



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

THE ANALYSIS OF EXPERIENTIAL FUNCTION IN PUBLIC SPEECHES OF BILL AND MELINDA GATES'

A Thesis

Submitted to the English Language and Teaching Department
Tarbiyah and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon in Partial Fulfillment of the
Requirement of Undergraduate Degree



Submitted by:

IKBAL JAMALUDIN

Reg. Number 14121310304

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY OF
SYEKH NURJATI ISLAMIC INSTITUTE CIREBON**

2016M/1437H



ABSTRACT

JAMALUDIN IKBAL. 14121310304: “THE ANALYSIS OF EXPERIENTIAL FUNCTION IN PUBLIC SPEECHES OF BILL AND MELINDA GATES”

This research is explored the issue on how the experiential function is interpreted and produced by Bill and Melinda Gates in 123rd Stanford Commencement Speech 2014. Experiential function in public speeches plays an important role in determining ideational meaning. This investigation will be focused on Halliday’s dimension of contexts. As Eggins (2004: 352) states that text is not life – it is life mediated through the symbolic system of language, that is the experiences we go through life consists of ‘going on’ – happening, doing, sensing, meaning, being, and becoming – in the speech or text. As systemic functional Grammar (SFG) framework will be used as a key analytical tool in revealing how lexical choices or grammar shapes meanings in 123rd Stanford Commencement Speech. In term of context of situation, as suggested by Halliday & Webster (2009: 7) field represents the selection of options from experiential system, which is choices to transitivity structure, or process types, participant roles, and circumstances elements.

This research has the aims: 1) to uncover what the system of transitivity construction by both Bill and Melinda Gates’ in 123rd Stanford Commencement Speech 2014, 2) to uncover the different construction of field of discourse between Bill and Melinda Gates’. Then, this research used qualitative method, exactly qualitative research non-interactive, which is called content analysis as Fraenkl & Wallen (2009: 483). This method conducted interpreting based on the analysis of monologue speech video. So, this research did not collect the data interactively through interaction with human data resources. This research used three techniques in collecting data, such as: 1) organizing and familiarizing, 2) coding and reducing, 3) interpreting and representing.

The result of this research shows that material process are used by both of the speaker, but there is the different choices in mental process. In Bill’s speech, he is more used mental cognition process with 18.43% while mental affection or 10.13% is dominant of process types around Melinda’s speech. Then, sener is dominant around Bill’s speech with 18.67% and we will be seen that phenomenon is more used by Melinda with 14.33%. For circumstances elements, both of the speaker are dominant used circumstance of location with 58.73% in Bill’s speech, while in Melinda’s speech with 41.02%.

The result of second is Bill used mental cognition process as the dominant in his speech. It represented that Bill as the thinker, and propose his opinions about the issues around his journey. In the speech, Bill talks about the power of optimism while Melinda also used mental affection is more in her speech. It represented that she is feeling and worries about the issue around her journey. Melinda talks about empathy and she also wants to persuade the audiences how the empathy will make better world by our optimism correlates in her journey.

Key words: *Experiential function, Transitivity system, Field of discourse*



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang
 © Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

RATIFICATION

This thesis which entitled **“THE ANALYSIS OF EXPERIENTIAL FUNCTION IN PUBLIC SPEECHES OF BILL AND MELINDA GATES”** written by Ikbal Jamaludin, registered numbers 14121310304 has been examined on July 28th, 2016. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>10-08-2016</u>	
The Secretary of English Language Teaching Department <u>Sumadi, SS., M.Hum</u> NIP. 19701005 20000031 002	<u>10-08-2016</u>	
Examiner 1 <u>Dr. Septi Gumiandari, M.Ag</u> NIP. 19730906 199803 2 002	<u>10-08-2016</u>	
Examiner 2 <u>Mustopa, M.Ag</u> NIP. 19660815 200501 1 003	<u>09-08-2016</u>	
Supervisor 1 <u>Dr. Tedi Rohadi, M.Pd, S.E., Dipl. TEFL</u> NIP. 19680309 200801 1 017	<u>10-08-2016</u>	
Supervisor 2 <u>Dr. Hj. Huriyah Shaleh, M.Pd</u> NIP. 19610112 198903 2 005	<u>10-08-2016</u>	

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon



Dr. Hman Nafi'a, M.Ag
 NIP. 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang
 © Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

TABLE OF CONTENT

TITLE	i
ABSTRACT	ii
APPROVAL	iii
OFFICIAL NOTE	iv
LETTER OF AUTHENTICITY	v
RATIFICATION	vi
AUTOBIOGRAPHY	vii
MOTTO	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
PREFACE	xii
TABLE OF CONTENT	xiii
LIST OF CHART	xvi
LIST OF TABLE	xviii
LIST OF APPENDIX	xix
CHAPTER 1 INTRODUCTION	1
1.1 Research Background	1
1.2 Focus of the Study	5
1.3 Research Questions	7
1.4 Aims of the research	7
1.5 Significance of the Research	7
1.6 Previous Study	8
1.7 Frame of Thought	10
1.7.1 Ideational Meaning	10
1.7.2 Experiential Function	11
1.7.3 Transitivity System	11
1.7.4. Recount Text	17
1.8 Research Method	19
1.8.1 Source of Data	19



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

1.8.2	Research Design	19
1.9	Research System	20
1.9.1	Techniques of Collecting Data	20
1.9.2	Techniques of Analyzing Data	21
1.10	Research Timelines	25

CHAPTER II THE SYSTEM OF TRANSITIVITY CONSTRUCTION

	BY BOTH BILL AND MELINDA GATES	26
2.1	Data Topography	28
2.2	Clauses Construction	29
2.2.1	Independent Clauses	30
2.2.2	Dependent Clauses	31
2.3	Types of Clauses	34
2.3.1	Noun Clauses	36
2.3.2	Adjective Clauses	37
2.3.3	Adverbial Clauses	38
2.4	Types of Sentences	42
2.4.1	Simple Sentences	43
2.4.2	Compound Sentences	44
2.4.3	Complex Sentences	46
2.4.4	Compound-complex Sentences	47
2.5	The Percentages of Transitivity Elements	50
2.5.1	Process Types	51
2.5.1.1	Process Types used by Bill	58
2.5.1.2	Process types used by Melinda	59
2.5.2	Participants Roles	61
2.5.2.1	Participants Roles constructed by Bill	62
2.5.2.2	Participants Roles constructed by Melinda	64
2.5.3	Circumstances Elements	67
2.5.2.1	Circumstance Elements constructed by Bill	70
2.5.2.2	Circumstance Elements constructed by Melinda	73
2.6	Recount Text and Their Structures	75



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

2.6.1	Generic Structures and System of Transitivity constructed by Bill	76
2.6.2	Generic Structures and System of Transitivity constructed by Melinda	85

**CHAPTER III THE DIFFERENT CONSTRUCTION OF FIELD OF
DISCOURSE BETWEEN BILL AND MELINDA
GATES' 95**

3.1	Field of Discourse in the Speech	97
3.1.1	Field of Discourse in Bill's Speech	97
3.1.2	Field of Discourse in Melinda's Speech	105
3.2	The Different Construction of field of discourse	110

CHAPTER IV CONCLUSION AND SUGGESTION 112

4.1	Conclusion	112
4.2	Suggestion	113

BIBLIOGRAPHY 114

APPENDIX



CHAPTER I INTRODUCTION

1.1 Research Background

This study will explore experiential function in public speeches of Bill and Melinda Gate's at 123rd Stanford Commencement Speech 2014. The scope of this study also will analyze the main parts of transitivity system. In other hand, this study will analyze experiential function through public record (or form of monologue). This study inspired by Halliday & Webster (2007: 109) states that spoken discourse is organized around the clause, in the sense that most of experiential content is laid down in the transitivity. It means that the clause of grammar is not only a figure, representing some process — some doing or happening, saying or sensing, being or having — with its various participants and circumstances, which is system of transitivity. It approved by Martin, Matthiessen & Painter, 1997: 100) in Emilia (2014: 149) stated that the overall grammatical resource for constructing goings on. That is expressed in language: all the doing, sensing, being, saying, activities that happen in the world.

When we talk about language, meaning making practice that happened in grammar. Carter & McCarthy (2006: 2) in Emilia (2014: 23) explain that grammar is concerned with how sentences and utterances are formed. It is supported by Halliday & Webster (2009: 3) stated that a grammar is that abstract stratum of coding between meaning and expression; it is a resource for making meaning, and then Halliday & Matthiessen (2014: 21) in their statement that grammar is the central processing unit of language, the power house where meanings are created; it is natural that the systems of sound and of writing through which these meanings are expressed should reflect the structural arrangement of the grammar. That is why grammar became the central processing unit of language within meaning making practices, because the clauses of grammar representing some process in a context produces the implicit meaning of text.

As the language user or linguist, the obligation we have to do is turning experience into meaning, and finally into wording. According to Kuan-Hong Lin



(2011) stated that word and expression are tool speakers or addresses' use to impress others with their speech skills and grammar as a theory for representing human experience, roles and relation through networks of mood, topic, and logic with their diverse functions (Farzaneh, 2011). In similar view, Halliday (1985b: 12) in Emilia (2014: 19) stated that grammar is the key to language, it is the level of 'words in structure' since that is where the meanings are organized, processed, and packaged in a form that can be turned into an expression of some kind. So, this study is used to understand the reason what actually beyond the task is.

In discourse analysis, spoken discourse is grammatically complex as well. Halliday (1985) in Ibrahim (2014) argues that spoken language is usually grammatically complex and often accompanied by a relatively simple choice of words and spoken discourse is like a moving current – or, to vary the metaphor, its mode of complexity is choreographic, like the movement of a dance (Halliday & Webster, 2009: 77). In addition, Eggins (2004: 94) stated that there are linguistic features that are highly sensitive to mode variation; the degree of grammatical complexity, and the lexical density of the language chosen. It is also can give an understanding of meaning through the clause of grammar. From the Eggin's statement make the researcher curious to analyze the transitivity system is part of the experiential function in spoken discourse, exactly in public speeches deeply.

In the fact, the transitivity system is necessary part in public speech. It is used to understand realization or representation or symbolization of experiential function in situational context. Ezeifeke (2013) stated that the experiential function; meaning as content or as a representation of reality. Apart from that, by using transitivity model and the results emphatically declare that a language user uses language according to the social context, and the language choices vary as the function varies (Amna Iqbal, 2015). In similar view, Chen (2014) shows how speakers imagine in language their mental picture of reality and how they account for their experience of the world. Besides, the experiential functions allow us to express ideational meanings as we turn life into text (Eggins, 2004: 256).



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

This study is used to understand the transitivity system is part of the experiential function has a necessary role to express ideational meaning in the public speech. According to Emilia (2014: 77) stated that the ideational metafunction is to do with how language is used to represent experience, or to organize, understand, and express our perceptions of the world and our consciousness. Specifically, the experiential function belongs to ideational metafunction, and the transitivity system construes the world of experience into manageable set of process types Halliday (1994a:106), which is also termed as the clause as representation. The three elements of the transitivity system – participants, process types, and circumstances – are, in nature, constructing the events (Bumela, 2012). So, from three experts above make the researcher curious to explore how the transitivity system belongs to experiential function occurs in public speech.

Currently, we can see the real phenomenon that experiential function in ideational metafunction is more highly structured. The transitivity system, which is wished to provide guidance for the audiences about how the ideational meaning is created in the situational context. Then, it is become a crucial one because transitivity system of experiential function becomes one of ways to make our speech completely good. Experiential function concerns with the clauses that have guises. So, this study is very necessary to be explored.

Nowadays, there are some previous study which discussed about transitivity system of experiential function, such as Ibrahim (2014) focus on CDA (critical discourse analysis) by using transitivity system and speech act. Here, focusing the analysis on lexical choices and pronouns are used by the speaker. Besides, Hanh Thu (2012) shows the percentages of transitivity system are used in Hoa Pham's "Heroic Mother". The result of this study is how the participant roles, process types, and circumstances choices used in the text. Then, Jungling Wang (2010) concern about critical discourse analysis in political speech of Barack Obama. The subject of this study is, in which we can learn language how to serve ideology and power. In the other side, Kamal and Nesa (2012) identification power of language in political discourse. Here, focusing the analysis on three



process types, such as material, mental, and relational processes and modality. It can be seen how the ideologies and opinion of the speaker. Then, Qi wu (2012) concern about meta-functional study on existential processes in *Relentless Storm*, focus on this study embody the three meta-functional which can also be realized by different form.

From the previous study above, the researcher can conclude that there are five parts of previous study. First, Ibrahim (2014) focus on discourse analysis, and the tools for analysis by M.A.K. Halliday's transitivity and Paul Grice's speech act. Second, Hanh Thu (2012) talk about transitivity system in the main character of "Heroic Mother" story. Third, Jungling Wang (2010) concern about critical discourse analysis, and the tools for analysis by transitivity and modality. Fourth, Kamal and Nesa (2012) focus on analyze from critical perspective of Norman Fairclough (1995), and how ideology is confined to identification of transitivity and modality. Fifth, Qi wu (2012) concern about ideational metafunction, where features of transitivity is existential process that deeply talks about There, Process, Existent, and Circumstance, but he is not talk about six process type, and participant as part of experiential function belongs to ideational meaning.

Based on the concluded above, the researcher interest to explore deeply previous study of Qi wu (2012). In order to recognize more closely about how language realizes the meaning as the primary purpose of someone in public speech through ideational meaning, he analyzed about ideational meaning which is included experiential function, but he do not analyze what actually transitivity system and field (register) are. Then, before analyzing transitivity system is part of experiential function in ideational meaning that occurs in public speech, it has to consist of the three elements transitivity system – participants, process types, and circumstances. That is, the researcher will be tried to investigate the grammatical of transitivity belongs to experiential function in ideational meaning deeply.

The reason why researcher takes this problem because experiential function can be looked in public speech. It represented that she or he tries to organize what she or he says in a way that will make it easier for the hearer or the



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

reader to understand. So, it is really necessary in the public speech because when we analyze a text using the transitivity system we are talking about who, what, where, when, why, and how. This information is necessary to allow us to assess whether the text succeeds to achieve purposes (Emilia, 2014: 180). This study is very beneficial for many people - not just for researchers students, teachers. This study can be a guidance for someone to evaluate the self of identity, knowledge, experiences, capability, and motivation in speeches. Besides, this study is divided five parts. First, segmenting the data analysis into clauses while the second step is classifying the clauses into categories of independent and dependent clauses, types of clauses, and types of sentences which are including classification by clause structure. Third, the researcher is analyzing system of transitivity (Emilia, 2014: 181). Fourth, how the different construction of field of discourse between Bill and Melinda Gates'. Those are some aspects that really necessary to be help by students, teachers, and so on.

1.2 Focus of The Study

This study aims to explore experiential function of Bill and Melinda Gate's at 123rd Stanford Commencement Speech 2014. Actually, there are three types of meaning, such as: ideational meaning, interpersonal meaning, and textual meaning accordance to ((Eggins S. (2004); Gerot & Wignell (1994); Halliday (1985) in Bumela (2012). But, this study just investigated from perspective experiential function with respect to ideational meaning, how to every clauses was chosen in order to serve a specific purposes.

Besides, According to ((Halliday (1994); Gerot & Wignell (1994); Eggins S (2004); Halliday & Matthiessen (2004); Halliday & Webster (2009); Emilia (2014)) understand that the ideational metafunction is language as representation, as reflection of human experience, through the transitivity patterns of the grammar. While in the register (context of situation) experiential function related within field area, which is characteristic of field refers on what is going on, including activity focus (nature of social activity), and object focus (subject matter). The researcher believes that just ideational meaning which is analyzing texts in term of Process, participants, and circumstances can lead to students'



awareness of the purposes the speaker or the writer wants to achieve in using the text and the field of immediate situation and also provides language teachers with many ideas for experiential probe questions that students can use as they explore English clauses in whole texts (see But et al, 2000: 78) in (Emilia, 214: 169). So, based on theoretical framework above, the researcher believes that ideational meaning will be affected the transitivity system is part of the experiential function in public speech.

In this occasion, the ideational meaning is expressing how language represents experience, thought, and feelings of the world. Its talk about things, events/happenings, and circumstances which surrounds these happenings, and also realized in wordings through participants, processes, and circumstances (transitivity system), mainly related by the field of discourse ((Halliday (1994); Gerot & Wignell (1994); Eggins S (2004); Halliday & Matthiessen (2004); Halliday & Webster (2009); Emilia (2014)). That is, the relationship between context, meanings, and wordings. We can see on the tables, as follows:

Context ←-----→ Text		
Meanings ←-----→ Wordings		
Field (<i>What is going on?</i>)	Ideational	Transitivity (<i>Process, Participants, and Circumstances</i>)
Tenor (<i>Social relations</i>)	Interpersonal	Mood and Modality (<i>Speech rules, attitudes</i>)
Mode (<i>Contextual coherence</i>)	Textual	Theme, Cohesion

(Gerot & Wignell, 1994: 13)

In other words, this study will be tried to identify the number of clauses and count types of processes used, and their participants, also circumstances from the public speaker who has delivered monologue in form of speech. For the analysis, this study will be used public record (or form of monologue speech). It is supported by Ary (2010: 2) states that analyzing and interpreting recorded material to learn about human behavior, and it can be used public records, textbooks, letters, films, tapes, themes, reports, or other documents. In addition, Given (2008: 120) stated that identifying textual data addresses the transcript of speeches, interview, text, and the others. It is clear that transcript of speech and



public record (or form of monologue) is about what the analyst does with context, and text. This study also attempts to find answers to following in the part of study question.

1.3 Research Questions

Based on the relevant background above and the aims that lifted up in this study focused on analyzing experiential function of ideational meaning in public speech of Bill and Melinda Gate's: 123rd Stanford Commencement Speech 2014, the researcher just revealed two research question, such as:

1. What system of transitivity are constructed by both Bill and Melinda Gates' in 123rd Stanford Commencement Speech 2014?
2. How field of discourse are different constructed by Bill and Melinda Gates' in 123rd Stanford Commencement Speech 2014?

1.4 Aims of the Research

This research, as reflected in titled the analysis of experiential function, question all of which revolve around explores between transitivity system and field (context of situation) in public speech of Bill and Melinda Gate's, as follows:

1. To uncover the system of transitivity construction by both Bill and Melinda Gates' in 123rd Stanford Commencement Speech 2014;
2. To uncover the different construction of field of discourse between Bill and Melinda Gates in 123rd Stanford Commencement Speech 2014.

1.5 Significant of Research

This study to provide the reader through theoretically and practically social background as a sample to explore linguistic features of speeches from the perspective experiential function related field (context of situation). As follows:

Theoretically, this study is very beneficial for researcher and teachers. This study can used to understand how to analyze the experiential function in public speech is based on Halliday (1994; 2004; 2014) systemic functional linguistics by using transitivity system model. Besides, this study can be a reference for the next study or research. For teachers, knowledge of experiential function also provides language teachers with many ideas for experiential probe questions that students can use as they explore English clauses in whole texts



(Butt et al, 2000: 78) in Emilia (2014:169). Teachers can be used this study to increase students' ability within explore and build knowledge of experiential grammar patterns which typically structure different text types accordance to Emilia (2014: 170). For the researcher, this study makes functional grammar a powerful tool for analysis of spoken and written texts (Schleppegrell, 2004: 45), and the researcher is expected to begin using language in a new mode, writing, which brings with it new ways of grammatical organization (Schleppegrell, 2004: 21). Based on the notion, the researcher can investigate how different people are represented experiential function in the text, with words which have terms of positive or negative feel, terms of family relationship, and community role (Emilia, 2014: 172). All of them can add the researchers' knowledge about the necessary of experiential function belongs to ideational meaning in public speech.

Practically, this study has useful for students. Analyzing texts in terms of Process, Participants, and Circumstances can lead to students' awareness of the purpose the writer wants to achieve in using the text and the field of the immediate situation (Emilia, 2014: 169). Then, this study also can help students to understand content of public speech and evaluate it with regard to its suitability with the analysis from transitivity system, which is wished to provide guidance for students about how to make better public speech to achieve their purposes.

1.6 Previous Study

There are some previous study which discussed about experiential function and ideational meaning, and there are five kinds of previous research.

Firstly, Ibrahim (2014) talk about critical discourse analysis and sub-field political discourse analysis by using transitivity system and speech act. This study is conducted on the analysis of political speeches for some African leaders. Politicians under this study use many rhetorical and metaphorical devices. These devices have great effect in manipulating the mind of the mob, covering, and softening truths and also befogging the thoughts. Pronouns and lexical choices are also used by politicians as linguistic tools that are used to persuade and manipulate the audience. As the result, the use of solidarity is the highest among all the other linguistic elements used in this research. Politicians tend to use this



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

linguistic element to create a sort of oneness between them and the audience. Politicians resort to solidarity as a persuasive way through which their message is manipulated. This study took from International Journal of Humanities and Social Science Vol. 4 No. 3 that published online February 2014.

Secondly, this study concern on transitivity system of Heroic Mother by Hoa Pham. This study provides linguistics evidence to support the interpretation of the story so readers, having been shown on what/who does what to whom/what in the main character's world, are better equipped to decide on the story's meaning. In the conclusion, this study aims to contribute towards an understanding how linguistic analysis of text can be used to interpret meanings in a literary text. In the social extent, this study also aims to call people's awareness to the contemporary situation of "heroic mothers" by Hanh Thu Nguyen (2012). This study took from International Journal of English Linguistics Vol. 2 No. 4 that published by Canadian center of science and education at 2012.

Thirdly, this study took from Journal of Language Teaching and Research Vol. 1 No. 03 that published online May, 2010; Jungling Wang (2010) talk about a critical discourse analysis in Barack Obama speeches by using transitivity model. Thus, from transitivity model analysis, we can closely the distance between speaker and the audiences with more simple words and short sentences instead of difficult ones. By using transitivity system, this study showed what the government has achieved, what they are doing and what they will do, and also the speeches are trying to arouse the American people's confidence toward the president and his government in the following four years.

Fourth, Kamal & Nesa (2012) this study explores how the phenomena of power exists in Barack Obama's interview on the base of transitivity system and modality under study Power in Political Discourse of Barack Obama. This study showed that the analysis of interviews with regard to ideology was confined to the identification of the three material, mental and relational processes and modality (modality, tense and pronouns). Then each clause was analyzed on the basis of Fairclough's model (persuasion, hesitation, threat, religious statement and illusively speaking). Having shown results in table with their frequencies, they



were discussed to show how the political ideology and opinion of Obama about different topics in nowadays world are manifested in these interviews. This study took from Journal of Basic and Applied Scientific Research that published by Text Road Publication at 2012.

Fifth, this study focus on the existential processes in relentless storm by Qi Wu (2012). This study showed that the initiative investigation of Existential Processes in the whole Text---Relentless Storm proves that There, Process, Existent and Circumstance can all embody ideational, interpersonal and textual meanings. It is also found that the functions of language are not in one-to-one relation with their devices of realization and that tense plays unique roles in modeling experience, establishing channels of communication and organizing a Text. This study took from International Conference on Education Technology and Management Engineering that published online 2012.

All of the previous study which is related to this thesis. Previous study can help the researcher to increase the idea about this thesis. Besides, the previous study also guidance the researcher to find out how the transitivity model is part of experiential function as found in public speeches through ideational meaning which is included Process, Participants, and Circumstances.

1.7 Frame of Thought

In this section, the researcher is introducing theoretical foundations in a review of systemic functional linguistic literature. This is it, some theories that discussed, as follows:

1.7.1 Ideational Meaning

The ideational meaning relates to experiences of someone relating to process that happened at that time. It is realized in some points, they are participants, process, and circumstance. The ideational has two functions, they are experiential function and logical function. Halliday (1994: 106) in Eggins (2004: 206) states that the ideational strand of meaning in fact involves two components: that of experiential function in the clause and that of logical function between clauses in clause complexes.



1.7.2 Experiential Function

Experiential function relates to what has happened between oneself to the external world. The clause represents both actions relating to inside of oneself as experience and outside world of someone. According to Halliday & Matthiessen (2014:26) "We use language to make sense of our experience, and to carry out our interactions with other people. In this function, they have some points to represent their experiences, they are participants, process, and circumstance. The process that has been happened is called transitivity system as cited Halliday and Matthiessen (1967:8; 2004:170).

1.7.3 Transitivity System

Transitivity system belongs to experiential function. When someone speaks by clause is consisting words, the meaning of the words has been in someone's mind. This meaning relates to the content of the idea of the words. Processes found is representation of processes relating to transitivity system. Transitivity provides some types of process with own characteristics and functions. Halliday (1994: 106) explains that there are 7 types of processes that occur in clauses: material, mental, behavioral, verbal, existential, meteorological and relational processes. Then, focus the analysis on clause. Clause has making meanings. According to Gerot & Wignell (1994:83-84) clause can be divided into two, that is, minor clause and major clause. There is no predicator in minor clause while major clause has predicator. Major clause distinguishes between dependent clauses and independent clauses. Dependent clauses must follow independent clause because independent clauses can stand alone while dependent clauses cannot.

The transitivity system is divided into three point, they are participants, processes, and circumstances. Participants is the doer that does an action in a clause. Participants are close to the center; they are directly involved in the process, bringing about its occurrence. Then, Circumstances is the background of process that done by the participants. On the other words, circumstances can be location, time, manner, etc. in which the participant does some actions. Halliday (1994: 151) proposes nine main types of circumstantial elements, such as location,



manner, extent, cause, contingency, accompaniment, role, matter, and angle. Next, process is the most central element in the configuration. Eggins (2004: 210) says that transitivity construes the world of experience into a manageable set of process types, by transitivity we can analyze the types of processes, what type of processes are mostly used by the speaker or writer in the text. Halliday & Matthiessen (2004: 169) said the clause construes a relationship of signification between a word and its meaning. For example:

The dog bit the postman yesterday

The dog	Bit	The postman	yesterday
Participants	Process	Participants	circumstance

Table 1.1 shows that a participant is the entities involved in the process. Circumstances is specifying when, where, why and how of the process, and processes is what kind of event/state is being described. There are three principle types of process: Material, Mental, and Relational, and four subsidiary types of process: Behavioral, Verbal, Existential, and also Meteorological.

1) Material process

Material process is process of doing and happening (Halliday & Matthiessen, (2004:179, 2014: 224); Gerot & Wignell (1994: 42); Eggins, (2004: 215); Emilia (2014: 151). It means that material process always related something of doing and happening. It indicates events or activities (Emilia, 2014: 151). Here is examples of verbs in the material process, such as: kick, run, paint, dig, write, and etc. Potential participant roles are, such as: an actor (the doer of the process), a goal (or the thing affected), a range (or the thing unaffected by the process), and recipient/client (or the one to whom or for whom the process is said to take place). For example:

Najmi read Harry Potter for a day

Najmi	Read	Harry Potter	for a day
Actor	Process: Material	Goal	Circ: loc: time

2) Mental process

Mental process refers to verbs indicating perception, cognition, and affection (Emilia, 2014: 153). It is known as a type of process that relates to sense,



feelings, thought, or perception (Eggins, 2004: 225). In this case, the first participant related to the sense must be a conscious or human being is called by sener, and the second participant or the purpose will be named by phenomenon. There are many verbs which refer to these mental process, such as think, imagine, like, want, see, know, and heard.

Ami likes new clothes

Ami	Likes	new clothes
Senser	Mental: Affection	Phenomenon

3) Relational process

Relational process involves states of being, including having (Halliday, 1994: 119). Relational process is typically realized by the verb be (am, is, are, was, were, been) become, seem, and appear or some verb of the same class (known as copular verbs). There are two classifications in relational process, they are relational attributive process and relational identifying process. In the relational attributive, the first participant will be named by Carrier while the second participant is called by Attributive. Then relational identifying, the first participant will be named by Token, and the other participant will be named by Value. According to Eggins (2004: 242) said that typically the nominal groups in identifying intensive are definite, whereas in attributives the attribute is an indefinite nominal group. It mean that there is no passive form in relational attributive otherwise it can be passive forms in relational identifying. It is happened because most of the first participant and the other participants are nominal groups. It is presented:

All students are serious

All students	Are	Serious
Token	Rel: Attn: Int	Value

I have right to vote them

I	Have	Right to vote them
Carrier	Rel: Attn: Poss	Attributive possessed

The Examples shows that the third type is called a possession relational process. If the relationship of possession is encoded as the process, then two



further possibilities arise, either (one) the possessor is the carrier of the possessed is the attributive of the possessed is the carrier and the possessor is the attributive.

4) Verbal process

Verbal processes of saying, as in what did you say? (Halliday, 1994a). This process is tended to verbal communication. The potential participant roles, they are:

- A sayer as the participant responsible for the verbal process
- A receiver as the one to whom the saying is directed, it may be the subject in a passive clause
- A verbiage as the function that corresponds to what is said
- A target as the entity that is targeted by the process of saying.

Here is the examples of verbal process, as follows:

We can introduce our own country to the world community

We	can introduce	our own country	to the world community
sayer	Process: verbal	verbiage	Receiver

The teacher praised Tina to all students

The teacher	Praised	Tina	to all students
Sayer	Process: verbal	Target	Receiver

Then, here is projecting clause complexes in verbal process and mental process, such as:

The policy makers of public transport claim that public transport can reduce traffic congestion

The policy makers of public transport	Claim	that public transport	can reduce	traffic congestion
Sayer	Process: verbal	Actor	Process: material	Goal

This is examples of verbs serving as Process in verbal clauses, they are:

Reporting Insinuate, Hypothesize, Imply, Remind, Deny, Make out, Claim, Pretend, and Maintain.	Quoting (and reporting) Say, Tell, Remark, Observe, Continue, Point out, Report, Announce, Shout, Cry, Ask, Demand, Inquire, Query, Interrupt, Reply, Explain, Protest, Warn, and Insist
---	---

(Gerot & Wignell, 1994: 50)



5) Behavioral process

Behavioral processes are processes of physiological or psychological behavior (Halliday, 1994a: 139). Here behavioral process related with something of physic or mental, which is the participant roles is behavior. This is the examples of behavioral clauses, as follows:

Behaver	Process: Behavioral
You	are day dreaming!
She	is not listening
Andi	is smiling
All students	are always laughing

Then, there are some examples of verbs serving as process in behavioral clauses, they are:

(i)	[near mental]	Processes of consciousness represented as forms of behavior	Look, watch, stare, listen, think, worry, dream
(ii)	[near verbal]	Verbal processes as forms of behavior	Chatter, grumble, talk, gossip, argue, murmur, mouth
(iii)	-	Physiological processes manifesting states of consciousness	Cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod
(iv)	-	Other physiological processes	Breathe, sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
(v)	[near material]	Bodily postures and pastimes	Sing, dance, lie (down), sit (up, down)

(Halliday & Matthiessen, 2014: 302)

6) Existential process

Existential processes represent experience by positing that “there was / is something” (Eggin, 1994: 254) that something exist or happens” (Halliday & Matthiessen, 2004). Existential process is describing about “exist” or existence. Here is participant role is existent, following the examples:



There is a unicorn in the garden

There	Is	a unicorn	in the garden
	Existential	Existent	Circumstance: Place

Ensued a protracted legal battle

Ensued	a protracted legal battle
Existential	Existent

Then, this is the examples of verbs serving as process in existential process, as follows:

Type		Examples of verbs
Neutral	Exist	Exist, remain
	Happen	Arise, occur, come about, happen, take place
Circumstantial feature	Time	Follow, ensue
	Place	Sit, stand, lie, hang, rise, stretch, emerge, grow
Abstract		Erupt, flourish, prevail

7) Meteorological process

Here, among existential process and material process, it has special categories, such as meteorological process which is related to weather. This is the examples of meteorological process, such as:

It's raining

It	's raining
	Meteorological

The wind's blowing

The wind	's blowing
	Meteorological

It has same case with the word "there" in the existential process, the word "it" in the meteorological process also cannot be represented anything.

Through register, metafunction becomes a part of Systemic Funtional Linguistics and make the language analysis more interesting. As Martin said in Hyland (2011:102) that metafunction is relate with resources on each organize stratum based on the kind of meaning they construe, namely ideational resources naturalizing physical/biological materiality and semiotics, interpersonal resources negotiating social relations and textual resources managing information flow. Also, he clarified that SFL models of social context as more abstract levels of semiosis, which is the level next to language is mapped metafunctionally as field (ideational context), tenor (interpersonal context) and mode (textual context).



These notion proved that register used based on the context of situation. A register emerges from the social context of a text's production and at the same time realizes that social context through the text (spoken or written) (Halliday, 1994 in Schleppegrell, 2008:18). Then, Halliday in Schleppegrell (2008:18) also argued that the features of the social context that the grammar helps instantiate include what is talked about (*field*), the relationship between speaker/hearer or writer/reader (*tenor*), and expectations for how particular text types should be organized (*mode*). All these register able to support the writer or speaker to produce the text based on their relationship and understanding to use language, and make people able to choose the ways of using language in every context.

Halliday explained language into three broad metafunctions those are experiential, interpersonal and textual metafunctions (Emilia, 2014: 74; Eggins s, 2004; 85). It is supported by Gerot & Wignell (1994:22) that clauses simultaneously signal three types of meaning namely ideational (*field*).

Based on Halliday & Matthiessen (2004:59) notion, field is called by clause as representation because it has meaning as a representation of some process in ongoing human experience. It means that the Actor is the active participant in that process and it as the element the speaker portrays at the one that does the deed. In line with this, field related with ideational meaning, it means that the meanings are about things and ideas that are realized in the clause (Emilia, 2014: 80).

1.7.4 Recount Text

As Droga & Humphrey (2005: 9) states that recount text is describe changes over time retell events in the past. Recount text has a social purpose to retell a series of events for the purpose of entertaining which is involve personal or imagined experience. Basically, recount text has three generic structures, they are: orientation, sequence of events, and evaluations as in Knap & Watkins (2005: 234). Here, orientation stage which is point out what orientations do in recounts. It is indicates to the reader the people involved, the time and the place. For the sequence of events stage, that sets up a sequence of events in time and



circumstance while in the evaluation stage is optional, but it normally provides some interpretation by the writer of what has happened.

For the analysis of recount text, there are six the grammatical features of recounting as in Knap & Watkins (2005: 221-222), as follows:

a) When sequencing people and events in time and space, recounting typically uses:

- action verbs; for example,

*“Every time you **visited** my place, you always **brought** a basket of cake that you **made** by yourself. You **gave** me soft touch on my head and it **made** me so comfortable when I was around you.”*

- temporal connectives; for example,

*“We **then** looked at some games and equipment. **After** lunch we walked up to the Sydney Morning Herald and saw how they make papers. **After** that we caught the train back to Marrickville”.*

b) Narrative and stories are typically written in the past tense unless quoting direct speech; for example,

*“They **were** poor because their pig **ate** them out of house and home and he **didn’t** share with the other animals. His name **was** Bob. ‘You **should** go on a diet’ **said** Clarabelle”.*

c) In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (underlined) predominate; for example,

*“Bells **were ringing**, sirens **screeching** and people **were running** everywhere. Maria **didn’t know** what to do next. She **thought** about her mother and **wondered** what was in her head”.*

d) Narratives often use action verbs metaphorically to create effective images; for example,

*“It was a terrible argument. Words were **flying** everywhere”.*

e) Narratives often use rhythm and repetition to create particular effects; for example,

*“**Riding. Riding.** The boy went **riding** across the wintery moor, far away from the strife of his unhappy home”.*



f) Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example,

“Anger, Silence. As the vengeful brother prowls the streets. Rose slowly opened the old wooden door. Dark. There was nothing but black”.

From the grammatical features above, we will be understood the characteristics of recount text as well and the social purposes of recount text.

1.8 Research Method

In this section, contains about source of the data will be used for identify or located the experiential function and field (context of situation) interpreted by text and context, and also what kind of research designs used, as follows:

1.8.1 Source of data

For the analysis, this study will be used public records (Ary, 2010: 2) and (Given, 2008: 120). The source of data is public speeches video as the primary data source. This data is taken from *youtube.com* in 25 October 2015, and the object of this study is Bill and Melinda Gate’s. Besides, this study has secondary data sources which is taken come from transcript of 123rd Stanford Commencement Speech 2014 which is relevant to this thesis.

1.8.2 Research design

This study will use qualitative method. Ary (2010; 29) said that qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. In addition Frankle and Wallen (2009: 419) declared that the qualitative method addresses observation, interviewing and content analysis.

In conducting this research, researcher will identify the text through content analysis design. Then, content analysis is appropriate design method to be applied. Given (2008: 120) stated that content analysis is interpretive, involving close reading of text. Qualitative researchers using a content analytic approach recognize that text is open to subjective interpretation, reflects multiple meanings, and is context dependent (e.g., part of a larger discourse). In similar view, Fraenkl



and Wallen (2009: 483) states that there are some advantage and disadvantage use content analysis.

In the part of advantage content analysis, such as: firstly, the researcher can “observe” without being observed. It is unobtrusive. Secondly, it is extremely useful as a means of analyzing interview and observational data. Thirdly, the researcher can delve into records and documents to get some feel for the social life of an earlier time. It means that he is not limited by time and space to the research of present events, and so on.

While in the part of disadvantage such as: first, it is limited to recorded information, although the researcher may, of course, arrange the recordings, as in the use of open-ended questionnaires or projective techniques in establishing validity. Secondly, it is assuming that different analysis can achieve acceptable agreement in categorizing, the question remains as to the true meaning of the categories themselves.

1.9 Research System

In this section, shows to make a planning system of the research proposal, such as steps of the research, technique or instruments of collecting data, and also the techniques of analyzing data. There are some steps that researcher takes to this research, identify also break down the data. The analysis is conducted in following some steps. Based on Lodico, et al, (2006: 301-302) and Fraenkel and Wallen (2009: 425-426), there are two steps of research involved in qualitative research, as follows:

1.9.1 The techniques of collecting data

In conducting this current thesis, the researcher will adopt the technique of collecting data, from data analysis that included in part of qualitative research. According to Fraenkel and Wallen (2009: 425-426), there are five techniques of collecting data, as follows:

a. *Identification of the phenomenon in the study*

Here the researcher has to identify the particular phenomenon of the speech made by Bill and Melinda Gates'. The researcher is identifying



transitivity system related the field of discourse as found in the speech made by Bill and Melinda Gates’.

b. *Identification of the participants in the study.*

This section, the participants is constituted the sample of individuals who will be investigated. Here, the subjects of the study are Bill and Melinda Gates in 123rd Stanford commencement speech 2014.

c. *Data collection*

The collection of data in a qualitative research study is ongoing. The researcher is continually take the data of public speeches videos or around Monologue speech from *youtube.com* to be identified.

d. *Data analysis*

Here, the researcher is analyzing the data in a qualitative study that consist of various sources, such as documents into a coherent description of what researcher has observed or otherwise discovered.

e. *Interpretations and conclusions*

From data analysis, then the researcher is interpreting the data and making the conclusions of this thesis. Those are identifying experiential function through public speech as a key analytical tool in revealing how information are presented by the speaker.

1.9.2 The techniques of analyzing data

The researcher will be used coding. Coding start from one clause to the next clause until the last paragraph in order to find the meanings that produced and interpreted by the speakers. Given (2008: 187) stated that coding reflects both personal analytic habits of researcher and the general principles that flow from particular qualitative research methodologies and theoretical perspectives. According to Fraenkl & Wallen (2009: 436) said that qualitative researchers most often use to analyze their data is called coding. Then, Strauss and Corbin (1998) in Ary (2010: 481) stated that codes are tags or labels for assigning meaning to chunks of data. When coding a whole paragraph or sentence or clause that the analysis based on the general principles or relevant literature.



Creswell (2007) in Ary (2010: 481) describes how this spiral fits with various approaches to qualitative inquiry (narrative, phenomenology, grounded theory, ethnography, and case research). There are three stages of qualitative data analysis, such as: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

Here, the list of each coding in analyzing the data, such as:

a. Coding data classification by clause structure

Code	Notes
P	Paragraphs
S	Sentences
C	Clauses
CC	Construction Clause
Ind.	Independent Clause
TS	Types of Clauses
SS	Simple Sentence
Cm	Compound Sentence

Code	Notes
Dep.	Dependent Clause
TC	Types of Clauses
NC	Noun Clauses
Adj.C	Adjective Clauses
Adv.C	Adverbial Clauses
Cx	Complex Sentence
Cmcx	Compound-complex Sentence

b. Coding data transitivity system

- Participant Roles

Code	Notes
Ar	Actor
G	Goal
Rc	Recipient/client
It	Initiator
Rs	Range/scope
Sr	Senser
Ph	Phenomenon
Ir	Inducer
Sy	Sayer
Re	Receiver
Vb	Verbiage
T	Target

Code	Notes
C	Carrier
At	Attribute
Atr	Attributor
Bn	Beneficiary
Idr	Identifier
Id	Identified
Tn	Token
V	Value
As	Assigner
Br	Behaver
Bi	Behavior
Ex	Existent

- Circumstances Elements

Code	Notes
Ext	Extent
Di	Distance

Code	Notes
Cs	Cause
Rn	Reason



Du	Duration
Fr	Frequency
Loc	Location
Pl	Place
Ti	Time
Mn	Manner
Ms	Means
Qu	Quality
Cn	Comparison
De	Degree
Ag	Angle
Sc	Source
Vp	Viewpoint

Ps	Purpose
Be	Behalf
Cg	Contingency
Co	Condition
Dt	Default
Cc	Concession
Ac	Accompaniment
Ct	Comitative
Ad	Additive
Rl	Role
Gu	Guise
Pr	Product
Mt	Matter

- Process type

Code	Notes
Mat	Material Process
Rel	Relational Process
Iden	Identification
Attn	Attribution
Pos	Possessive
Int	Intensive
Crl	Circumstantial
Exl	Existential Process

Code	Notes
Men	Mental Process
Cog	Cognition
Aff	Affection
Per	Perceiving
Cot	Cognitive
Beh	Behavioral Process
Vrl	Verbal Process
Mgl	Meteorological Process

Cir	Circumstance
Prs	Process

/	Per clauses
//	Per sentences

Those name codes are used in this research to data easy to read. In the fact, the data will be investigated through systemic functional grammar. Then, SFG will show how the experiential function as found in the speech made by Bill and Melinda gates'. This symbol (/) will make the data easy to read between independent clause and dependent clause. But before analyzing the data in systemic functional grammar to investigate the experiential function of ideational meaning. The data will be break up into transitivity systems of experiential function that is: Process type, participants, and circumstances. It will be divided into five steps, as follows:



- 1) Segmenting the data in the form of clauses.
- 2) Classifying the clauses into the categories of independent and dependent clause, types of clauses, and types of sentences which are including classification by clauses structure.
- 3) Identifying system of transitivity, such as types of processes, participant roles, and circumstances elements as found in the speech made by Bill and Melinda Gates’.
- 4) After that, the researcher is counting the percentages of data analysis that used by descriptive formula, as follows:

$$x = \frac{y}{z} 100\%$$

Note:

X = Percentage of clauses/sentences

Y = Total of clauses/sentences

Z = Total of clauses/sentences in the whole of speech

- 5) Deciding the field of discourse as found in the speech made by Bill and Melinda Gates’.

For example, deciding the clause by clauses;

Bill Gates: // *Congratulations, Class of 2014! Melinda and I are excited to be here. // It would be a thrill for anyone / to be invited to [speak] at a Stanford Commencement / – but it's especially gratifying for us. //*

// *Stanford is rapidly becoming the favorite university for members of our family. // And it's long been a favorite university for Microsoft and our foundation. // Our formula has been to get the smartest, / most creative people working on the most important problems. // It turns out / that a disproportionate number of those people are at Stanford. //*

Melinda Gates: // *Some people call you nerds / – and you claim the label with pride. //*

In that clauses consist of seven clauses that indicate as independent clause and four clauses as dependent clause in the speech.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

1.10 Research Timelines

This research will be needed seven months to identify since writing research proposal until thesis revision. Here the time schedule of the research:

Activities	Month	Week	Year
Preparation	Januari	3 rd	2016
Identification of the phenomena, and participant in this research	Januari	4 rd	
Data Collection and searched the theoretical foundation	February	1 st -2 nd	
Data Analysis	February	3 nd -4 th	
Data Analysis	April	1 st -3 rd	
Interpretations data analysis and conclusions	June	4 th	
Thesis Examination	July	28 th	
Thesis Revision	Aug	6 th	



BIBLIOGRAPHY

- Ahmad, A. (2012). English Metafunction Analysis in Chemistry Text (Characterization of Scientific Text). *IJ-ELTS: International Journal of English Language & Translation Studies Vol. 1, Issue: 2*. Retrieved from www.eltsjournal.org. pdf on February 24th, 2015 at 06.56 P. M.
- Al-Faki, M. Ibrahim, (2014). Political Speeches of Some African Leaders from Linguistics Perspective (1981-2013). *International Journal of Humanities and Social Science Vol. 4 No. 3. Sudan*. Retrieved from http://www.ijhssnet.com/journals/Vol_4_No_3_February_2014/18.pdf. On January 2nd, 2016 at 01.12 P. M.
- Ary, Donald, Jacobs, C., Lucy, Razavieh, A. (2010). *Introduction to Research in Education (8th Edition)*. Canada: Nelson Education, Ltd.
- Azar, B., S. (1999). *Understanding and Using English Grammar 3rd Edition*. New York: Pearson Education.
- Azar, B., S. (2003). *Fundamentals of English Grammar Teacher's Guide 3rd Edition*. New York: Pearson Education.
- Bumela L, (2012). The Metafunctions Revealed: EFL Learners' Experience in Making Sense of the Text. *Indonesian Journal of Applied Linguistics, Vol. 1 No. 2: Conaplin Journal*. Retrieved from http://jurnal.upi.edu/file/Lala_Bumela-final_106-119.pdf On October 16th, 2014 at 03.27 P. M.
- Creswell, J., W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Edition)*. Boston: Phoenix Color Corp.



- Droga, L., Humphrey, S. (2005). *Grammar and Meaning: An Introduction for Primary Teachers (textbook word version 2nd)*. Australia: Southwood Press Pty Limited.
- Eastwood, J. (1994). *Oxford Guide to English Grammar*. Oxford New York: Oxford University Press.
- Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics (2nd Edition)*. London: Continuum International Publishing Group.
- Emilia, E. (2005). *A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia Vol. 1*. Unpublished. Bandung: UPI.
- Emilia, E. (2014). *Introducing to Functional Grammar*. Bandung: PT. Dunia Pustaka Jaya
- Ezeifeke C., R. (2013). Analysis of Experiential Meaning in Selected Inaugural Political Speeches in Nigeria. (*Department of English Language and Literature Nnamdi Azikiwe University*). Retrieved from http://afrevjo.net/journals/laligens/Vol_2_no_1_art_12_EzeifekeC.pdf. On October 28th, 2014 at 09.00 P. M.
- Gelderen, E., V. (2010). *An Introduction to the Grammar of English (Revised Edition)*. Amsterdam: John Benjamins Publishing Company.
- Gerot, L., and Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.
- Given M., L. (2008). *The Sage Encyclopedia of Qualitative Research Methods Vol. 1 and 2*. USA: Sage Publications, Inc.
- Greenbaum, S., Nelson, G. (2002). *An Introduction to English Grammar 2nd Edition*. United Kingdom: Pearson Education Limited.



Halliday M. A. K. (1994). *An Introduction to Functional Grammar 2nd Edition*. Republic of China: Edward Arnold Publisher.

Halliday, M. A. K., edited by Webster J, Jonathan (2009). *Continuum Companion to Systemic Functional Linguistics*. London and New York: Continuum International Publishing Group.

Halliday, M.A.K revised by Christian M.I.M Matthiessen (2004). *Introduction to Functional Grammar (Third Edition)*. London and New York: Routledge.

Halliday, M.A.K revised by Christian M.I.M Matthiessen (2014). *Introduction to Functional Grammar (Fourth Edition)*. London and New York: Routledge.

Halliday, M.A.K., edited by Webster J, Jonathan (2007). *Language and Education*. London and New York: Continuum.

Iqbal A, (2015). Discourse Analysis of Prominent Politicians' Public Speeches: Pre and Post-Election 2013, Pakistan. *The University of Lahore: Linguistics & Literature Review (LLR) Vol. 1 Issue 2*. Retrieved from <http://admin.umt.edu.pk/Media/Site/journals/SubSites/llr/FileManager/Discourse-Analysis-of-Prominent-Politicians.pdf>. on January 1st, 2016 at 07.55 P. M.

Khumaeroh, P. (2015). Exploring Attitudinal Function of Nelson Mandela's Presidential Inauguration Speech Discourse (Phonology Perspective). *Unpublished. IAIN Syekh Nurjati Cirebon*.

Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*. Sydney: University of New South Wales Press Ltd.

Lin Kuan-Hong, (2011). An Analysis of Public Speech of The Interpersonal Metafunction of Systemic Functional Linguistics- Three Examples of President Obama's Speeches. *Unpublished* <http://203.64.120.207/ETD->



db/ETD-search/view_etd?URN=etd-0708111-105454 view in pdf Retrieved on October 23th, 2014 at 08.56 A.M.

Liping Chen, (2014). *Experiential Metafunctional Analysis of Winston S. Churchill's Speech on Hitler's Invasion of the U.S.S.R. Vol 7 No. 9. Guangdong, China: Canadian Center of Science and Education. Retrieved from <http://www.ccsenet.org/journal/index.php/elt/article/viewFile/39480/21860> on January 1st, 2016 at 07.57 P. M.*

Lodico, Marguerite G. (2006). *Method in Educational Research: From Theory to Practice*. San Francisco, CA: Jossey-Bass.

Listiawati, N. (2015). *Exploring Accentual Function in the Speech of President Susilo Bambang Yudhoyono (Phonology Perspective)*. *Unpublished. IAIN Syekh Nurjati Cirebon*.

Martin J. R., White P. R. R. (2005). *Language of Evaluation*. New York: Palgrave Macmillian.

Nguyen Hanh T., (2012). *Transitivity Analysis of "Heroic Mother" by Hoa Pham. Australia: International Journal of English Linguistics; Vol. 2 No. 4 Published by Canadian Center of Science and Education. Retrieved from <http://www.ccsenet.org/journal/index.php/ijel/article/view/17916> on January 2nd, 2016 at 09.32 P. M.*

Norman, E. Wallen (2009). *How to design and evaluate research in education 7th edition / Jack R. Fraenkel*. New York: McGraw-Hill Companies, Inc.

Qi wu, (2012). *Meta-functional Study on Existential Processes in Relentless Storm. (Department of Foreign Language, Jiujiang University, Jiujiang, Jiangxi, China)*. Retrieved from <http://www.ier-institute.org/2070-1918/lnit17/v17/181.pdf>. on February 21st, 2015 at 12.42 A. M.



Schleppegrell, M. J. (2004). *The Language of Schooling: A Functional Linguistics Perspective*. London: Lawrence Erlbaum Associates.

Seaton, A., Mew, Y., W. (2007). *Basic English Grammar for English Language Learners*. USA: Saddleback Educational Publishing.

Susan, O. (2012). Transitivity Systems in Selected Narrative Discourse. *Nigeria: International Journal of Arts and Commerce Vol. 1 No. 7* December 2012
retrieved from
<http://www.ijac.org.uk/images/frontImages/gallery/Vol1no7december2012/10.pdf> on May 1st, 2016 at 08.33 P. M.

Wan, J. (2010). A Critical Discourse Analysis of Barack Obama's Speeches.
Retrieved from
<http://ojs.academypublisher.com/index.php/jltr/article/viewFile/0103254261/1807> on March 10th, 2015 at 08.40 P. M.

Wellman, K. (2014). Presidents and Ideologies: A Transitivity Analysis of Bingu wa Mutharika's Inaugural Address. *International Journal of Language and Linguistics. Vol. 2, No. 3, 2014, pp. 174-180*. Retrieved from
<http://www.sciencepublishinggroup.com/j/ijll> on January 1st, 2016 at 07.55 P. M.