al., 2023; Lai et al., 2022).

The participant behavioral is called Behavior and Range. The Behavior is the participant or entity that engages in a specific behavior or action. The Range refers to the participant or element towards which the behavior is directed or upon which the behavior has an impact. It represents the entity affected or involved in the behavior.

6. Existential Process

Existential processes focus on the existence, states of being, or identity of individuals or things (Hatab, 2024; Makaroğlu, 2024). They explore concepts of existence, presence, or non-existence. Existential processes are expressed through verbs such as exist, live, die, or remain (Damsgaard et al., 2023; Grant & Reed, 2024). In songs, existential processes allow for introspection, reflection, and the exploration of existential themes, contributing to a deeper understanding of human experience. Existential sentences typically have the word “there is” or “there are” to convey the existence or presence of something or someone. In these sentences, “there” serves as the grammatical subject, while the word following it, such as “is” or “are,” functions as the verb. The subject “there” is known as a dummy subject, as it does not refer to a specific entity but simply establishes the existence of something. The second component of an existential sentence is the Existent, which refers to the thing or entity that is being described as existing. The Existent can be a noun, noun phrase, or a clause. It represents the actual entity or concept that is present or in existence.

By utilizing these six types of processes within the experiential function, songs can capture and communicate a wide range of human experiences, emotions, and perceptions. Each process provides a unique perspective on different aspects of our lived reality, enriching the lyrical content and creating meaningful connections with the listeners. Metafunction can be said to be a powerful tool for analyzing the meaning of a song. By identifying the processes, participants, and circumstances used in the lyrics, it is possible to gain a deeper understanding of the world that the song represents. Improving the grammar of the text is not necessary as it is already grammatically correct.

METHODS

The research design used for this research is qualitative research such as finding, identifying, managing, and analyzing documents to understand their meaning, significance, and relevance. This method is used to provide a comprehensive understanding of the songwriter's expressions of experience and emotion. This research contributes to a deeper appreciation and interpretation of song lyrics, enriching the audience's understanding of the emotional depth and creative process behind the composition.

Lyrics of the song “A YEAR AGO” performed by English singer and songwriter, James Arthur. The song was composed by James Arthur and Jamie Graham and produced by Steve Solomon and labeled by the music platform Columbia Records. In analyzing the song “A YEAR AGO” in this article, the researchers used the article by Amalia & Pramudyawardhani (2016) as a reference.

The instruments that the researchers used to collect data to assist in song uses a book by Herman (2014). The function of experience in the genre of student writing. Jakarta: Moeka publishing page. As a guideline for analyzing clauses using the Experiential function in the song A YEAR AGO, namely analyzing, participant and circumstance processes. Song lyrics are the instruments used for data collection. The lyrics will be transcribed and used as the main data source to identify and categorize the experiential processes found in the song.

In analyzing the lyric of song “a year ago” , there are several steps were taken to collect the data, namely by :

1. In this article the researchers got the text of the song lyrics from a trusted source, namely through the YouTube platform on the personal account of the song owner, then Google and also several music applications that are quite widely used.
2. The author of this article has identified the clauses in the song by dissecting each lyric and then analyzing all of them using the Experiential function.
3. Then organize the identified data for each article writer in order to achieve effectiveness framework.

A qualitative approach is used to analyze each clause in the song lyrics and classify and place them based on the appropriate category for the Metafunction, such as relational, verbal and behavioral processes contained in the song.

An understanding of the expressions of experiences, emotions and perceptions of the songwriters obtained through Metafunction analysis using the Experiential function, which involves identifying and also analyzing clauses in the context of subjective experience conveyed in the lyrics of the song “A YEAR AGO”.

After identifying the clauses into the right category, then the writer interprets the data to gain insight and find out about how the songwriter’s experiences and emotions are expressed through the language in the lyrics of his song “A YEAR AGO”.

Methods of data collection included rewriting and transcription of the lyrics of James Arthur’s song “A Year Ago”. Song lyrics are listened to carefully and accurately transcribed to ensure data quality. The data analysis method requires tracking and categorizing the process of systematic experience in song lyrics. Lyrics will be analyzed line by line to identify different types of experiential processes, including material, mental, relational, verbal, behavioral, and existential processes. Each identified process will be labeled and entered accordingly.

Furthermore, song lyrics will be analyzed to determine the participants involved in each process, such as actors, objectives, environmental elements, experiencers, phenomena, attributes, attribute holders, tokens, values, owners, ownership, recipients, and recipients of the material. The interactions and relationships between these participants will be explored and explained.

The analysis will also include an exploration of the overall themes and messages conveyed through the experiential process of the song. Patterns, repetitions and other significant observations will be identified and discussed. The findings of the analysis will be presented in a comprehensive report, which will include examples of song lyrics to support understanding of the experiential process and its participants.

Overall, this analysis aims to provide insight into the Experiential Function in James Arthur’s song “A Year Ago” by presenting the various processes and participants involved in conveying experiences and emotions through the lyrics of the song.

RESULTS AND DISCUSSION

RESULT

Based on the analysis of the lyrics of the song “A Year Ago” by James Arthur using the experiential function method approach, various experiential processes were identified that depict experiences and emotions in the song. The main findings are as follows:

Material Process:

The song lyrics contain material processes that describe physical actions or events. For example:

Clause 1. The way you chosen the films

| | | | |
|---------------|-------|-------------------|-----------|
| The way | you | Chosen | The flims |
| Circumstance: | Actor | Process: Material | Goal |

| | | | |
|--------|--|--|--|
| Manner | | | |
|--------|--|--|--|

Clause 2. Now i am driving past your house

| | | | |
|------------------------------|-------|--------------------|-----------------|
| Now | I | Am driving | Past your house |
| Circumstance: contingency | Actor | Process : material | Goal |

Clause 3. The lights are on

| | | | |
|------------|--------------------|------|--|
| The lights | Are | On | |
| Actor | Process : material | Goal | |

Clause 4. If you are making eyes

| | | | |
|----|-------|--------------------|------|
| If | You | Are making | Eyes |
| | Actor | Process : material | Goal |

Clause 5. That would hold you close (that i would hold you close)

| | | | |
|------|-------|--------------------|-----------|
| That | I | Would hold | You close |
| | Actor | Process : material | Goal |

Clause 6. The way you left my car a mess

| | | | |
|-------------------------|-------|--------------------|---------------|
| The way | You | Left | My car a mess |
| Circumstance: manner | Actor | Process : material | Goal |

Clause 7. The way you took up half the bed that empty space

| | | | |
|-------------------------|-------|--------------------|----------------------------------|
| The way | You | Took up | Half the bed that empty space |
| Circumstance: manner | Actor | Process : material | Goal |

Mental Process:

Mental processes reflect one's thoughts, feelings, or inner experiences, such as showing thoughts and feelings of longing for a loved one. For example:

Clause 8. I Miss you

| | | | |
|--------|------------------|------------|--|
| I | Miss | You | |
| Senser | Process : mental | Phenomenon | |

Clause 9. We watched (We watched the films)

| | | | |
|--------|------------------|------------|--|
| we | Watched | The films | |
| Senser | Process : mental | Phenomenon | |

Clause 10. I Will Miss you, baby

| | | | |
|--------|---------------------|------------|---------------------------|
| I | Will miss | You | Baby |
| Senser | Process : mental | Phenomenon | Circumstance:relationship |

Clause 11. Maybe i would never have to Miss you

| | | | |
|-------|--------|------------------|-------------|
| Maybe | I | Would never have | To miss you |
| | Senser | Process : mental | Phenomenon |

Clause 12. You forgot

| | |
|--------|------------------|
| You | Forgot |
| Senser | Process : mental |

Clause 13. I wish

| | |
|--------|------------------|
| I | Wish |
| Senser | Process : mental |

Clause 14. I know

| | |
|--------|------------------|
| I | Know |
| Senser | Process : mental |

Clause 15. You are not alone

| | | |
|--------|-----------------|------------|
| You | Are not | Alone |
| Senser | Process: mental | Phenomenon |

Clause 16. I wonder

| | |
|--------|-----------------|
| I | Wonder |
| Senser | Process: mental |

Clause 17. If he loves you like (I do)

| | | | |
|----|--------|-----------------|---------------|
| If | He | Loves | You like I do |
| | Senser | Process: mental | Phenomenon |

Clause 18. You remind me of the things

| | | |
|--------|-----------------|------------------|
| You | Remind | Me of the things |
| Senser | Process: mental | Phenomenon |

Clause 19. I hope (I hope you)

| | | |
|--------|-----------------|------------|
| I | Hope | You |
| Senser | Process: mental | Phenomenon |

Clause 20. And i can't help my self

| | | | |
|-----|--------|-----------------|------------|
| And | I | Can't help | Myself |
| | Senser | Process: mental | Phenomenon |

Relational Process:

Relational processes describe the relationships between entities. Such indicates a close past relationship between two individuals. There are 2 relational types that appear in this song namely Relational attributive dan relational identifying.

Example of relational attributive:

Clause 21. Your name is still on my coffee cup

| | | |
|-----------|------------------------------|------------------------|
| Your name | Is | Still on my coffee cup |
| Carrier | Process:relational;attribute | Attribute |

Example of relational identifying:

Clause 22. And now i am just somebody

| | | | |
|---------|-------|--------------------------------|---------------|
| And now | I | Am | Just somebody |
| | Token | Process:relational:identifying | Value |

Clause 23. It was a year ago

| | | |
|-------|--------------------------------|------------|
| It | Was | A year ago |
| Token | Process:relational;identifying | Value |

Clause 24. You are well

| | | |
|-------|----------------------------------|-------|
| You | Are | well |
| Token | Process: relational; identifying | Value |

Verbal Process:

Verbal processes are related to language and communication. Such as showing the use of words to convey feelings that are not honest. Example:

Clause 25. If only i had told you that before

| | | | | |
|---------|-------|-----------------|--------|-------------|
| If only | I | Had told | You | that before |
| | Sayer | Process: verbal | Target | Verbiage |

Clause 26. The way you said that only i could do

| | | | |
|---------------------|-------|-----------------|----------------------|
| The way | You | Said | That only I could do |
| Circumstance:manner | Sayer | Process; verbal | Verbiage |

Clause 27. That i could tell you

| | | | |
|------|-------|-----------------|--------|
| That | I | Could tell | You |
| | Sayer | Process: verbal | Target |

Clause 28. That i am not doing it

| | | | |
|------|-------|----------------|--------|
| That | I | Am not doing | It |
| | Sayer | Process:verbal | Target |

Behavioral Process:

Behavioral processes involve actions and behavior. Like showing effort to forget the past but hard to let go. Example:

Clause 29. Singing by the Kitchen sink (i am Singing by the Kitchen sink)

| | | |
|---------|--------------------|--------------------------------|
| I | Am singing | By the kitchen sink |
| Behaver | Process:behavioral | Circumstance :location;spatial |

Clause 30. Not knowing i was listening

| | | |
|---------------------------|----------|--------------------|
| Not knowing | I | Was listening |
| Circumstance: contingency | behavior | Process:behavioral |

Clause 31. You embody everything

| | | |
|---------|---------------------|---------------------------|
| You | Embody | Everything |
| Behaver | Process: behavioral | Circumstance :contingency |

The data analyzed by the researchers were obtained from the lyrics of the song " a year ago". Each clause in the lyrics of the song was analyzed and converted into a table of components of the transitivity system. Participants has 7 types, namely : actor, senser, carrier, token, possessor, behavior, and sayer. In the process it is classified into : material, behavioral, mental, verbal, relational process. And in the circumstances it is classified into location, relationship, manner, dan contingency.

1. Process

There are 31 clauses found in the lyrics of the song " a year ago" . There are 31 processes found in this study. The highest process is mental with a total of 13 processes and obtains a presentation of (42 %).

Table 1. Kind of processes found in the song lyrics

| No | Process | Sum | Percentage |
|----|--------------------------|-----|------------|
| 1 | Material | 7 | 23 % |
| 2 | Mental | 13 | 42 % |
| 3 | Relational (attribute) | 1 | 3 % |
| 4 | Relational (identifying) | 3 | 10 % |
| 5 | Behavioral | 3 | 13 % |
| 6 | Verbal | 4 | 9 % |
| | Total | 31 | 100 % |

2. Participants

There were 74 participants found in this study. The highest participants were sensers and actor with a total of 20 presentations (30 %).

Table 2. Kind of participants found in the song lyrics

| No | Participants | Sum | Percentage |
|----|--------------|-----|------------|
| 1 | Actor | 7 | 13 % |
| 2 | Senser | 13 | 24 % |
| 3 | Carrier | 1 | 2 % |
| 4 | Token | 3 | 5 % |
| 5 | Behaver | 3 | 5 % |
| 6 | Sayer | 4 | 7 % |
| 7 | Goal | 7 | 13 % |
| 8 | Phenomenon | 9 | 16 % |
| 9 | Value | 3 | 5 % |
| 10 | Attribute | 1 | 2 % |
| 11 | Verbiage | 2 | 4 % |
| 12 | Target | 2 | 4 % |
| | Total | 74 | 100 % |

3. Circumstances

There are 9 states found in the lyrics of the song a year ago. The highest state is the manner with a total of 4 and a presentation of (45 %).

Table 3. Kind of circumstances found in the song lyrics

| No | Circumstances | Sum | Percentage |
|----|---------------|-----|------------|
| 1 | Location | 1 | 12 % |
| 2 | Relationship | 1 | 12 % |
| 3 | Manner | 4 | 45 % |
| 4 | Contigency | 3 | 33 % |
| | Total | 9 | 100 % |

DISCUSSION

The results of the analysis show that the song "A Year Ago" by James Arthur contains various experiential processes that reflect the author's personal experiences and emotions. The focus of the analysis is in identifying and drawing various types of processes in the Experiential function as well as data sources from this study obtained through applications such as Google, YouTube. The results of the analysis are in the form of grouping clauses into various experiential processes such as material, mental, relational, verbal, and behavioral. The analytical method used is qualitative analysis. This study aims to understand how the songwriter expresses experiences, emotions, and perceptions through the language in the song. Through these processes, it can be concluded that this song describes a person's longing for his ex-girlfriend and the longing that is too deep makes it painful. The lyrics of this song show the powerful influence of the writer's life and personal experience, and provide an opportunity for listeners to feel and feel the story conveyed through the song.

This research about analysis song with theory of systemic functional is different with the previous studies conducted before. There was a research by Ningtyas, Rukmini and Yulianto (2023) in their research entitled *The Metafunction Meaning of Systemic Halliday to Analyze the Interpersonal Meaning in the Adele Album*. Their research dealt with interpersonal meaning, which pertains to how language is used in interactions, including maintaining social relations, expressing attitudes, and influencing others. Method used was descriptive qualitative research to analyze interpersonal meaning in the song "Someone Like You" from Adele's "21" album. They identified five types of deixis in the song's clauses: spatial, temporal, personal, social, and discourse. After interpreting and analyzing the lyrics, it can be concluded that "Someone Like You" is a song about Adele's feelings of sickness, seeing her ex-boyfriend marry another woman, and him having a happy life with her. Even though Adele still loves her ex-boyfriend very much and cannot forget his ex-girlfriend, she has come to terms with the situation and has learned to let go. "Someone Like You" is an exceptional song that teaches important life lessons through its lyrics, such as learning to let go and not regretting past events.

From the previous study mentioned, the researchers would like to discuss about the similarities and differences with this research. The differences can be depicted into some points. First, the objective of this study is to the analysis for identifying and describing the various types of processes within the Experiential Function that are present in the song's lyrics, meanwhile the objective of the previous study was to analyse the clauses of the songs based on the five types of deixis, namely spatial, temporal, person, social and discourse. Second, on the results from previous study uncovered three aspects derived from Halliday's analysis, including the five aspects of deixis analysis, which comprise person deixis, spatial deixis, temporal deixis, social deixis, and discourse deixis. Therefore, the moral of the song is to learn to let go and not to regret past events. Furthermore, previous study also revealed the meaning of deixis can be analyzed semantically to understand its substantive significance and its effects on the entire song lyrics. The interpretation of song lyrics is multi-faceted and dependent on the listener or the singer, as well as the context of the song, which does not refer to a specific time or place. While, this research showed that the Experiential Function analysis helps to understand how the songwriter expresses their experiences, emotions, and perceptions through language in the song. By interpreting the data, the study aims to gain insights into the songwriter's creative expression and understand how experiences and emotions are conveyed through language in the song. The analysis sheds light on the subjective experiences depicted in the song, enhancing the audience's connection and appreciation of its meaning. Besides the contrast, there are some similarities depicted from both researches. First, the data used for both studies were the songs and in the scope of literature. Second, both researches used qualitative as the design of research. Based on the

discussion mentioned, the researchers assume that ideational metafunctions can be used to investigate meaning through the elements.

Numerous prior studies in the field of systemic functional linguistics of songs have concentrated on investigating the meaning of songs by analyzing the types of metafunctions, ideational, interpersonal, and textual (Pranoto, Setiyadi, & Kuswardani, 2020; Rohmah & Silalahi, 2023; Laiyinah, Verayanti, & Purba, 2022; Susanto & Watik, 2017; Medina & Noorman, 2019; Yuningsih, 2018). However, much of the literature has not focused on comparing the translational and cultural perspectives of song meanings. Most studies have only focused on analyzing and demonstrating the analysis with transitivity text analysis.

Based on the analysis of interpersonal and ideational meaning in song lyrics, researchers suggest that understanding the specific topic of song lyrics more deeply requires considering figurative expressions (metaphors and idioms) in song lyrics and focusing on the context of songs. The complexity of song language use implies a complex analysis of systemic functional linguistics. The contribution of interpersonal meaning used in the lyrics of songs can be useful in teaching modern English grammar to help students more easily and interestingly analyze the interpersonal meaning of their favorite song or singer. Therefore, it still opens the opportunity for future researchers to conduct a more comprehensive analysis. Finally, researchers hope that more research on multimodal analysis will be conducted in other fields to gain a better understanding of MDA to meet human needs in the field of understanding the meaning of songs.

CONCLUSION

The song "A Year Ago" by James Arthur utilizes various experiential processes to convey the songwriter's personal experiences and emotions. The analysis of the song lyrics revealed the presence of material, mental, relational, verbal, behavioral, and existential processes, each serving a unique purpose in expressing the songwriter's thoughts and feelings. The material processes in the song depict physical actions or events, providing tangible descriptions of experiences. The mental processes focus on the songwriter's thoughts, feelings, and perceptions, offering insights into their inner world. Relational processes highlight the relationships and connections between individuals or entities, emphasizing the past connection between the songwriter and their ex-girlfriend. Verbal processes capture communication and linguistic expression, showcasing dialogues, storytelling, and self-expression. Behavioral processes involve observable actions and behaviors, reflecting the songwriter's efforts to move on and let go. Lastly, existential processes explore concepts of existence, presence, and identity, contributing to a deeper understanding of the songwriter's reflection and introspection. Through the utilization of these experiential processes, the songwriter effectively communicates their emotions and experiences to the listeners. The lyrics of "A Year Ago" provide a glimpse into the songwriter's personal journey and create a meaningful connection with the audience. The analysis of the song lyrics demonstrates the power of language and the experiential function in conveying meaning and emotions in songwriting. It highlights the importance of understanding the various processes and participants involved in expressing experiences and feelings through language. By analyzing song lyrics, we can gain a deeper appreciation for the creative expression and storytelling found in music.

REFERENCES

- Anjarwati, R., Setiawan, S., & Laksono, K. (2021). Experiential meaning as meaning making choice in article writing: A case study of female and male writers. *Heliyon*, 7(4), e06909. <https://doi.org/10.1016/J.Heliyon.2021.E06909>

- Amalia, F. R., & Pramudyawardhani, S. R. (2016). The Analysis of Metafunctions on the Song Lyric "Hero": Array. *Jurnal Dialektika Program Studi Pendidikan Bahasa Inggris*, 4(2), 18-38.
- Andayani, A., Herman, H., Syathroh, I. L., Fatmawati, E., Syahrul, N., Al-Awawdeh, N., Batubara, J. & Saputra, N. (2023). Inquiry into the challenges of translating idioms extracted from musical lyrics. *Research Journal in Advanced Humanities*, 4(3). <https://doi.org/10.58256/rjah.v4i3.1274>
- Arribas, M., Oliver, D., Patel, R., Kornblum, D., Shetty, H., Stahl, D., Koutsouleris, N., McGuire, P., & Fusar-Poli, P. (2023). Characterising the transdiagnostic prodrome to severe mental disorders with natural language processing: an electronic health record study. *Neuroscience Applied*, 2, 103058. <https://doi.org/10.1016/j.NSA.2023.103058>
- Batubara, J., Syarifudin, A., Syathroh, I. L., Herman, H., Yasaviyevna, D. S., & Al-Awawdeh, N. (2023). Challenges of Translating Slang Expressions in American Song Lyrics of the 21st Century into the Arabic Language. *International Journal of Membrane Science and Technology*, 10(2), 131-139. <https://doi.org/10.15379/ijmst.v10i2.1162>
- Baxodirjon, B. (2023). The main conceptions for language 1 and language 2 acquiring. *International Journal Of Literature And Languages*, 3(04), 1-5. <https://doi.org/10.37547/IJLL/VOLUME03ISSUE04-01>
- Bell, J. G., McVicar, A. H., Park, M. T., & Sargent, J. R. (1991). High dietary linoleic acid affects the fatty acid composition of individual phospholipids from the tissues of Atlantic salmon (*Salmo salar*): association with stress susceptibility and cardiac lesions. *The Journal of nutrition*, 121(8), 1163-1172. <https://doi.org/10.1093/jn/121.8.1163>
- Bilewicz, M., & Soral, W. (2020). Hate Speech Epidemic. The Dynamic Effects of Derogatory Language on Intergroup Relations and Political Radicalization. *Political Psychology*, 41(S1), 3-33. <https://doi.org/10.1111/POPS.12670>
- Boccia, C. (2021). Teaching and learning interpersonal meanings in EFL in the school years. *System*, 101, 102571. <https://doi.org/10.1016/j.SYSTEM.2021.102571>
- Boyd, R. L., & Schwartz, H. A. (2021). Natural Language Analysis and the Psychology of Verbal Behavior: The Past, Present, and Future States of the Field. *Journal of Language and Social Psychology*, 40(1), 21-41. <https://doi.org/10.1177/0261927X20967028>
- Chang, P., & Lee, M. (2019). Exploring textual and interpersonal Themes in the expository essays of college students of different linguistic backgrounds. *English for Specific Purposes*, 54, 75-90. <https://doi.org/10.1016/j.ESP.2019.01.002>
- Damsgaard, J. B., Pilegaard, M., & Brinkmann, S. (2023). Embodied relational research: How can researchers' competences in exploring existential aspects be enhanced? *Scandinavian Journal of Caring Sciences*, 37(2), 424-433. <https://doi.org/10.1111/SCS.13125>
- Dey, M. (2021). Psychological processes in language learning and teaching: Scoping review and future research directions. *Journal of Psychological Perspective*, 3(2), 105-110. <https://doi.org/10.47679/JOPP.321532021>
- Fadilah, R., & Kuswoyo, H. (2021). Transitivity analysis of presidential debate between trump and Biden in 2020. *Linguistics and Literature Journal*, 2(2), 98-107. <https://doi.org/10.33365/LLJ.V2I2.1374>
- Fedeli, D., Del Maschio, N., Sulpizio, S., Rothman, J., & Abutalebi, J. (2021). The bilingual structural connectome: Dual-language experiential factors modulate distinct cerebral networks. *Brain and Language*, 220, 104978. <https://doi.org/10.1016/j.BAndL.2021.104978>
- Finnman, J., Söderbäck, M., Sjöman, M., Welander, J., & Almqvist, L. (2024). Challenges to Relational Commitments of Preschool Staff in Supporting Children in Contexts with

- a High Proportion of Early Second Language Learners in Sweden. *Early Education and Development*, 35(3), 628–646. <https://doi.org/10.1080/10409289.2023.2188866>
- Fontaine, L., & Mc Cabe, A. (2023). Systemic functional linguistics. *The Routledge Handbook of Applied Linguistics*, 322–335. <https://doi.org/10.4324/9781003082644-27/Systemic-functional-linguistics-lise-fontaine-anne-mccabE>
- Fronzetti Colladon, A., Toschi, L., Ughetto, E., & Greco, F. (2023). The language and social behavior of innovators. *Journal of Business Research*, 154, 113317. <https://doi.org/10.1016/j.jbusres.2022.113317>
- Gagliardi, G. (2024). Natural language processing techniques for studying language in pathological ageing: A scoping review. *International Journal of Language & Communication Disorders*, 59(1), 110–122. <https://doi.org/10.1111/1460-6984.12870>
- Gerot, L., & Wignell, P. 1994. *Making Sense of Functional Grammar*. Australia: Gerd Stabler.
- Gkonou, C., & Miller, E. R. (2023). Relationality in language teacher emotion regulation: Regulating emotions through, with and for others. *System*, 115, 103046. <https://doi.org/10.1016/j.SYSTEM.2023.103046>
- Grant, J. B., & Reed, S. M. (2024). Existential Advocacy in Nursing Care: A Concept Analysis. *Nursing Forum*, 2024, 1–12. <https://doi.org/10.1155/2024/8475749>
- Hanifa, S., & Ardi, H. (2023). Transitivity Analysis in Short Story “The Last Leaf” By O. Henry. *English Language and Literature*, 12(3), 456–464. <https://doi.org/10.24036/ELL.V12I3.116308>
- Halliday, M.A.K. 1994. *An Introduction to functional Grammar: Second Edition*. London: Edward Arnold.
- Hatab, L. J. (2024). Existential phenomenology and concepts: Thinking with Heidegger. *The Routledge Handbook of Contemporary Existentialism*, 13–23. <https://doi.org/10.4324/9781003247791-3/Existential-phenomenology-concepts-lawrence-hatab>
- Herman. (2014). *An experiential function on students genre of writing*. Jakarta: Moeka publishing page.
- Herman, Rafiek, M., Agustina, T., Saddhono, K., Malabar, S., Saputra, N., and Purba, R. (2023a). Exploring the Metafunctions to Improve EFL learners' Writing Ability in the Perspective of Systemic Functional Linguistics. *Research Journal in Advanced Humanities*, 4(2). <https://doi.org/10.58256/rjah.v4i2.1195>
- Herman H, Purba R and Saputra N. (2023b). The realization of interpersonal meanings in cosmetic Maybelline New York in 2018 advertisements. *F1000Research* 2023, 12:968. <https://doi.org/10.12688/f1000research.129750.1>
- Hunter, D., Oates, R., Anderson, N., Kok, D., Sapkaroski, D., & Wright, C. (2023). Validation testing of a language translation device for suitability in assisting Australian radiation therapists to communicate with Mandarin-speaking patients. *Technical Innovations & Patient Support in Radiation Oncology*, 26, 100207. <https://doi.org/10.1016/j.Tipsro.2023.100207>
- Ismail, D., & Dahlia, A. (2024). How the participants in mental processes involving the verbs “make,” “take,” and “have” represent the meaning of clauses: grammatical metaphors in a functional grammar study. *English Journal Literacy Utama*, 8(1), 16–26. <https://doi.org/10.33197/Ejlitama.V8I1.242>
- Kridalaksana, H. (2009). *Linguistic Dictionary (Fourth Edition-Second Printing)*. Jakarta: PT Gramedia.
- Laiyindah, N., Verayanti, V., and Purba, D. (2022). Analysis of Speech Function in Miley Cyrus's Selected Songs Lyrics: Systemic Functional Linguistic. *Jurnal Littera: Fakultas Sastra Darma Agung, [S.l.]*, v. 1, n. 1, p. 37-48. Available at: <http://jurnal.darmaagung.ac.id/index.php/littera/article/view/1299>

- Lacan, J., Sheridan, A., & Bowie, M. (2020). The Function and Field of Speech and Language in Psychoanalysis. *Écrits*, 33–125. <https://doi.org/10.4324/9781003059486-3>
- Lai, Y., Saab, N., & Admiraal, W. (2022). University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction. *Computers & Education*, 179, 104413. <https://doi.org/10.1016/j.COMPEDU.2021.104413>
- Li, M., & Wang, R. (2023). Chatbots in e-commerce: The effect of chatbot language style on customers' continuance usage intention and attitude toward brand. *Journal of Retailing and Consumer Services*, 71, 103209. <https://doi.org/10.1016/j.JRETCONSER.2022.103209>
- Li, X., & Qu, Q. (2024). Verbal working memory capacity modulates semantic and phonological prediction in spoken comprehension. *Psychonomic Bulletin and Review*, 31(1), 249–258. <https://doi.org/10.3758/S13423-023-02348-5/Metrics>
- Maulah, K., & Pramudyawardhani, S. R. (2022). Interpersonal, Ideational, and Textual Meanings Analysis on Joanna Fuchs' Poems: Star Teacher, Important Teacher, and Number One Teacher: Array. *Dialectic Journal of English Education Study Program*, 10(1), 104-114.
- Makaroglu, B. (2024). The grammaticalization of the existential sign VAR in Turkish Sign Language: a Construction Grammar approach. *Folia Linguistica*. <https://doi.org/10.1515/Flin-2024-2020/machinereadablecitation/RIS>
- Mashrabovna, U. M., & Alievna, B. O. (2023). Cognitive factors in language acquisition. *International Journal of Formal Education*, 2(7), 47–51. <http://journals.academiczone.net/index.php/ijfe/article/view/1097>
- Medina, R. S. and Noorman, S. (2019). Interpersonal Meaning Analysis of Selected Song Lyrics from Queen's Greatest Hits Album. *Advances in Social Science, Education and Humanities Research, volume 430. Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*, 165-170. <https://doi.org/10.2991/assehr.k.200406.033>
- Nedergaard, J. S. K., Wallentin, M., & Lupyan, G. (2022). Verbal interference paradigms: A systematic review investigating the role of language in cognition. *Psychonomic Bulletin & Review* 2022 30:2, 30(2), 464–488. <https://doi.org/10.3758/S13423-022-02144-7>
- Ningtyas, P. I., Rukmini, D. and Yulianto, H. J. (2023) The Metafunction Meaning of Systemic Halliday to Analyze the Interpersonal Meaning in the Adele Album. *English Education Journal*, 13(4), 497-505. <https://doi.org/10.15294/r66crt12>
- Nunan, D. 1991. *Language Teaching Methodology*. Hemel Hempstead: Prentice Hall.
- Nur, S. (2015). Analysis of interpersonal metafunction in public speeches: A case study of Nelson Mandela's presidential inauguration speech. *The International Journal of Social Sciences*, 30(1), 52-63
- Olivetti, E. A., Cole, J. M., Kim, E., Kononova, O., Ceder, G., Han, T. Y. J., & Hiszpanski, A. M. (2020). Data-driven materials research enabled by natural language processing and information extraction. *Applied Physics Reviews*, 7(4). https://doi.org/10.1063/5.0021106/19742926/041317_1
- Pérez-Mercado, R., Balderas, A., Muñoz, A., Cabrera, J. F., Palomo-Duarte, M., & Doderó, J. M. (2023). ChatbotSQL: Conversational agent to support relational database query language learning. *SoftwareX*, 22, 101346. <https://doi.org/10.1016/j.SOFTX.2023.101346>
- Prasetyani, N. Y., Fitriafi, T. N., & Maisarah, M. (2023). Mental Process in Milk and Honey Poems Collection by Rupi Kaur. *Journal of English Language Teaching, Literatures, Applied Linguistic (jeltlal)*, 1(2), 34–53. <https://merwinspy.org/journal/index.php/jeltlal/article/view/85>

- Pranoto, H., Setiyadi, D. and Kuswardan, Y. (2020). An Analysis of Interpersonal Metafunction in “A Head Full of Dreams” Coldplay’s Album of Song Lyrics. *Linguamedia Journal*, 1(2), 1-9. <http://dx.doi.org/10.56444/lime.v1i2.1607>
- Purba, N., Sirait, J., Syathroh, I. L., Sitompul, H. T., Purba, E., Br. Situmorang, N. M., Herman, H. and Fatmawati, E. (2024). Functional Systemic Role Analysis (FSRA) on Early Childhood in the Development of Vocabulary: Insights from Indonesia. *International Journal of Religion*, 5(3), 322-330. <https://doi.org/10.61707/3ymj6v90>
- Rohmah, D. L., & Silalahi, P. V. (2023). Empowerment in Seven Selected American Songs: The Ideational and Interpersonal Meaning Title. *Cultural Narratives*, 1(1), 13–19. Retrieved from <https://jurnal.erapublikasi.id/index.php/JOEL/article/view/443>
- Suhandra, I. R. (2019). Studi Komparatif Makna Konotasi Warna Dalam Budaya Masyarakat Barat Dan Masyarakat Suku Sasak Lombok Indonesia. *Cordova Journal language and culture studies*, 9(1), 17-38. <https://doi.org/10.20414/cordova.v9i1.1774>
- Simanjuntak, N., Simaremare, R. M., Saputra, N., Ngongo, M., and Herman, H. (2022). ‘We all are perfectly imperfect’: An interpersonal metafunction of Muniba Mazari’s speech in a case on systemic functional linguistics. *English Review: Journal of English Education*, Vol. 10, No. 3, PP. 793-800. DOI: [10.25134/erjee.v10i3.7087](https://doi.org/10.25134/erjee.v10i3.7087)
- Susanto, D. A. and Watik, S. (2017). The interpersonal meaning realized in the lyrics of Christina Perri’s Album “Lovestrong” and the contribution for teaching of a modern English grammar. *Deiksis*, 9(3), 283-291. <http://dx.doi.org/10.30998/deiksis.v9i03.962>
- Yuningsih, Y. (2018). An appraisal analysis: The interpersonal meanings in the discourse of a lyric. *Getsempena English Education Journal (GEEJ)*, 5(2), 74-81. doi: <https://dx.doi.org/10.29408/veles.v1i1.393>
- Tong, Z., Yu, R., & Xiao, H. (2023). How should cities communicate? The interaction effect of city stereotypes and advertising language on travel intention. *Journal of Destination Marketing & Management*, 27, 100755. <https://doi.org/10.1016/j.jdmm.2022.100755>
- Vaithilingam, P., Zhang, T., & Glassman, E. L. (2022). Expectation vs. Experience: Evaluating the Usability of Code Generation Tools Powered by Large Language Models. *Conference on Human Factors in Computing Systems - Proceedings*. <https://doi.org/10.1145/3491101.3519665>
- Wang, L., Ma, C., Feng, X., Zhang, Z., Yang, H., Zhang, J., Chen, Z., Tang, J., Chen, X., Lin, Y., Zhao, W. X., Wei, Z., & Wen, J. (2024). A survey on large language model based autonomous agents. *Frontiers of Computer Science*, 18(6), 1–26. <https://doi.org/10.1007/S11704-024-40231-1/Metrics>
- Xu, Y., Zhang, L., & Liu, P. (2024). You must separate: How perceived importance and language intensity promote waste separation. *Journal of Environmental Management*, 354, 120267. <https://doi.org/10.1016/j.jenvman.2024.120267>
- Yan, X., Zhang, C., & Fan, J. J. (2018). “Assessment knowledge is important, but ...”: How contextual and experiential factors mediate assessment practice and training needs of language teachers. *System*, 74, 158–168. <https://doi.org/10.1016/j.SYSTEM.2018.03.003>
- Zhang, B. Y., & Sandaran, S. C. (2024). *The Mental Processes in Beauty of Shaanxi: An Ecological Discourse Analysis Perspective*. 627–638. https://doi.org/10.1007/978-3-031-48770-5_50