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**EXPLORING TRANSITIVITY SYSTEM IN NARRATIVE TEXT TITLED “THE
GOOSE GIRL” BY HELENA I.R. AGUSTIEN OF GRADE XII SENIOR HIGH
SCHOOL IN LEARNERS TEXTBOOK (ENGLISH FOR A BETTER LIFE)**

A THESIS

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



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2017



ABSTRACT

Euis Khumairoh (1413132040) EXPLORING TRANSITIVITY SYSTEM IN NARRATIVE TEXT TITLED “THE GOOSE GIRL” BY HELENA I.R. AGUSTIEN OF GRADE XII SENIOR HIGH SCHOOL IN LEARNERS TEXTBOOK (ENGLISH FOR A BETTER LIFE).

The aim of this research is to explore the most dominantly process type in narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school. This present study will focus on only the transitivity system. In analyzing the data, the writer uses the systemic functional linguistic (SFL) of Halliday as the basic of the analysis. The instrument of this study was the researcher herself. In this research, the researcher acted as the planner, data collector, analyst, and finally reporter of the research finding

. This research uses documentation method to collect the data, which were took from textbook learner (English For A Better Life), for senior high school, grade XII on November 25th 2016 at 09.47 am. The researcher also use the documentary sources because it seen as the meaningful strategy in the qualitative research and one of the documentations is the story. Meanwhile the researcher use the qualitative methodology. The qualitative methodology tends to identify the behaviors because it will investigate the relationships, activities, situations, and materials.

Technique for this research is content analysis, because the research object is a textbook learners (English for a better life) in senior high school. According to C.R. Kothari (2004: 7) the suitable technique for library research type are statistical compilations and manipulations, reference and abstract guides, contents analysis. This present study as what explained in the introduction and focus of study tends to reveal the process types defined by Halliday (1994, 106) as the clause as the representation.

The researcher findings of this research there are 86 material processes occurs in the text. Finally based on the analysis of process types and participant types above, it can be concluded that the genre of the text is affirmatively about the narrative text. It can be seen from the most frequent process type is material process. As it is stated by Emilia (2014) that material processes are used to reveal what happens in the world

Key words: *process types, transitivity system, narrative text, SFL, qualitative methodology, document*





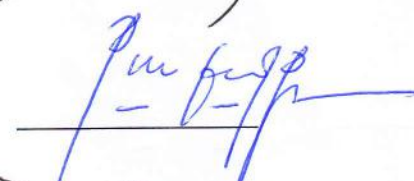
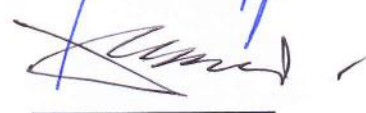


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RATIFICATION

The thesis which is entitled written by Euis Khumairoh, student number 1413132040. **EXPLORING TRANSITIVITY SYSTEM IN NARRATIVE TEXT TITLED “THE GOOSE GIRL” BY HELENA I.R. AGUSTIEN OF GRADE XII SENIOR HIGH SCHOOL IN LEARNERS TEXTBOOK (ENGLISH FOR A BETTER LIFE)**. It has been examined on February 13th 2017. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Faculty, *Syekh Nurjati* State Islamic Cirebon.

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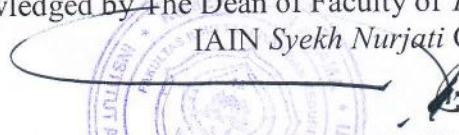

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CHAPTER I

INTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with research background, focus of the study, research questions, aims of the research, significance of the research, theoretical foundation, research method and literature review.

1.1 Research Background

This present study tries to reveal how the narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school be constructed on the process types in finding the most dominantly process on the text. According to Eggins (2004, 206) the system of transitivity or process type expresses the experiential meaning. It must be stressed then that the teachers explicitly and systematically can introduce students to the array of choices (the process types, participant roles, and circumstances types) available for making meanings about human experience in an English clause through the experiential grammar knowledge (Butt et al. 2000, p.77, cited in Emilia, 2014, p. 169)

According to Emilia (2014, 172) the readers will understand what is going on in the text through the ability to identify process types and participants. It means the teachers can assist the students to explore the English clause and understand the text through the knowledge of experiential meaning. Then, the teachers can design the students to be the more critical readers through the knowledge of experiential meaning (Droga & Humphrey, 2003, p. 35, cited in Emilia, 2014, p. 172).



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In addition, researching the process types can also enable the students to understand the literary works well, such as, story and so on. According to Butt (2000, p. 80-81, cited in Emilia, 2014, p. 171) the knowledge of experiential grammar can make the students understand how the writers of the story build the story world for their readers and develop the characters in the story. Butt has a reason for it that the students through the understanding of experiential grammar can investigate many elements, for instance, the circumstances used to set the time and place of the story, relational processes used to identify and describe characters, material processes used to reveal what goes on in the story, projecting processes used to reveal the inner world of the characters, and so on. That is why this present study tries to reveal and identify the process types used in narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school.

Narrative text is recognized as the text that entertain the readers. In fact, the reason why narrative text can be chosen to be engaged with this present study is that because it has more than one purpose. Knapp and Watkins (2005, 220-221) says that narrative is not only for the media of entertainment, but also for the social function which has a power for changing social opinions and attitudes. Narrative text also always engages with the other genre. For example descriptive, because there are always the descriptions about the place, characters, and so on in every single orientation of the narrative text. Knapp and Watkins (2005, 222) also says that narrative is a macro genre which contains other genres, such as, describing.

According to Knapp and Watkins (2005, 220) the people are very common in reading the genre of narrating or narrative. Indeed, narrative has become something usual in the life of the people. Narrative also is the text that many learners, including the researcher of this study like and master most. As what Knapp and Watkins (2005, 220) says also that narrative is a famous text



among the students. Narrative text is recognized as the text that entertain the readers. In fact, the reason why narrative text can be chosen to be engaged with this present study is that because it has more than one purpose. Knapp and Watkins (2005, 220-221) says that narrative is not only for the media of entertainment, but also for the social function which has a power for changing social opinions and attitudes.

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1.2 Focus of the Study

From the explanation above, the aim of this present study could be seen that, it is to explore the most dominantly process type in narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school. According to Emilia (2014, 79) grammar has three main systems; the mood, transitivity, theme system. This present study will focus on only the transitivity system. Transitivity system relates with the ideational content of the text which is defined as how text express the ideas or content (Paltridge, 2000: 117). That ideational function. According to Bloor & Bloor (1995, p. 9, cited in Emilia, 2014, p. 79-80) consists of two kinds; the experiential and logical



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function and transitivity is in the function of experiential. This is as what Eggs (2004, 206) points out that the system of Transitivity or process type expresses the experiential meaning.

In addition, “transitivity in functional grammar is not primarily a way of distinguishing between verbs according to whether they have an object or not, but refers to a system for describing the whole clause, rather than just the verb and its object” (Thompson, 1996, p. 78, cited in Emilia, 2014, p. 149). That is why, there are three patterns to express the content; processes, participants, and circumstances (Paltridge, 2000: 117). According to Emilia (2014, 150), then, verb is used to expressed the process, noun or noun groups are used to express participants, and prepositional phrase or adverbial expression is used to expressed the circumstances.

Therefore, there are six process types in English; Material (doing verbs), mental (sensing verbs), verbal (saying verbs), relational (being verbs), behavioural (behaving verb), existential (existing verbs) (Emilia, 2014: 151). According to Halliday (1994, 106) process types are defined as the clause as the representation. The process itself is shaped in a long term and each process according to Halliday and Matthiessen (2004, 170) provides a model or schema to represent certain experiences.

The people for example prefer saying “I feel sad” to saying “I am sad” because this kind of people were designed to more concern in the aspect of affection in a long term process either by their society or by family, which is one of the gender activities in the society. Then, they prefer saying the mental affection process representing by the process of feeling sad. The choices of process types no wonder are related to the experience felt by the writers in a long term process and what experience means here is the gender experience felt by the writers themselves.



1.3 Research Questions

This present study seeks answer to the following questions:

1. How the transitivity processes were constructed in narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school ?
2. What is the most frequency process type found in narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school.?

1.4 Aims of the Research

This present study has two main purposes, those are:

1. To identify the transitivity constructions in narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school.
2. To describe the most frequency process types in narrative entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school.

1.5 Significance of the Research

This present study has a significant of research. It is a theoretically, this present study tries to analyze narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade XII Senior high school. Because it contains various types of transitivity and it is a good enrichment of study lexico-grammar and also give contribution in a study of linguistic. There are several significances of this study theoretically which can be beneficial for students, teachers, or researchers. Theoritically:



- 1) For teachers, the result of this study to know transitivity process types, participants, and circumstantial elements which are commonly used in narrative text and knowledge about narrative text's grammatical function and language features. So, the teachers can follow to analyze the text before teach the narrative in the class, because with the transitivity analysis the teachers can make a lesson plan in Systemic Functional Grammar.
- 2) For researchers, this study will be useful for other researchers as references for further researcher and for english students or those who concern at a text analysis. It can enrich linguistic fields, especially about Experiential Meaning on transitivity system, to students who took linguistic concentration.
- 3) Beside the research significance theoretically, this research also has a significance practically: It can be a book reference for English students to prepare the micro-teaching and PPL. So, it can be used for the students english language teaching.

1.6 Theoretical Foundation

According to Halliday (1985), if we talk about grammar in English, there are three kinds of grammar, namely: “theme is the grammar of discourse”, “mood is the grammar of speech function”, then “transitivity is the grammar of experience.” Halliday also defines transitivity as “the grammar of the clause” as a structural unit for expressing a particular range of ideational meanings. This study refers to theories of systemic functional linguistics proposed by some linguist, especially M.A.K. Halliday (2004) in *An Introduction to Functional Grammar*.



Transitivity analysis has been widely used to understand the language of speakers and writers. It examines the structure of sentences which are represented by processes, the participants involved in these processes, and the circumstances in which processes and participants are involved. Using transitivity analysis, researchers have tried to reveal that language structures can produce certain meanings which is not always explicit for readers.

Traditionally, transitivity is normally understood as the grammatical feature, which are:

- 1) If the verb takes a direct object, then it is described as transitive, and
- 2) It is called intransitive if it does not;
- 3) An extension of this concept is the ditransitive verb, which takes both a direct and an indirect object.

If in the sentence does not exist the direct object, or there are two objects in a sentence, so it makes a reader confuse. Because of this problem, the transitivity concept develop become new one. Halliday, however, found the new concept of transitivity. The new concept represents a further development of the old concept. In Halliday's conception in his *Introduction to Functional Grammar*, whether a verb takes or does not take a direct object is not a prime consideration. There are three components of what Halliday calls a “transitivity process”, namely:

- 1) *The process* itself,
- 2) *Participants* in the process; and
- 3) *Circumstances* associated with the process.



1.6.1 Grammar and Language

Language is a system of meaning. It means, whenever people use language, they tend to construct meaning. Thus, grammar becomes a study of how people arrange the choice of words and other grammatical resources to convey their purposes. When people use language to make meaning, they do so in specific situations, and the form of language that they use in discourse is influenced by the complex aspects of those situations.

In Systemic Functional Linguistics, the ways people use language is classified into three categories, they are called as language metafunction which consists of:

- 1) Ideational Metafunction, the language is used to organize, understand, and express our perceptions of the world and of our consciousness. Ideational Metafunction is classified into the Experiential and Logical subfunctions. The Experiential Meaning is largely concerned with content or ideas. The Logical Meaning is concerned with the relationship between ideas. (Bloor and Bloor, 2004: 10; Butt et al., 2000: 5).
- 2) Interpersonal Metafunction, the language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feeling, attitude, and judgments (Bloor and Bloor, 2004: 11). In addition, Butt et al. (2000: 5) state that the Interpersonal Meaning uses language to encode interaction, to show how defensible we find our proposition, and to encode ideas about obligation and inclination.



- 3) Textual Metafunction, language is used to relate what is said or written to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself (Bloor and Bloor, 2004: 11).

1.6.2 Transitivity System

This study refers to theories of systemic functional linguistics proposed by some linguist, especially M.A.K. Halliday (2004) in *An Introduction to Functional Grammar*. The writer would explain briefly about the transitivity system and the components of the transitivity. The transitivity system is to do with the grammatical choices in terms of the experiential functions of a text. Therefore, this system of grammar realizes the clause as the representation of experiences and ideas (ideational metafunction). In the experiential meaning, as stated in an introduction to systemic functional linguistic (Eggins,1994:228), there is one major system of grammatical choice involved in this kind of meaning.

In transitivity system there are three semantic categories which explain in general way, how phenomena of the real world are represented as linguistic structure. There are the process itself, participants in the process, and circumstances associated with the process (Halliday,1994: 107). Transitivity is relevant to the Ideational Meaning of semantics and field of context of situation. The Transitivity system construes the world of experience into a manageable set of process types (Halliday, 1994:106), and it discriminates six different types of processes in English: material, mental, verbal, relational, behavioural and existential.



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In the transitivity system, there are six types of process, namely: *material*, *mental*, *relational*, *verbal*, *existential*, and *behavioral*. We can see the processes type and the possible participants on its process itself at the table below:

Table 1. 1. Process Type, Category Meaning, and Participants

Process type	Category Meaning	Participants
Material: action event	‘doing’ ‘doing’ ‘happening’	Actor, Goal Beneficiary, Range
Behavioral	‘behaving’	Behaver
Mental: perception affection cognition	‘sensing’ ‘seeing’ ‘feeling’ ‘thinking’	Senser, Phenomenon
Verbal	‘saying’	Sayer, Receiver, Verbiage, Target



Relational: attribution identification	‘being’ ‘attributing’ ‘identifying’	Agent Carrier, Attribute Identified, Identifier
Existential	‘existing’	Existent

(Halliday & Matthiessen, 2014:311)

From the table above, we can see the details of each process type below:

1.6.3 Process Types

According to Paltridge (2000, 117) and Emilia (2014, 151) there are six process types in English; Material (doing verbs), mental (sensing verbs), verbal (saying verbs), relational (being verbs), behavioural (behaving verb), existential process (existing verbs). The six kinds of process types are explained below.

Table 1.2 The Process type and Participant

Process	Meaning	Participant
Material	Doing	Actor Goal
Behavioural	Behaving	Behaver
Mental	Sensing	Sensor



T		Phenomenon
a		
b Verbal I	Saying	Sayer Target
Relational	Being	Token Value
Existential	Existing	Existent

1.6.3.1. Material Processes

Material process is simply the process of doing which means that some entity does the action and may be done to other entity (Halliday, 1994: 110). Meanwhile material processes construe doing or happening (Halliday, 1994: 110 cited on Emilia, 2004: 151). They express the notion that some entity ‘does’ something – which may be done ‘to’ some other entity. Egings (2004, 215) defines the material process as:

All these clauses are describing processes of doing, usually concrete, tangible actions. Processes of doing are what we call material processes. The basic meaning of material processes is that some entity does something, undertakes some action. This is the semantic definition of material processes.

In addition, Material processes construe doing or happening (Halliday, 1994: 110 cited on Emilia, 2004: 151). They express the notion that some entity ‘does’ something – which may be done ‘to’ some other entity. In the material processes, there are four potential participants role, namely: actor, beneficiary, range and goal. An



actor (the Doer of thr process), a Goal (or the Thing affected), a Range (or the thing unaffected by the process), a Beneficiary (or the one to whom or for whom the process is said to take place) (Butt et all., 2000: 52).

Table 1. 3. Transitivity Analysis Example of Material Processes

Her brother	Has never done	Anything	For do her
Actor	Process: material	Range	Beneficiary

To understand more what is actually material process, the addition explanations are provided below which is adapted from Eggins (2004):

- Material processes have participants. For example:

Table 1. 4. Transitivity Analysis Example of Material Processes

Diana	Went to Genewa
Diana	Stay up all night

‘Diana’ in the examples above is the only participant called an ‘actor’ or the person who does the action. But, then, material processes also can consist of more than one participant. Let’s take a look the example below:



Table 1. 5. Transitivity Analysis Example of Material Processes

The Swiss men	Left	Their dinner
---------------	------	--------------

There are two participants in the example above. Those are ‘the Swiss men’ that play the role as the actor and ‘their dinner’ that play the role as the goal. Halliday (1994, 110) states that material process with only the actor and with the actor and the goal are the new theory of the classical terminology transitive and intransitive.

- There are several differences in term of the actor and the goal between the active and the passive sentence. From the example above ‘the Swiss men left their dinner’, the actor is the subject of the sentence, but it will be different if the sentence is passive. Let’s study the example below which taken from Halliday (1994, 110):

Table 1. 6. Transitivity Analysis Example of Material Processes

The tourist	Was caught	By the lion
-------------	------------	-------------

The subject of the sentence is not the actor but in fact the goal. ‘The tourist’ play the role as the goal and the actor in the sentence is ‘the lion’. So, the goal usually becomes the subject in the passive and the actor in passive usually may be omitted.

- For the active sentence, it can be probed by ‘what did x do (to y)?’ to identify whether the sentence is material process or not.



- For the passive sentence, it can be probed by ‘what happened to y?’ or just simply with ‘who by?’ to identify whether the sentence is material process or not.
- There is another term for the participant called the beneficiary. Beneficiary consists of two kinds; recipient and client. Recipient is defined as the one good are given to, meanwhile, the client is the one the service is done for. Let’s study the example:

Table 1. 7. Transitivity Analysis Example of Material Processes

But	In Switzerland	They	Give	You	a cognac
		Actor	Pr:material	Recipient	Goal

Table 1. 8. Transitivity Analysis Example of Material Processes

I	‘ll beat up	some soup	for you
Actor	Pr:material	Goal	Client

In addition, Halliday (1994, 111) states that material process does not always contain the concrete events, but it can also contain the abstract doings, for instance, ‘the mayor resigned’, ‘the mayor dissolved the committee’, and so on. The two example are still the material processes, even though, the doings are abstract. It is because both sentence can still answer the question ‘what did the mayor do?’ and ‘what did the mayor do to the committee?’.



There is one participant left that sometimes emerge in the sentence. It is called by the circumstances. The circumstances are the participant used not only in the material processes but also in all processes. The explanation below is adopted from Eggins (2004, 222-223) to provide the clear understanding about what is the circumstance.

- Extent: how long? (duration); how far? (spatial distance)

Table 1. 9. Transitivity Analysis Example of Material Processes

I	've given	Blood	36 timea
Actor	Pr:material	Goal	Circ:extent

Table 1. 10. Transitivity Analysis Example of Material Processes

I	stayed up	all night
Actor	Pr: material	Pr: material

- Location: When? (Temporal); where? (spatial)

Table 1. 11. Transitivity Analysis Example of Material Processes

They	rang	Me	Up	on the saturday
Actor	Pr:material	Beneficiary	Pr:material	Circ:location

Table 1. 12. Transitivity Analysis Example of Material Processes

I	Delivered	It	To the clinic where she was
Actor	Pr:material	Goal	Circ:location



- Manner: how?with what? (means); how? . . . -ly (quality); what . . like? (comparison)

1.13. Transitivity Analysis Example of Material Processes

So	They	Did	The transfusion	Through the Unbilical artery
	Actor	Pr:material	Goal	Circ:manner

- Cause: why? (cause); what for? (reason); who? Who for? (behalf)

1.14. Transitivity Analysis Example of Material Processes

She	Carried	the bomb	For her boyfriend
Actor	Pr: Material	Goal	Circ:cause

- Accompaniment: with whom?

1.15. Transitivity Analysis Example of Material Processes

She	Got	On the plane	With/without her boy friend
Actor	Pr:Material	Circ:Place	Circ:accompaniment



- Matter :What about?

1.16. Transitivity Analysis Example of Material Processes

As Greece,	for	They	give	you	Nothing
Circ:matter		Actor	Pr:Material	Beneficiary	Goal

- Role :what as?

1.17. Transitivity Analysis Example of Material Processes

She	was travelling	to Israel	as tourist
Actor	Pr:Material	Circ:Place	Circ:Role

Furthermore, Eggins (2004, 224) explains the term causative construction which is defined semantically by Griffiths (2006, 61) as the situation where the embedded clause describes the caused situation. Griffiths (2006, 61) also points out that causative verb is the verb in the main clause of the causative sentence, for instance, *make, get, force, cause, have, prevent, and so on*. Causative sentence, as what Eggins (2004, 224) says, has not only the actor as the doer of the action but also the agent who initiates the action. Let's study the example below adopted from Eggins (2004, 224):

1.18 Transitivity Analysis Example of Material Processes

He	Made	his girlfriend	carry	the bomb	Onto the airplane
Agent	Pr:causative	Actor	Pr:material	Goal	Circ:Place



1.6.3.2. Mental Processes

According to Halliday (1994, 114) mental process is the group of clause of feeling, thinking, and perceiving. The sentence is exactly the mental process and not the material process if it can not answer the question “what did x do to y?” (Eggins, 2004: 225). For example (adopted from Eggins):

- I hate injection.
- She believes his excuses.

Eggins (2004, 225) also states that there are three classes of mental processes based on Halliday’s point of view; cognition (verb of thinking, knowing, understanding), affection (verb of liking, fearing), and perception (verbs of seeing, hearing). Derewianka (2011, p. 22, cited in Emilia, 2014, p. 153).

Halliday & Matthiessen (2004) classify mental processes into three classes, they are:

1. Cognition (process of thinking, knowing, understanding, etc.)
2. Affection (process of liking, fearing, etc.)
3. Perception (verbs of seeing, hearing, etc.)

From the explanation above according to Halliday & Matthiessen (2004) classify mental processes are firstly cognition are involved thinking, knowing, and understanding. Secondly is affection are involved process of liking and fearing. The last is perception are involved the verb of seeing and hearing.



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Furthermore, examples of sensing processes, as Derewianka (2011: 22) describes, can be seen in the table below.

Table 1. 19. Transitivity Analysis Example of Mental Processes

Cognition (Thinking)		Feeling and Wanting (Affection)	Perceiving (Seeing, Hearing)
Know	Decide	Like	See
Reflect	Consider	Heat	Taste
Comprehend	Recall	Dislike	Hear
Believe	Hypothesis	Want	Smell
Imagine	Wonder	Wish	Observe
Forget	Understand	Need	Notice
Remember	Assume	Fear	Sense
Recollect	Recognize	Enjoy	
Realise	Infert		



According to Eggins (2004, 226) “all mental processes have two participants”. Then, Emilia (2014, 154) says that the two participants in the mental process are the senser that is played a role by the human or at least the conscious participant and the phenomenon that is played a role by a nominal group or embedded clause summing up what is thought, wanted, perceived or liked/dislike. She also adds that the mental processes also sometimes only consist one participant. Let’s take a look the examples above which are also adopted from Emilia (2014,154):

Table 1. 20. Transitivity Analysis Example of Mental Processes

The higher middle class	Will perhaps not feel	Any meaningful effect
Senser	Pr:Affection	Phenomenon

Table 1. 21. Transitivity Analysis Example of Mental Processes

I	Do believe
Senser	Pr:Cognition

Moreover, Halliday & Matthiessen (2014: 249) claims that there are four different subtypes of sensing: perceptive, cognitive, desiderative and emotive. The explanation of perceptive, cognitive, desiderative and emotive will be explain on the table below.



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Table 1.22. Example of Subtype of Sensing

	“like” type	“Please” type
Perceptive	perceive, sense, see, notice, glimpse; hear, overhear, feel, taste, smell	(assail)
Cognitive	think, believe, suppose, expect, consider, know, understand, realize, appreciate, imagine, dream, pretend, guess, reckon, conjecture, hypothesize, wonder, doubt, remember, recall, forget, fear (think fearfully)	strike, occur to, convince, remind, escape, puzzle, intrigue, surprise
Desiderative	want, wish, would like, desire, hope (for), long for, yearn for, intend, plan, decide, resolve, determine, agree, comply, refuse	(tempt)



Emotive	like, fancy, love, adore, dislike, hate, detest, despise, loathe, abhor, rejoice, exult, grieve, mourn, bemoan, bewail, regret, deplore, fear, dread, enjoy, relish, marvel	allure, attract, please, displease, disgust, offend, repel, revolt, gladden, delight, gratify, sadden, depress, pain, alarm, startle, righten, scare, horrify, shock, comfort, reassure, encourage; amuse, entertain, divert, interest, fascinate, bore, weary, worry
----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

(Halliday & Matthiessen, 2014:249)

In the mental processes, there are two participants, namely: senser (the conscious being that is feeling, thinking, or seeing) and phenomenon (which is ‘sensed’ – felt, thought or seen). Let’s see the example below:

Table 1.23. Transitivity Analysis’s Example of Sensing Process

I	Believe	You
Senser	Process: cognition	Phenomenon



1.6.3.3 Verbal processes

The sentence that can answer the question “what did you say?” is called as the verbal process (Halliday, 1994: 140). Verbal processes according to Halliday (1994, 140), Eggins (2004, 235), and Emilia (2014, 156) is not merely about saying, but it has any kind of symbolic exchange of meaning. One thing that distinguishes verbal processes with the mental processes is the fact that the verbal processes can also consist of the unconscious participant, for instance, “the light says stop” (Halliday, 1994: 140).

These are processes of saying. The participants of the processes are: sayer (participant who speaks), receiver (the one to whom the verbalization is addressed), verbiage (a name for the verbalization itself). There is however one other type of verbal process, in which the sayer is in sense acting verbally on another direct participant, with verbs such as: *insult, praise, slander, abuse, and flatter*. This other participant will be referred to as the target.

The participants that involve in the verbal processes, as what Halliday (1994, 141), Eggins (2004, 235), and Emilia (2014, 156) say, can be divided into four points; sayer, receiver, verbiage, and target. The sayer according to Eggins (2004, 235) and Emilia (2014, 156) is “the participant responsible for the verbal process”. The receiver according to Halliday (1994, 141), Eggins (2004, 235), and Emilia (2014, 156) is defined as the “the one to whom the saying is directed”. Then, the verbiage according to Halliday (1994, 141) will at least mean as whether the content of what is said or the name of the saying. The last is the target which is defined as “the entity that is targeted by the process of saying” (Halliday, 1994:141). Let’s take a look the examples below that are adopted from Emilia (2014,156):



Table 1. 24. Transitivity Analysis Example of Verbal Processes

We	can introduce	our own country	to the world community
Sayer	Pr:Verbal	Verbiage	Receiver

Table 1. 25. Transitivity Analysis Example of Verbal Processes

The teacher	Praised	Tina	to all students.
Sayer	Pr:Verbal	Target	Receiver

The Verbal processes can also combine with the quoted or reported clause (Halliday, 1994; Eggins, 2004; Emilia, 2014). Let’s take a look the examples below adopted from Eggins (2004, 236):

Table 1. 26. Transitivity Analysis Example of Verbal Processes

I	Said	‘can	You	Avoid	The scar tissue?
Sayer	Pr:Verbal	Modal	Actor	Pr:Material	Goal

Table 1. 27. Transitivity Analysis Example of Verbal Processes

I	Asked	Them	to avoid	the scar tissue
Sayer	Pr:Verbal	Receiver	Pr:material	Goal



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These are clauses of saying, as in *What did you say? I said it's noisy in here*. Such clauses are an important resource in various kinds of discourse. They contribute to the creation of narrative by making it possible to set up dialogic passages, as in the following written narrative (Halliday & Matthiessen, 2014:302). The Process of a “verbal” clause is realised by a verbal group where the lexical verb is one of saying. Halliday & Matthiessen (2014: 305) give the examples of verbal process type in this table below.

Table 1.28. Transitivity Analysis Example of Verbal Processes

Type		Examples of Verb
Activity	Targeting	praise, flatter, commend, compliment, congratulate; insult, abuse, slander, blame, criticize, chide, censure, pillory, rebuke
	Talking	speak, talk
Semiosis	Neutral	say, tell; go, be like
	Quoting	
	Indicating	tell (sb that), report, announce, notify, explain, argue, convince (that), persuade (sb that), promise (that)
		ask (sb whether), question, enquire



		(whether)
	Imperating	tell (sb to do), ask (sb to do), order, command, require, promise, threaten, persuade (sb to do), convince (sb to do), entreat, implore, beg

1.6.3.4 Behavioural Processes

Egins (2004, 233) following Halliday (1994) defines the term behavioural processes as the processes of psychological and psychological behaviour that are in the middle of material and mental processes. Egins (2004,233) also provides several example of the behavioral processes, such as, breathe, cough, dream, frown, gawk, grimace, grin, laugh, look over, scowl, smile, sniff, snuffle, state, taste, think on, watch, and so on. According to Halliday (1994, 139), Egins (2004, 233), and Emilia (2014, 164) there is only one participant in the behavioural process called behavior.

In addition, Behavioural processes are processes of physiological or physiological behaviour (Halliday,1994a: 139 cited on Emilia, 2014: 165). like breathing, dreaming, snoring, smiling, hiccuping, lookin, watching, listening, and pondering. This group of processes is intermediate between mental and material processes and typically they have only one participant. The participant must be a conscious being and



is called the Behavior (Eggins, 1994: 250). A rule of thumb, a behavioral process verb is:

- 1) Intransitive (it has only one *participant*) and
- 2) Indicates an activity in which both the physical and mental aspects are inseparable and indispensable to it.

Example of behavioural processes can be seen below (Halliday, 1994: 139 cited on Emilia, 2014: 165)

Table 1.29. Example of behavioural processes

You	are daydreaming!
She	is not listening
Andi	is smiling
All students	are always laughing
Behaver	Process: Behavioural

(Emilia, 2014:165)

Behavioural process are almost always middle, the most typical pattern is a clause consisting of Behaver and Process only, a common variant of these is that where the behaviour is dressed up as if it was a participant, like *she sang a song, he gave a great yawn*; this structure is typical in the everyday spoken language (Halliday & Matthiessen, 2014:301).



Table 1.30. Example of behavioural processes

She	Lives	In the Mango street.
Behaver	Process: behavioural	Circ:location:place

Table 1. 31. Transitivity Analysis Example of Behavioural Processes

She	Coughed	Loudly
Senser	Pr:Behavioural	Circ:manner

There are several ways to identify whether the text is behavioural or not.

Those ways are adopted form Halliday (1994, 139) and Emilia (2014, 165):

- a) [near mental] processes of consciousness represented as forms of behaviour, e.g. look, watch, stare, listen, think, worry, dreams;
- b) [near verbal] verbal processes as behaviour, e.e. chatter, grumble, talk;
- c) Physiological processes manifesting states of consciousness, e.g. cry, laugh, smile, frown, sigh, snarl, whine;
- d) Other physiological processes, e.g. breathe, cough, faint, shit, yawn, sleep;
- e) [near material] bodily postures and pastimes, e.g. sing, dance, lie (down), sit (up, down).



1.6.3.5 Relational Processes

According to Halliday (1994, 119) and Eggins (2004, 139) relational processes is the processes of being. For example, *she is smart*, and so on. Halliday (1994) points out that there are three types of relational processes in English:

- a) Intensive (x is a)
- b) Circumstantial (x is at a)
- c) Possessive (x has a)

Halliday (1994) says that each type can be distinguished by two distinct modes:

- a) Attribute (a is an attribute of x)
- b) Identifying (a is the identity of x)

Because of those two distinct, the relational processes then have six categories which is shown in the table below that is adopted from Halliday (1994,119).

Table 1. 32. The categories of relational processes

Type/Mode	Attribute	Identifying
Intensive	Sarah is wise	Tom is the leader The leader is tom
Circumstantial	The fair is on Tuesday	Tomorrow is the 10th The 10th is tomorrow
Possessive	Peter has a piano	The piano is peter's Peter's is the piano



From the table above, the difference between attribute and identifying can be seen clearly. According to Emilia (2014, 158) the attribute is not reversible. Meanwhile, the identifying is reversible. So when the a and x can not be replaced each other, it is the attribute and the identifying is the opposite. According to Emilia (2014, 159) the relational clauses have two main participant roles based on whether the clause is the attributive or identifying clause.

There are two main participant roles in relational clauses: *Carrier+ attribute* in attributive clauses, and *token* (that which stands for what is being defined) + *value* (that which defines) in identifying ones. The verbs that realize relational attributive processes are: among others: different forms of *be, become, turn, grow, turn out, start out, end up, keep, stay, remain, seem, sound, appear, look, taste, smell, feel, stand.*

Moreover, verbs that realize relational identifying processes are: among others: different forms of *be, equal, make, signify, mean, define, spell, indicate, express, suggest, act as, realized, play, represent, stand for, refer to, exemplify* (Eggins, 1994: 257 cited on Emilia, 2014: 159)

In the attributive clause, there are two participants involving; carrier which Eggins (2004, 239) defines as the noun or nominal group and the attribute defined by Eggins (2004, 239) as the classification or descriptive epithet. For example:

Table 1. 33. Transitivity Analysis Example of Relational Processes

Rachel	Is	Beautiful
Carrier	Pr:intensive	Attribute



In the identifying clause, as what Emilia (2014, 159) says, there are two participants; token (that which stands for what is being defined) and value (that which defines). Token plays a role as the subject in the active sentence, while, value is the subject in the passive sentence (Eggins, 2004: 243). For example (adopted from Eggins, 2004, p. 242):

Table 1. 34. Transitivity Analysis Example of Relational Processes

You	've	the skinniest one here
Token	Pr:Intensive	Value

Table 1. 35. Transitivity Analysis Example of Relational Processes

The skinniest one here	Is	You
Value	Pr:Intensive	Token

The table below, as the conclusion, aims to summarize the explanation above regarding the meaning and the participants involved in each process (adapted from Halliday 1994, cited in Paltirdge, 2000, p. 117-118). According to Emilia (20014:159), the explanation and example of relational and attributive process will be explain in the table below.



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Table 1.36. Examples of Relational Attributive Processes

Sinta	Is	dilligent.
Toni and Indra	Are	students of the English Department.
The story	Sounds	interesting.
Tata	Is	a hardworking person.
Mizan	has turned	into a wise man.
Whales	Are	mammals.
Carrier	Process: intensive	Attribute

(Emilia, 2014:159)

Table 1.37. Examples of Relational Identifying Processes

The first winner	must be	Sinta.
his statements	Represent	the students who were dropped out.
d-o-g	Spells	“dog”.
the most effective way to stop	Is	capital punishment.



corruption		
mr.garrick	Played	hamlet.
Identified/ Value	Process: Intensive	Identifier/ token

(Emilia, 2014:161)

Other types of relational processes that can be found in a text are: Circumstantial and possessive. Circumstantial relational processes encode meanings about circumstantial dimensions: location, manner, cause, etc. And relational possessive process of ownership and possession between clausal participants (Eggins, 1994: 262). Examples of each type of clauses are shown as follows:

Causative clause:

Table 1.38. Examples of Causative Clause

Air pollution	Cause	Many diseases.
Illegal logging	Leads to	Many disasters.
The condition	Has led to	A more serious problem.
His hard work	Results in	His success in his career.
Token	Process: Cause	Value

(Emilia, 2014:264)



Possessive clause:

Table 1.39. Examples of Possessive Clause

This building	Has	A unique design
Possessor	Process: possession	Possessed

(Emilia, 2014:264)

The last type of relational processes that may be found in a text can occur in a causative relational type, with causation expressed through a make + be (Process: intensive) structure, as in:

Table 1.40. Examples of Causative Relational Structure

But the uniform	Makes	The students	Neat
The department program	Has made	The students	Dilligent
Agent/ initiator	Process: cause	Carrier	Attribute



Another example can be seen below:

Table 1.41. Examples of Causative Relational Structure

The experience in Mecca	Made	Pak Engkus	Become	A religious person
Agent/ attributor	Process: causative	Carrier	Process: intensive	Attribute

If the second clause above is changed into passive, the clause becomes:

Table 1.42. Examples of Causative Relational Structure in Passive Clause

Pak Engkus	Was made	To become	A religious person	By the experience in Mecca
Carrier	Process: causative	Process: intensive	Attribute	Agent

1.6.3.6 Existential Processes

Existential processes according to Eggins (2004, 238) “represent experience by posting that ‘there was/is something’”. Eggins (2004, 238) points out that existential process is easy to be recognized because the word ‘there’ is used in the sentence, but then, it must be differentiated between ‘there’ in the existential processes with ‘there’ used as the circumstance of location. ‘There’ in the existential processes does not refer



to any meaning (Eggins, 2004: 238) and it is just to complete the rule of English language that needs subject (Emilia, 2014: 166). Afterward, Emilia (2014, 166) also states that there is only one mandatory participant in the existential processes. Let's take a look the example below adopted from Eggins (2004, 238):

Table 1. 43. Transitivity Analysis Example of Existential Processes

There	Was	Snow	on the ground
	Pr:Existential	Existent	Circ:location

1.6.3.7 Circumstantial elements

Some linguists identify Circumstantial Elements by considering what probes use for eliciting or looking at the different question to which the circumstances provide answers. They classify them into seven types. They are Extent, Location, Manner, Cause, Accompaniment, Matter and Role (Eggins 2004: 222).

- 1) Extent construes the extent of the unfolding of the process in space-time: the distance in space over which the purpose unfolds or the duration in time during which the process unfolds. The interrogative forms for Extent are *how far?*, *how long?*, *how many* (measure units)? *How many times?*. The typical structure is a nominal group with a qualifier, either definite e.g. *five days*, or indefinite, e.g. *many miles*, *a long way*, this occurs either with or without prepositions, the most usual preposition is *for*.
- 2) Location construes the location of the unfolding of the process in spacetime: the place where it unfolds or the time when it unfolds. The general interrogative of Location are *where?*, *when?*. Place includes not only static location in space, but also the source, path, and destination of



movement. Similarly, time includes not only static location in time, but also the temporal analogues of source, path, and destination. The typical structure is an adverbial group or prepositional phrases, for examples are *down, underneath, by the door, in Canberra, long ago, before sunset, on Wednesday evening, among friends, between you and me.*

3) Manner

The Circumstantial Element of Manner construes the way in which the process is actualized. Manner comprises four subcategories: Means, Quality, Comparison, and Degree. These cover a considerable range; Means and Comparison tend to be realized by prepositional phrases, whereas Quality and Degree tend to be realized by adverbial groups.

Means refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the preposition *by* or *with*. The interrogative forms are *how* and *what with?*

Quality is typically expressed by an adverbial group with *-ly* and adverb as Head; the interrogative is *how?* or *how ...?* plus appropriate adverb. Less commonly, Quality is realized by a prepositional phrase. The general type is one where the preposition is *in* or *with* and the Head/Thing of the nominal group is the name of “manner” either *manner* or *way*, or of a qualitative dimension such as *speed, tone, skill, ease, difficulty, term*; but phrasal expression of Quality also include more specific types, such as specifications of the manner of movement.

Comparison is typically expressed by prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference. The interrogative is *what... like?*

Degree is typically expressed by an adverbial group with a general indication of degree such as *much*, a good deal, a lot, or with a collocationally more restricted adverb of degree such as *deeply, profoundly, completely, and heavily*. The collocationally restricted adverbs collocate with verbs serving as Process, as in Mental clauses: *love + deeply, understand + completely, believe + strongly*. Less commonly,



Degree may be expressed by a prepositional phrase, usually with *to* plus a nominal group with *extent*, *degree* as thing and intensifying adjective such as *high*, *large*, *great* as Epithet.

- 4) Cause tells about *why*. It divides into three subtypes which construes the cause why the process is actualized. Reason tells what causes the Process and is probed by *why?* or *how?*. It represents the reason for which a process takes place, what causes it, and they have the sense of “because”. For example *of thirst* in sentence *The sheep died of thirst*. Purpose tells the purpose and is probed by *what for?* For example *for cigarettes* in sentence “He went to the shop for cigarettes”. While, in addition, Behalf tells for whose sake and is probed by *for whom?* For example *for his mother* in sentence “He went to the shop for his mother”.
- 5) Contingency specifies an on which the actualized of the process depends on what. There are three subtypes. Those are Condition, Concession, and Default. Condition construes Circumstances that have to obtain something in order for the process to be actualized, they have the sense of “it”. They can be expressed by prepositional phrase of with complex prepositions *in case of*, *in the event of*, *on condition of*. Concession construes frustrating cause, with the sense of “although”. It is expressed by prepositional phrase with the prepositions *despite*, *notwithstanding*, or the complex prepositions *in spite of* or *regardless of*. Default has the sense of negative condition. It is expressed by prepositional phrase with the complex prepositions *in the absence of*, *in default of*.
- 6) Accompaniment tells about *with* or *without who* or *what* and is can be probed by *who* or *what else?* It is expressed by prepositional phrase such as *with, without, besides, and instead of*. There are two types of Accompaniment. They are Comitative and Additive. Comitative represents the process as a single instance of a process. For example, I left work *without my briefcase*. Additive represents the process as two instances. For example, *Instead of dingy velveteen* he had brown fur, soft, and shiny”.



- 7) Role tells about *be* and *become*. It has two categories named Guise and Product. Guise usually tells about *what as* and is probed by *as what?* For example, He lived a quiet life *as a beekeeper*. Product refers to a probe *what into*, with the meaning of “become”. For example, They bend that rod in *a straight line*.
- 8) Matter tells about “what” or “with reference to what” and is probed by *what about?* It is related to Mental Process, especially the cognitive subtype, and Verbal Process since it is the circumstantial equivalent of the Verbiage which is described, referred to, or narrated. The interrogative is *what about?* It is expressed by preposition such as *about*, *concerning*, with reference to. For example: “This book is talking *about functional grammar*” and “We must warn *of the consequences of this truth*”.
- 9) Angle is related ether to the Sayer of a Verbal clause, with the sense of “as... says” or to the Senser of a Mental clause, with the sense of “as ... thinks”. The former is called as Source since it is used to represent the source of information. It is expressed by complex prepositions such as *according to* and *in the words of*. The latter is called as Viewpoint because it is used to represent the information given by the clause from somebody’s viewpoint. It is expressed by simple preposition *to* or by complex preposition such as *in the view/opinion of* and *from the standpoint of*. This type of Angle occurs in Relational clauses that are agnate with Mental one.

1.6.4. Transitivity Clause Structure

When we look at the experiential metafunction, we are looking at the grammar of the clause as *representation*. As with the clause as exchange, we find there is one major system of grammatical choice involved in this kind of meaning. This is the system of Transitivity *as process type* (Eggins,2004: 213). Early, the researcher had revealed that there are six process types in transitivity.



According to Eggins (2004: 214) there are basic structure to analyze the the process type clause:

Process types	Nuclear Participants	Examples (Participants in bold)
Material	Actor, Goal	She made the coffee
Mental	Senser , Phenomenon	She saw the car
Relational : Attributive Identifying	Carrier, Attribute Token, Value	Maggie was a teacher Maggie was our teacher
Behavioural	Behaver	She laughed
Verbal	Sayer	She replied
Existential	Existent	There was a beautiful lady

1.6.5 Narrative Text

Narrative is a form of discourse and text which commonly concerns with the real or made-up memories of something happened, and often in the past event. In addition, narrative is also full of a chronological sequence of events; however, some of them hold merely one single event or jump around in time McCabe and Peterson (1991 : 1-2). There are various types of narratives. Firstly, *scripts* are employed to convey knowledge of a well-known event that is usually informed applying the second person pronoun 'you' and the present tense. Secondly, *recounts* involve telling about a personal experience when mostly prompted using the past tense. Thirdly, *accounts* are employed to explain a personal experience without delaying and those experiences usually are not shared by the listener. Fourthly, *event casts* are employed to explain an ongoing activity, report on a factual scene, or tell about a future plan. And finally, *fictional stories* are employed to the past, present, or future events that are



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not real. The events are described by focusing on someone or something attempting to carry out a goal.

According to Priyana, Renitasari, and Irjayanti (2008, 112) a narrative text is a text that entertains and gives the readers education, because the text engages with the development of events that is occurred unusually and unexpectedly and it educates the readers through the problems in the text that must be resolved. Indeed, narrative text is one of the texts that is from the narration types, as well as recount, anecdote, spoof, and news item which has function to tell the past events and also entertain the readers with the social messages behind the stories. Knapp and Watkins (2005, 220-221) also says that narrative text is not only for the media of entertainment, but also for the social function which has a power for changing social opinions and attitudes.

Generally, the narrative text has three generic structures; orientation, complication, and resolution, but sometimes it also has a coda at the end of the text. First, the orientation is the introduction of the text because the characters and setting are described in this part. As what Priyana, Machfutra, Muhammad (2008, 94) states that the opening of the narrative text tells the readers all about the text, including the characters and the setting of the story. Then, the second is complication. Priyana, Machfutra, Muhammad (2008, 94) says that in this part of the text the problems arise. The third is resolution which according to Priyana, Machfutra, Muhammad (2008, 94) the focus of this part is solving the conflict of the text. The last is only optional, because sometimes the narrative text does not contain this part called by coda. According to Priyana, Machfutra, Muhammad (2008, 94) in this part the closing remark, moral value are told to the readers. So, the narrative text is mandatory to have at least three generic structures.



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Knap and Watkins argues that narrative text has a big power to change the reader perspective, there are three important points in their books. Firstly, The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.

Secondly, Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs program. Narrative is also a ‘big’ or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. (Knapp and Wattkin, 2005:220-221).

Finally, Narrative is a form of discourse and text which commonly concerns with the real or made-up memories of something happened, and often in the past event. In addition, narrative is also full of a chronological sequence of events; however, some of them hold merely one single event or jump around in time McCabe and Peterson (1991 : 1-2). There are various types of narratives.

Scripts are employed to convey knowledge of a well-known event that is usually informed applying the second person pronoun ‘you’ and the present tense. *Recounts* involve telling about a personal experience when mostly prompted using the past tense. *Accounts* are employed to explain a personal experience without delaying and those experiences usually are not shared by the listener. *Event casts* are employed to explain



an ongoing activity, report on a factual scene, or tell about a future plan. And *Fictional stories* are employed to the past, present, or future events that are not real. The events are described by focusing on someone or something attempting to carry out a goal.

1.7 Literature Review

There are many research had been done to analyze the transitivity, the following literatures are the researcher's references to help the researcher during do this research.

1.7.1 Transitivity Analysis: Representation of Love in Wilde's The Nightingale And The Rose

Transitivity Analysis: Representation of Love in Wilde's The Nightingale And The Rose (2014) by Asad Mehmood, Roshan Amber, Sobia Ameer & Rabia Faiz from University of Sargodha, Pakistan. They have a main research finding, that is examine the function of language as useful tool in the short story "The Nightingale and the Rose" by Oscar Wilde in the light of Halliday's theoretical framework on transitivity. The aim is to present two views of love via two major characters. They use a content analysis technique. They conclude that The transitivity analysis of Wilde's short story The Nightingale and The Rose show how the actions are performed through the use of material processes. We get a clearer idea from the verbal processes that describe the actions as well as revealing the situation and conditions. Furthermore this impact is strengthened by the relational processes. The physical actions are highlighted through these processes with give an outer view of the world portrayed in the story.



1.7.2 The Transitivity System of Descriptive Texts in One Selected Textbook: Systemic Functional Linguistics Perspective

Recently, a thesis by Nining Suhaeni entitled “The Transitivity System of Descriptive Texts in One Selected Textbook: Systemic Functional Linguistics Perspective” (2016). She has two research questions, they are: a). What types of transitivity elements are produced in the descriptive texts? b). How do such transitivity choices enact the ideational metafunction of texts?.

She follows a research technique Bumela (2013:49). The steps of analysis in study of transitivity include: (1) counting down the number of sentences; (2) counting down the number of clauses; (3) generating clause identification by using transitivity analysis; (4) generating the degrees of frequency for each transitivity element; and (5) describing the connectedness of the entire clauses for the purpose of; and (6) generating a sound text interpretation to related in teaching and learning using the descriptive texts.

She concludes that the types of transitivity elements are produced in seven of descriptive texts that author used to describe people and place appropriate for different situations and contexts. Although some of texts are concerned with a similar topic is describing people or place, they differ in terms of their communicative aims and primary to the readers.

1.7.3 The Transitivity System of songs in One Selected Textbook: Systemic Functional Linguistics Perspective.

Wahyu Dwi S (2010) conducted research to find ideational meaning in childrens songs. He takes childrens songs Barney ‘Dancing and Singing’ series as the data. Besides the ideational meanings, she also concerns the thematic development in the texts. The result of this research shows that there are 115 clauses. The ideational meaning found in the



series are friendship, desire, admiration. The theme developments used by the song writer are reiteration and zigzag. There is a difference between this research and this previous study. This previous study is intended to find the ideational meaning and the theme development pattern. However, this research has the purpose to find the particular characteristics of the statement of purpose so that the purpose of it can be realized.

1.8 Research Method

In the Research Method, the reseracher would like to write the Research Design, Steps of the Research, Unit of Analysis, Source of Data, Technique and Instrument of Data Collecting, Technique of Data Analysis, Coding, and Research Timeline.

1.8.1 Research Design

This present study attempts to employ the qualitative methodology. The qualitative research tends to identify the behaviors because it will investigate the relationships, activities, situations, and materials (Fraenkel, et al., 2012: 426; Ary, et al., 2010: 419). No wonder, this present study is qualitative research because it will identify the process types in the narrative text. As what Fraenkel, Wallen, and Hyun (2012, 427) states that what the respondents are thinking and why they think about it will be researched in qualitative research. Then, the understanding and interpretation of human and social behavior in a certain social setting are revealed by the qualitative research (Ary, et al., 2010: 420).

According to Mackey and Gass (2005, 162) the qualitative research does not use the statistical procedures in its data description. This present study therefore will explain the findings through the words because it utilizes the documentation and interviews. As what Fraenkel, Wallen, and Hyun (2012, 427) states also that qualitative research uses the data collected which can convey the actual words or actions of the participants, for instance, interview transcripts, field notes, photographs, audio



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recordings, video tapes, diaries, personal comments, memos, official records, textbook passages, etc. Indeed, this present study has the soul of qualitative research.

This present study then tends to utilize the discourse analysis which is according to Paltridge (2000, 01) “an approach to the analysis of language that looks at patterns of language across texts as well as the social and cultural contexts in which the texts occur”. The reason why it uses the discourse analysis is because the first research question in this present study deals with the documentation that reveals the process types used in the text. Discourse analysis indeed is suitable because “it is a way of describing and understanding how language is used” (McCarthy, 1991: 02).

This present study as what explained in the introduction and focus of study tends to reveal the process types defined by Halliday (1994, 106) as the clause as the representation. According to Fairclough (2003, 124) discourse also is the way to represent the aspects of the world, for instance, the processes, relations and structures of the material world, the ‘mental world’ of thoughts, feelings, beliefs, and the social world. Therefore, this present study uses the discourse analysis because process types consists of the processes, participants, and circumstances that represent the world (Halliday and Matthiessen, 2014: 212-213). This present study also attempts to combine the discourse analysis with the case study defined by Berg (2001: 225) as “methods that involve systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or functions”.



Indeed, case study is needed to answer the research question number two that tries to describe the most dominantly in narrative text. Therefore, this present study uses the discourse analysis because process types consists of the processes, participants, and circumstances that represent the world (Halliday and Matthiessen, 2014: 212-213).

1.8.2 Steps of the Research

The steps of this present study are adapted from Fraenkel, et al (2012, 429-431). Here are the steps:

1. Reading the text
2. Segmenting the data in the form of clauses
3. Identifying the clauses are the types of processes, participants, and circumstances
4. Classifying the clauses into the categories of transitivity process types
5. Concluding the transitivity system enact the representation of experience
6. Drawing the conclusion.

1.8.3 Unit of Analysis

According to Chappelle (1998), the unit analysis of systemic functional linguistic is the text because the functional meaning potential of language is realized in unit no smaller than text. Similarly, Halliday (2004: 33) says that text is the form of data used for linguistic analysis and all of the description of grammar is based on text. Referring to the statements, the data of the research which was narrative text in narrative text entitled “The Goose Girl” in learners textbook (English for a Better Life), Grade



XII Senior high school. The texts were broken down into clauses because the compositional hierarchy of English in grammar usually starts from a clause (Halliday, 2004: 20).

In SFL, “clause” rather than “sentence” is the unit of analysis. A clause is defined as any group of words that contains a subject and a predicate (verb).

A clause is a group of words including a subject and a verb forming part of a sentence (Hicks, 2007:20).

Clauses can be further divided into two categories: dependent clauses and independent clauses. A dependent clause cannot stand on its own as a complete sentence. The presence of a dependent clause will almost always be indicated by a single word at the beginning of the clause: a subordinating conjunction, interrogative, or relative pronoun. An independent clause, on the other hand, constitutes a complete sentence without any additional words.

1.8.4 Source of Data

In this research, the writer chooses to analyze narrative text titled is “The Goose Girl”, because it contains various types of transitivity. This narrative text is telling about the power of love. It happened when the girl become the goose then the prince help the goose. Finally the goose become the beautiful princess. Meanwhile, the short-term goal of this text is giving message that the true of love become magic. The researcher conducts the research to find the transitivity process and get the most dominant process which characterizes this narrative text. This research uses documentation method to collect the data, which were took from textbook learner (English For A Better Life), for senior high school, grade XII on November 25th 2016 at 09.47 am.



1.8.5 The instrument of the Research

The instrument of this study was the researcher herself. In this research, the researcher acted as the planner, data collector, analyst, and finally reporter of the research finding. This research uses documentation method to collect the data, which were took from textbook learner (English For A Better Life), for senior high school, grade XII on November 25th 2016 at 09.47 am. Then, this study also attempts to identify the process types used by the narrative text. So, this present study indeed will describe the dominantly process type in narrative text.

As the result the researcher use the qualitative methodology. The qualitative methodology tends to identify the behaviors because it will investigate the relationships, activities, situations, and materials. The researcher also use the documentary sources because it seen as the meaningful strategy in the qualitative research and one of the documentations is the story. Therefore one of the techniques and strategies in collecting the data in this present study is using the documentation, because this present study deals with the narrative text from the the textbook learner.

1.8.6 Techniques of Collecting Data

Technique for this research is content analysis, because the research object is a textbook learners (English for a better life) in senior high school. According to C.R. Kothari (2004: 7) the suitable technique for library research type are statistical compilations and manipulations, reference and abstract guides, contents analysis. Kothari (2004: 110) defines content-analysis consists of analysing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed.



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According to Mason (2002: 103) the analysis of documentary sources is seen as the meaningful strategy in the qualitative research and one of the documentations is the story. It is therefore one of the techniques and strategies in collecting the data in this present study is using the documentation, because this present study deals with the narrative text from the the textbook learner.

The instrument of this study was the researcher herself. In this research, the researcher acted as the planner, data collector, analyst, and finally reporter of the research finding. The second instrument was the table of data classification sheet used for collecting and analyzing the data based on the theories used in this research. Moleong (2002) says that data analysis is a process of organizing and classifying data into certain pattern, category, and basic unit of analysis. The goals of the data analysis are to summarize the data, to represent them so that they can be comprehended, interpreted, or related to some decision the researcher wishes to make the data sheets used to note the chosen texts of the textbook consisted of six tables. Each table for organize the clause according transitivity process type.

1.8.7 Techniques of Data Analysis

The steps in analyzing qualitative data of research in qualitative research according to Iodico et. al (2010: 180) are:

- 1) prepare and organize the data.
- 2) review and explore the data.
- 3) code data into categories.
- 4) construct thick descriptions of people, places, and activities.
- 5) report and interpret data.



While Bumela (2013:49) argues that there are six steps of analysis in study of transitivity include:

- 1) counting down the number of sentences;
- 2) counting down the number of clauses;
- 3) generating clause identification by using transitivity analysis;
- 4) generating the degrees of frequency for each transitivity element;
and
- 5) describing the connectedness of the entire clauses for the purpose of; and
- 6) generating a sound text interpretation to related in teaching and learning using the descriptive texts.

The researcher believe that Lodico's theory about data analysis in qualitative method is more general than Bumela's data analysis. Bumela's steps is more specific to analyze the text using transitivity. So, the researcher would like to follow Bumela's idea to analyze the text using the transitivity system. But, in this case the researcher just take five steps from Bumela's because the research have not applied yet in the children teaching and learning especially in sound text interpretation.

In this research, the writer chooses to analyze narrative text titled is " The Goose Girl", because it contains various types of transitivity. The researcher conducts the research to find the transitivity process and get the most dominant process which characterizes this narrative text. This research uses documentation method to collect the data, which were took from textbook learner (English For A Better Life), for senior high school, grade XII on November 25th 2016 at 09.47 am. Then, this study also attempts to identify the process types used by the narrative text. So, this present



study indeed will describe the dominantly process type in narrative text.

The researcher analyze the story one by one clause to find out the transitivity process, participants and its circumstance. To make easier understanding this research, this study used abbreviation and transitivity coding that is available on texts.

1.8.8 Coding of the Data

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (Creswell, 2009: 171).

Because the data are the text in a book and the research method is qualitative, so the researcher use the qualitative codebook. It means for organizing qualitative data using a list of predetermined codes that are used for coding the data. This codebook might be composed with the names of codes in one column, a definition of codes in another column, and then specific instances (e.g.,line numbers) in which the code is found in the transcripts. (Creswell, 2009: 152).

In this research, the researcher use the coding for the unit analysis data. There are coding for text and coding for the clause.

e.g. Text Code:

T1/P1



Note: T1 (Text Number), P1 (Page Number).

Text number inform the sequence of the text on the source book.

And page number inform in what page the text was.

e.g. Clause Code:

T1/P1/01/IC

Note: add by code (01), it represents the clause number of the text.

And then IC (Clause Category, IC=Independent Clause; or DC=

Dependent Clause).

1.8.9 Research Timeline

Timeline of this research is taken from August 2016

No.	Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
1	Research Plan												
2	Submission the Title												
3	Writing the Proposal												
4	Collecting Data												
5	Analyzing Data												
6	Revision												



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