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A TRANSITIVITY ANALYSIS ON THE ANIMATION MOVIE DIALOGUES OF 'BIG HERO 6' DIRECTED BY DON HALL AND CHRIS WILLIAMS

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**



by

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ABSTRACT

Nunung Nurhayati (14121310334) A Transitivity Analysis on the Animation Movie Dialogues of 'Big Hero 6' Directed by Don Hall and Chris Williams

This study is concerned to transitivity system, it is focus on the dialogue which were uttered by the main character 'Hiro' in the movie of 'Big Hero 6'. When people interacts each other, there can happened misperception from what is meant by the speaker to what is accepted by the listener. It occurs especially when both of the participants in the communication are all non-native speaker. Transitivity system functions as one of the clause analysis methods in an ideational metafunction of language especially experiential metafunction which considers language as a meaning-making resource.

This study aims to find out the type of processes in the animation movie dialogue of 'Big Hero 6'. The participant function related to process type and this study also consider about participant which found in the movie. Besides, circumstance has widely extension in all process and the contribution of word to know the word choices that use in the animation movie dialogues of 'Big Hero 6'

This research used qualitative method in analyzing the data. The analysis in this research is constructed based on the theory from Michael Alexander Kirkwood Halliday. Halliday divides the system of transitivity or process types into six processes, namely: material, mental, verbal, behavioural, relational and existential.

The result from this analysis shows that there are 372 clauses who uttered by the main character. The total numbers of process types is material process with 172 clauses (46.23%) which dominated over the other and it is indicate that the movie of 'Big Hero 6' concern with action or events. The participant that dominated over the other participant is actor (27.30%), This participant is mainly use by the main character which refer to Baymax. The reason for this fact is because Hiro realize his action with Baymax as the robotic healthcare companion. For the circumstance, circumstance of place (46.34%) is more dominant than the other circumstance and it is emphasizes about where the doing takes place or time when the doing is occurs. In the contribution of word choices, it is important in the creation of meaning and cannot be separated from context the language used. There are 44 scenes that analyzed in the movie of 'Big Hero 6'. The result found that almost scene in this movie use action verb. This is appropriate with the meaning to deliver that the main character doing the concrete action rather than sensing or saying. It can be infer from the movie that the main character use action verbs to express the meaning which experienced by the main character.

Key words: transitivity, process type, participant, circumstance, movie



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RATIFICATION

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CHAPTER I INTRODUCTION

1.10. Background of the Problem

People do the communication by language. A language is interesting in the way of how people can do things with language, how people can make meanings, build up and understand through choices of words and grammatical resources. It's very important for individuals to interact each others. According to Halliday (2003: 34) Natural language is a dynamic open system, an evolved system, not a designed system: not something separate from humanity, but an essential part of the condition of being human.

Wood and Kroger (2000: 4) believe that language is taken to be not simply a tool for description and a medium of communication but as a social practice, a way of doing things. All the functions of language were arranged in Systemic Functional Linguistics (SFL). According to Emilia (2014: 63) SFL is a social theory of language. SFL regards language as a meaning-making resource through which people interact with each other in given situational and cultural context. See on the definition of Systemic Functional Linguistics, in social settings this study has relationship between language and its functions

In this occasion, the researcher is interests in conducting the transitivity analysis. Especially the researcher chooses to analyze the clause in the dialogues on the animation movie of 'Big Hero 6' because a film reflects every day human activities. When people doing communication, there can happened misperception from what is meant by the speaker to what is accepted by the listener. It occurs especially when both of the participants in the communication are all non-native speaker.

The recent study from Kaboocha (2016) has concluded that movies are powerful instructional tools that can help in developing students' language skills. Movies could help improve vocabulary acquisition with a wealth of information about a variety of vocabulary, phrases, and colloquial expressions. But before a movie used in the classroom, the teacher should know the language features of the movie itself. In this case, transitivity is the appropriate way to verify them.



The other reason that consider by the researcher to choose this movie because the movie was met with both critical and commercial success over \$657 million worldwide and becoming the highest animated film of 2014. It won the Academy Award for Best Animated Feature and the Kids' Choice Award for Favorite Animated Movie. It also received nominations for the Annie Award for Best Animated Feature, the Golden Globe Award for Best Animated Feature Film, and the BAFTA (British Academy of Film and Television Arts) Award for Best Animated Film.

The movie tells about the kids and robot. The main character Hiro Hamada is a 14-year-old robotics genius in the futuristic fictional city of San Fransokyo. He lived with his aunt Cass and older brother Tadashi after the death of his parents. Baymax (the healthcare companion robot Tadashi's creation) active when Hiro depressed after Tadashi was died because of explosion in his university. Hiro equips Baymax with armor and a battle chip containing various karate moves. They accompanied by GoGo, Wasabi, Honey Lemon, and Fred. After that, they begin to form a superhero team with Hiro creating armor and accessories for his friends to complement each one's area of scientific expertise.

Generally, a text is divided into two. There are written text and spoken text. Spoken text is typically used by more than one participant. This kind of text occurs in conversation. Spoken text is intended to bridge the discourses among participants. On the other hand, written text is produced by one or more participants. According to Lehtonen (2000: 48) 'text' can mean any form of signification: writings, photographs, movies, newspapers and magazines, advertisements and commercials; all and all, every kind of human signification practice. According to Widdowson (2007: 4) a text can be defined as an actual use of language.

To analyze transitivity a text that will be analyzed should be dividing into clause. Consider on many kind of text, the researcher focus to analyze the text in the form of movie. A movie, also called a film, is a story conveyed with moving images. It is produced by recording photographic images with cameras or by creating images by using animation technique or visual effects. Movie uses



spoken language which shows the power of communication in which the movie needs dialogues between two or more people.

Every movie has to lead in one character as focus subject. It has to be about someone. That is why the researcher conducts the research to find the transitivity process and get the most dominant process which characterizes on the movie. Besides, the character in movie communicates effectively through dialogues and movie dialogue tends to move in direct line. These studies specially focus on analyzing the character of “Hiro Hamada” voice cast by “Ryan Potter”. Kress and van Leeuwen’s Visual Grammar constitutes a description of how language experts use/combine visuals to construct meaning (Kress & Van Leeuwen, 1996: 2). The idea of applying Systemic Functional Linguistics (see Halliday, 2004) to images is derived from Kress and van Leeuwen’s assumption that:

Visual structures realize meanings as linguistic structures do also. (...). For instance, what is expressed in language through the choice between different word classes and semantic structures is, in visual communication, expressed through the choice between, for instance, different uses of color, or different compositional structures.” (Kress & van Leeuwen, 1996: 2)

Systemic functional linguistics sees grammar on the interrelation of form and meaning as a meaning-making resource. The meaning is taken from each of the clause. Droga & Humphrey (2005: 18) define a clause is one of the most important grammatical structures—it is the basic unit of meaning. Each clause in a text contributes to the overall meaning and helps the text achieve its purpose. The clause is not just a giving of information but it is constructing meaning of the text. This clause is also a representation of experience, a packaging of content meaning, and making meanings about how the interaction is structured. For example, giving the information that in a certain place (*England*), some group of people (*they*) perform a fairly concrete action (*giving*) of an object (*table*) to someone who benefits (*you*). To capture these kinds of representational meanings, it is need to analyze each of the clauses in the text.

Systemic functional linguistics view language as social oriented. This like what Halliday said that language as a social semiotic. The other view Fairclough (1989: 22) claims that language is the form of social practice therefore it is a part of the society. It is implied that the society is the whole and language is a part of



it. If language is a part of the society, it also means that language has a product and text is known as the product of the language. That is why language should be analyzed comprehensively. In this occasion, the researcher chose transitivity because of all the grammatical aspects were analyzed.

According to Eggins (2004: 249) transitivity analysis offers a description of one of the structural strands of the clause. Transitivity can make clear how the action is performed, by whom and on what. It is also emphasize the content of the language. The content itself can be a powerful conception in language of reality is that consists of “goings-on”: of doing, happening, feeling, being. These goings-on are sorted out in the semantic system of language, and expressed through the grammar of the clause.

Halliday (2004: 58-61) has divided functions of language into three major, namely: the ideational, the textual, and the interpersonal. Three of them are usually called Metafunctions. The ideational meaning is concerned with the clause as representation. Interpersonal meaning is concerned with the clause as exchange, while textual meaning is concerned with the clause as message. The ideational function is the use of language to express content and to communicate information. Where content is the focus, the emphasis will be on transferring information clearly and effectively so that it can be comprehended quickly and easily. In this occasion, interpersonal and textual meaning are not discussed because the focus of the research is on ideational metafunction which realized by transitivity system.

Transitivity is simply the study of what people are depicted as doing and refers broadly, to who does what to whom, and how (Machin & Mayr, 2012: 104). Transitivity has been known as a process-centered system to encode and decode the experience and knowledge of human beings. Transitivity should be regarded as a property of clauses rather than verbs. In Transitivity, there are processes types which are used to analyze the clause. It examines the structure of sentences which are represented by processes, the participants and the circumstances involved in these processes. By examine the transitivity system, someone can interpret how the field of the situation is being constructed. It can consider about the kind of



process in the transitivity system, because process is primary to analyze transitivity.

In analyzing the data uses the Systemic Functional Linguistic (SFL) of Halliday as the basic of the analysis. SFL is use because this theory often appears in social situation or our daily lives, either spoken or written. The theory of metafunction focuses on the purposes and the uses of language. By carefully considering this, one can thus take a critical stance towards the texts (Bumela, 2012). This theory also claims that language is functional and language use is unique and can be explored.

In different contexts of EFL teaching and learning, transitivity also has function as indicators of their mental representations and can therefore give us clues to practical in educational process. Knowledge of experiential grammar also provides language teachers with many ideas for experiential probe question that students can use as they explore English clauses in whole texts (Butt et al, 2000: 78 (Cited in Emilia, 2012: 169)) Further, teachers can exploring experiential meaning as a tool for studying interactions among language learners. Learners can require benefit from using experiential grammar that can lead the students' awareness to know the writer wants in using the text. Thus the experiential grammar can help students to respond the text critically about what's going on in the text. They would be able to reveal the structural pattern of language in English.

1.11. Focus of the Study

In this occasion, the researcher will explore a transitivity analysis for expressing meaning. This study also correlates with the use of how people represent meaning through the use of language. Transitivity specifies the different types of process that are recognized in the language, and the structures by which they are expressed. There are three main focus on transitivity system namely participants, process, and circumstance. The researcher will explore three of them and quantify them to know what types of processes are found in animation movie dialogues of 'Big Hero 6'. The use of languages also implies to the meaning potential. The researcher explore the transitivity which contribute to the creation



of meaning but the limitation of this research is on the movie dialogues of ‘Big Hero 6’ and focus to the main character.

1.12. Limitation of the Problem

In order to do this research clearly, the researcher focused the study on ideational metafunction or focused on the experiential meaning, especially transitivity analysis. The analysis of the clause will be taken from a movie by the title of ‘Big Hero 6’. The movie of ‘Big Hero 6’ has been released in 2014 and it claimed by Academy Awards as the best animated feature film of the year. Besides, this study specially focuses on analyzing the main character of “Hiro Hamada” voice cast by “Ryan Potter”. Another thing that should be limited in this research is about the participants. Actually, the dialogues of this research focus on the character of Hiro. The most important thing here is dominant processes on the dialogues that use by the main character because it represents the purpose of the movie.

1.13. Research Question

From the background above, there are some problems related to this research. The problems that need to be discussed in the transitivity analysis on animation movie dialogue of ‘Big Hero 6’. The research problems are formulated as follow:

1. What types of processes are found in the animation movie dialogues of ‘Big Hero 6’ ?
2. What participants and circumstances are involved in the animation movie dialogues of ‘Big Hero 6’ ?
3. Does the word choices in transitivity contribute to the creation of meaning in the animation movie dialogues of ‘Big Hero 6’ ?

1.14. The Aims of the Research

Generally, the aims of transitivity are to identify and explain how the main character’s personality is portrayed and represented through language used.



Linguistic choices in transitivity play an important role in building up the main character on the movie. Then, this study is aimed:

1. To find out what types of processes are found in the animation movie dialogue of 'Big Hero 6'
2. To find out what participants and circumstances are involved in the animation movie dialogues of 'Big Hero 6'
3. To know whether the word choices in Transitivity contribute to the creation of meaning or not in the animation movie dialogues of 'Big Hero 6'

1.15. The Significance of the Research

These are the significance of the research:

1.15.1. Theoretically

- 1) The result of this study can extend understanding on the comprehension about the process in transitivity system.
- 2) Analyzing text in transitivity system can guide an awareness to the purpose of the writer wants in using the text
- 3) The reader can explore English clauses in text
- 4) It can add the researcher's knowledge about transitivity system.

1.15.2. Practically

- 1) The study can be used to indicate what's going on in the text. It can make clear how the action is performed, by whom and on what
- 2) The research can be used as reference for the next research when the researcher finds the result of this study, then can develop to the other research.
- 3) It also can be implemented in teaching process to introduce students to the choices of words for making meaning in English clause

1.16. Theoretical Foundation

1.16.1. The Dialogues

Dialogue in movie comes so close to real speech that people usually do in their daily life. In other words, it's the other form of real conversation. A movie dialogues will illustrate not only how real speech is but also it add a dialogue



with sounds in movie to give an effect like in real world. In this occasion, the characters in movie will communicate effectively through dialogue like in real speech. Something that should be emphasizing that dialogue is different from debate. Dialogue interested in the relationship between the participants as in the topic or theme being explored.

In a dialogue have a focus and purpose. Dialogue is focused conversation, engaged in intentionally with the goal of increasing understanding, addressing problems, and questioning thoughts or actions. Dialogues in film more closely approximate natural conversation than the textbook dialogues and thus it can be presented as a model of natural conversation like in real life. Dialogue perhaps too simple like real speech, but let us explores this movie dialogue in relation of metafunction with transitivity analysis.

1.16.2. The Animation Movies

The term movie and film are just likely the same, they are provide linguistic contain in audio visual. According to the Filmmaker's Dictionary, 'film' is another term for 'movie'. The languages are provided in film or movies are not usually expressed in words and syllables only but in image also. Moreover, Tschirner (2001: 316) argues that films may support emotional goals. Film is primarily in a audio visual medium. For this reason, the people can see and hear all of condition that shows in the film. A way of communicating using images in film will understood easily.

Film or movie can be seen as a miniature of human life because films can provide 'authentic language' which illustrates human life in different angle. The movie or film offers the advantages, since it's consider of the visible world extends in two opposite directions. Arroio (2010: 135) states that a movie is a multimedia narrative form. The first, on which realist theory concentrates, gives it the power to posses the real world by capturing its appearance. While Parkins (1978: 60) said the focus of the traditional aesthetic permits the presentation of an ideal image, ordered by the film maker's will and imagination.

Film can reflect every day human activities, it is very popular in people daily life. Film also views as social representation. In fictional films, Allen &



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Gomery (1985: 158) describe the characters are given attitudes, gestures, sentiments, motivations, and appearances that are in part at least, based on social roles and general notions about how a policeman, factory worker, mother or husband is supposed to act. Some content of the movie such as images and sounds, themes, and stories ultimately derived from real social environment. Film is not just for entertainment only because people can get more benefits from enjoying movie. It has a message behind the story for the people while they are watching some film or movies.

The audio and visual in the movie build up an understanding, and to give an opportunity to know how to use the language in daily life. Generally the road movie is about mobility and freedom, about journeying in the form of a ‘moral discourse, a tale of personal development and as a reflection of society itself’ (Murphy, Venkatasawmy, Simpson, & Visosevic, 2001: 75). Katchen (2003: 221-236) also emphasizes the authenticity of the language in films. Since the films are often made to sound natural to native speakers of the language, they thus represent authentic language. In addition, people responses also add to the power of the film and they are not just passive observers.

See to the other context of education, movies can share new ideas and bring variety into the classroom. Mishan (2004: 216) argues that movies can be considered as authentic material and provide the learners with genuine input. Movies, in the language learning views, show a model of English in real life conversations. Movie provide current language usage, present visual content in which the dialogue takes places, and show gesture, facial expression and other body language. Automatically, when people watch movies in the same time they learn about the usage of language with or without their awareness.

Now, the development of film or movie is rising up become more interesting. One of them is animation movie that will be explored here. The word animation comes from the Latin word “anima,” which means life (Louise, Megan, & Abby, 2011, Bin, 2009). The verb form, “animate,” refers to the act of making something alive (Bin, 2009). Since the beginning of art as we know it, people have been interested in making art move.



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According to the Oxford dictionary “to animate” means to give (a film or character) the appearance of movement using animation techniques. It describes the action as the capacity to bring to life. Bin (2009) defined animation as continuously broadcasting of a series of pictures, or the drawing which creates continuous changes to the vision. This phenomenon is a trick of human vision and depends on the storage trait of the human eye (Louise, Megan & Abby, 2011). What looks like a video to the viewer is actually a rapid sequence of images. This process is how animation movies created.

The actor in the animation movie is not real but making from computer or other way to give an animation effect. The sound is generated from recording of the actor’s voice. To record the dialogues, the actor put on a microphone and read the script phrase by phrase multiple times. Voice acting is very different from acting in a life action movie. Actors have to transmit without their body and that is more difficult than it sounds. They have to express emotion only through their voice. They are the ones that give personality to the characters that they have to capture the spirit.

1.16.3. The Theories of Systemic Functional Linguistics (SFL)

SFL was developed by Halliday (1985) a professor of linguistics from university of Sidney, Australia. Systemic Functional Linguistics as basic in study language, it can be defined as the study of the relationship between language and its functions in social settings. It means that Systemic Functional Linguistics (SFL) describes that language as functional. According to Emilia (2014: 63) SFL regards language as a meaning-making resource through which people interact with each other in given situational and cultural context. Similarly, Fang and Schleppegrell (2008: 10-11) describe about SFL as follows.

SFL sees language as resource for making meaning in the same way that color is a resource for painters to create artwork. We make different kinds of meaning for different purposes and context by drawing on the different options that language affords, just a painters use different combinations of colors from their palette to create different effects with their paintings

Systemic functional linguistics view grammar as a meaning-making resource and insists on the interrelation of form and meaning. SFL views



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grammar and lexis (vocabulary) as working together in making meanings: this combination is referred to as lexicogrammar (Flowerdew, 2013: 12). Thus, grammar becomes a study of how people arrange the choice of words and other grammatical resources to convey their purposes. According to Gerot and Wignell (1994: 2-5) grammar is a theory of language, of how language works and how is put together. It is the study of wordings particularly. Traditional grammar focuses on rules for producing correct sentences.

The grammar becomes prominent thing to describe how language works. Therefore, grammar and meaning are closely related. Grammar becomes a study of how meanings are built up through the use of words when language acts are performed as the expression of meaning. Systemic Functional Grammar is the grammar that has been developed by systemic functional linguist. SFG is a way of describing lexical and grammatical choices from the system of wording so people are always aware of how language is being used to realize meaning. This grammar attempts to describe language in actual use and focus on text and their context (Gerot and Wignell, 1994: 6).

According to Schleppegrell (2004: 45) Functional analysis identifies how grammatical structures realize social meanings and how the meanings construe different contexts. It is clear that grammar and meaning (semantic) are related each other either in spoken or written language. The way how language works involves the idea that a language consists of a set of systems, each of which offers the speakers (or writer) a choice of ways expressing meanings because the forms of the language that is used by a speaker represents meanings.

1.16.4. Metafunction of Language

In SFL, the ways people use language is classified into three categories, they are called as language metafunction. These three metafunction are the interpersonal metafunction (intruder function), the ideational metafunction (observer function), and the textual metafunction (Emilia, 2014: 74). The three types of meaning or metafunctions above can be classified as follows:



Table 1.1: Three lines of meaning in the clause

Metafunction	Clause as...	System	Structure
Textual	Message	Theme	Theme ^ Rheme
Interpersonal	Exchange	Mood	Mood [Subject + Finite] + Residue [Predicator (+ Complement) (+ Adjunct)]
Experiential	Representation	Transitivity	process + participant(s) (+ circumstances), e.g. Process + Actor + Goal

(Halliday & Mattiesen, 2014: 83)

1.16.4.1. The Ideational Function

The ideational function relates to the inner and outer worlds of reality, it is “language about something”. According to Halliday (1978: 112), whenever one reflects on the external world of phenomena or the internal world of one’s consciousness, the representation of that reflection would take the form of ‘content’. This form of content is called the experiential meaning. The ideational metafunction realized by transitivity system. Transitivity is relevant to the Ideational Meaning of semantics and field in the context of situation.

The ideational metafunction see language as representation, as reflection of human experience. As Halliday (1978: 21) explains,

Language has to interpret the whole of our experience, reducing the indefinitely varied phenomena of the world around us, and also of the world inside us, the processes of our own consciousness, to a manageable number of classes of phenomena: types of processes, events and actions, classes of objects, people and institutions and the like.

Transitivity systems exhaustively describe the potential for all classes of the unit clause. Halliday & Matthiessen (2014: 220) stated that the clause is the central processing unit in the lexicogrammar – in the specific sense that it is in the clause that meanings of different kinds are mapped into an integrated grammatical structure. It is as the basic unit of analysis in SFL. The lexico-grammar, then, is seen as construing three kinds of meanings, corresponding to field, tenor, and mode: the ideational, interpersonal, and



textual. In every clause, we simultaneously construe some kind of experience, enact the role relationship between speaker and hearer or reader and writer, and structure texts so that they make coherent wholes (Schleppegrell, 2004: 46). Clause has essential position to functional grammar because it contains the sequence of ideational meanings

Ideational meaning is focusing the language on the clause level with respect to the notion of clause as representation. Clause as a representation means that one function of the clause is as representation of experience of both external realities and internal reality. Halliday has identified the encoding processes of the realities under discussion, and he has also linguistically (grammatically) classified the various process types : (1) material, (2) mental, (3) relational, and he classified other processes into three subsidiary process types : (1) behavioral, (2) verbal, and (3) existential (Halliday 1985).

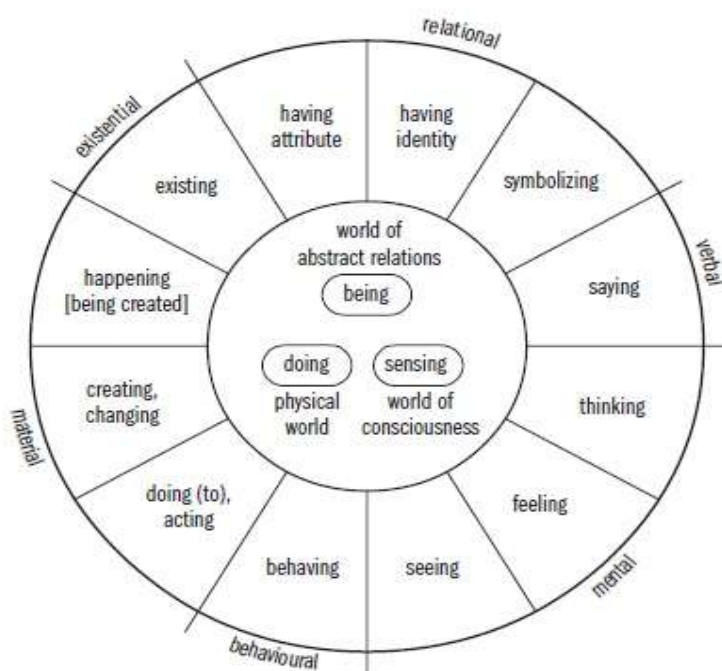


Figure 1.1. The grammar of experience: types of process in English
(Halliday, 2004: 172)

1.16.4.2. The Interpersonal Function

The interpersonal function is an interpretation of language in its function as an exchange, which is a doing function of language; it is



concerned with language as an action. The interpersonal meaning of language (clause) in its function as an exchange, in which clauses of the interpersonal meaning that function as clauses of exchange representing the speech role relationship, is realized by the mood system of language (clause). The mood system of the clause is represented by the mood structured of the clause, which comprises two major elements: (1) mood and (2) residue

This meaning represents the speaker's meaning potential as an intruder that takes into account the interactive nature of relations between the addresser (speaker/writer) and the addressee (listener/reader). Clauses of the interpersonal function as clauses of exchange represent speech role relationship. Two most fundamental types of speech role or function: (1) *giving*, and (2) *demanding* (Halliday, 1994: 68-69). Example of giving and demanding can be seen in some example below:

Giving

Would you like to have cup of coffee?

Laskar Pelangi is a novel by Andrea Hirata

Demanding

Can I have a cup of tea, please?

Who has read Laskar Pelangi?

1.16.4.3. The Textual Function

The textual function of language is an interpretation of language is its function as a message. The textual function of language (clause) in its function as a message is realized by the theme of language (clause). Theme is the grammatical system that organizes the clause in such a way that it helps to construct the environment (Emilia, 2014: 225). The theme system of the clause is represented by the thematic structure of the clause, which consist of two major elements: (1) theme, and (2) rheme.

1.16.5. Transitivity System

Transitivity system belongs to experiential metafunctions. It means that the clause functions as the representation of processes explores by



transitivity system. According to Eggins (2004: 206) Transitivity analysis is the organization of the clause to realize the ideational meaning, meaning about how we represent reality in language. Transitivity specifies the different types of process that are recognized in the language, and the structures by which they are expressed. 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.

Processes are central to transitivity (Gerot and Wignell 1994:54). From this point of view it can be seen that different processes make different order of meaning. The center on the part of the clause in transitivity is realized by the verbal group. They are also regarded as what “goings-on” and suggest many different kinds of goings-on which necessarily involve different kinds of participant in varying circumstances

There are three components of “transitivity process” (Halliday & Matthiessen, 2014: 220) namely:

- Process unfolding through time
- Participant involved in the process
- Circumstance associated with the process.

Halliday (1981) also defines transitivity as ‘the grammar of the clause’ as ‘a structural unit’ for ‘expressing a particular range of ideational meanings’. From the experiential perspective, language comprises a set of resources for referring to entities in the world and the ways in which those entities act on or relate to each other. It examines process, participants and circumstances. Circumstances answer questions when, where, how, how many and as what. Process is typically expressed or realized by verbal group in the clause, and is the central component of the message from the experiential perspective. While participant is normally realized by a nominal group. Using functional labels, speakers can express what they have said about the content of clauses in terms of processes involving participants in certain circumstances.



The three elements of a clause as representation, according to Halliday can be described below :

Table 1.2. Typical experiential functions of group and phrase classes

Type of elements	Typically realized by
Process	Verbal group
Participant	Nominal group
Circumstance	Adverbial group or prepositional phrase

(Halliday, 2004: 177)

1.16.5.1. Process Types and Their Participants

The process represents the happening or event which the clause is on about, whether is matter of a happening, doing, thinking, saying, being having. There are many kinds of processes in the transitivity system. Processes can be subdivided into different types. There are six different process types identified by Halliday (Gerot & Wignell, 1994: 54) :

- | | | |
|----------------|----------|---|
| 1. Material | doing | bodily, physically, materially |
| 2. Mental | sensing | emotionally, intellectually, sensorilly |
| 3. Relational | being | equal to, or some attribute of |
| 4. Verbal | saying | lingually, signaling |
| 5. Behavioral | behaving | physiologically and psychologically |
| 6. Existential | existing | there exist |

Participants represent thing or people involved in carrying out the process, or thing or people affected by the process. Each process in transitivity system has its key participants, but sometimes there are additional participants. Halliday classified them in this table.

Table 1.3. Process types, their meanings and characteristic participants

Process type	Category meaning	Participants, directly involved	Participants, obliquely involved
material: action event	‘doing’ ‘doing’ ‘happening’	Actor, Goal	Recipient, Client; Scope; Initiator; Attribute
behavioral	‘behaving’	Behaver	Behavior



mental: perception cognition desideration emotion	‘sensing’ ‘seeing’ ‘feeling’ ‘thinking’ ‘wanting’	Senser, Phenomenon	
Verbal	‘saying’	Sayer, Target	Receiver; Verbiage
relational: attribution identification	‘being’ ‘attributing’ ‘identifying’	Carrier, Attribute Identified, identifier; Token, Value	Attributor, Beneficiary Assigner
existential	‘existing’	Existent	

(Halliday, 2004: 260) :

As stated above briefly, process type in English can be categorized into : material, mental, verbal, behavioral, relational, existential. All of them will be discussed here with their participants :

1) Material Process: Process of Doing & Happening

Material processes are process of doing and happening. Material processes express the notion that some entity physically does something which may be done to some other entity (Gerot and Wignell 1994:55). Material process also answer the question what did X do ? or what happened? Potential participant roles are: an actor (the doer of the 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 al., 2000: 52) cited in Emilia, 2014: 151))

Table 1.4. Examples of Material Processes

The fire	had destroyed	everything
Actor	Pr: material	Goal

(Thompson 1996: 80)

The participants involve in material clauses are Actor, Goal, Beneficiary and Range. Actor is the one doing the material deed. The



second participant is called the Goal that is a participant impacted by a doing (the one done to or with). According to Gerot and Wignell (1994:55) the goal is an entity to which the process is extended or directed.

There is also participant benefiting from the doing (the one given to or done for) called Beneficiary. It occurs in clauses without a Goal. Gerot and Wignell (1994: 63) state that the Beneficiary is the one to whom or for whom the process is said to take place. In material processes the Beneficiary is either the Recipient or the Client. The recipient is the one to whom goods are given. The client is the one for who services are provided. Range is a participant specifying the scope of a happening. The Range in material process typically occurs in the middle clauses, those with Actor only, no Goal.

Table 1.5: Examples of Recipient and Client in Material Process

I	sold	the car	to john
Actor	Pr: material	Goal	Recipient

They	threw	a farewell party	for Jane
Actor	Pr: material	Goal	Client

(Gerot and Wignell 1994:64)

2) Mental Process: Process of Sensing

Mental process is process of sensing: feeling, thinking, perceiving. Some processes involve not material action but phenomena described as states of mind or psychological event. People are not always talking about concrete process if doing. They very often talk not about what they are doing, but about what they think or feel. These processes tend to be realized through the use of verbs like think, believe, understand, know, feel, smell, hear, see, want, like, please, admire, repel, enjoy, fear, frighten. Gerot and Wignell (1994: 58) classify mental process into three classes: cognition (process of thinking, knowing, understanding); affection (process of linking and fearing); perception (verbs of seeing and hearing). These three types of mental process:



1. Affective or reactive (feeling) which is recognize through the use of verbs of liking, fearing.
2. Cognitive (thinking) which is recognized through the use of verbs of thinking, knowing, understanding.
3. Perceptive (perceiving through the five senses) which is recognize through the use of verbs of seeing, hearing.

Here, can be seen the examples of sensing process,

Table 1.6 Examples of sensing process

Cognition (thinking)		Feeling and wanting (affection)	Perceiving (seeing and hearing)
Know	Decide	Like	See
Reflect	Consider	Hate	Taste
Comprehend	Recall	Dislike	Hear
Believe	Hypothesise	Want	Smell
Imagine	Wonder	Wish	Observe
Forget	Understand	Need	Notice
Remember	Assume	Fear	Sense
Recollect	Recognise	Enjoy	
Realize	Infer		

(Derewianka, 2011: 22) cited in Emilia, 2014: 153))

Halliday (1985: 112) states that all Mental Processes potentially involve both Sensor and Phenomenon. Eggins (1994: 242) also stated that mental process must always have two participants. These two participants, namely: sensor, which must be realized by a human or at least conscious participant and a phenomenon, realized by nominal group or embedded clauses summing up what is thought, wanted, perceived or liked/disliked. The Phenomenon may represent the content of sensing.

Table 1.7 Example of mental process of affection

The higher middle class	will perhaps not feel	any meaningful effects
Sensor	Process: affection	Phenomenon

(Emilia, 2014: 154)



However, mental process can sometimes have only one participant. That is in the situation when they project, as in the following example:

Table 1.8 Example of mental process of cognition

I	do believe
Senser	Process: cognition

English	should be thought	in all levels of education
Goal	Process: material	Circumstance: location: place

(Emilia, 2014: 154)

Table 1.9 Example of mental process of perception

He	couldn't see	anything
Senser	Process: perceptive	Phenomenon

(Thompson 1996:85)

3) Verbal process: Processes of Saying

Verbal processes are processes of saying and they are expressed by verbs such as, say, tell, ask, reply, or more accurately, of symbolically signaling (Halliday, 1994:140). Verbal Process is a process of saying. Some verbs used to express the verbal processes include talk, say, ask, reply, suggest, praise, insult, slander, and flatter. It has a participant named Sayer, who is the doer of the process of verbalization.

Verbal process are similar to mental process, most importantly in the way that they can project second order representations of experience (Williams, 1993: 234) cited in Emilia, 2012: 157)). Mental clauses have the potential to project. Projection occurs when a clause suggest that something was thought or said (the projecting clause) and another separate clause indicate what it was, thought or said (the projected clause). The projecting or projected clauses are each analyzed in their own right. Moreover, categorizes the projection of Verbal Process as follows:

1. Stating: statement, report, news, rumor, claims, assertion, argument, insistence, proposition, assurance, and imitation.
2. Questioning: question, query, inquiry argument, despite.
3. Offering: offer, suggestion, proposal, threat, promise.



4. Commanding: order command, instruction, demand, and request.

Participant roles of verbal process can be classified into: (i) a sayer: the participant responsible for the verbal process; (ii) a receiver: the one to whom the saying is directed; (iii) the function that corresponds to what is said (this may mean: content of what is said or name of the saying, like a question in 'the expression 'to ask question'); and (iv) a target: the entity that is targeted by the process of saying.

Table 1.10 Example of verbal process

we	can introduce	our own country	to the world community
Sayer	Process: verbal	Verbiage	Receiver

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

(Emilia, 2014: 156)

4) Behavioral process: Processes of Behavior

Behavioral process is a process of physiological and psychological behavior, like breathing, coughing, smiling, dreaming and staring (Halliday, 1994: 139). The behavioral process category is intermediate between material and mental, such processes incorporating elements of both types of meaning. Examples include watch, listen, laugh and cry (Flowerdew, 2013: 19). The majority of behavioral processes of clauses have one participant only. The Participant who is behaving, called Behaver, is typically a conscious being like Sayer, but the process functions more like the one of doing. Rarely, a further participant occurs named behavior, as with salty tears in cry salty tears, a sigh in breathe a sigh, blood in sweat blood, sweet dreams in dream sweet dream. Example of behavioral process can be seen below:

Table 1.11 Example of behavioral process

You	are daydreaming
She	is not listening
Andi	is smiling
All students	are always laughing



Behaver	Process: behavioral
---------	---------------------

(Emilia, 2014: 165)

The Boundaries of Behavioral Process are indeterminate, but it can be recognized the kinds set out in the following table:

Table 1.12 Examples of verbs serving as Process in behavioural clauses

(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, vomit, faint, shit, yawn, sleep
(v)	[near material]	bodily postures and pastimes	sing, dance, lie (down), sit (up, down)

(Halliday, 2004: 251)

5) Relational process: Processes of Being

Relational processes involve states of being and having. They can be classified according to whether they are being used to identify something or to assign a quality to something. Process which establishes an identity is called Identifying process and process which assigns a quality is called Attributing processes.

Every language accommodates in its grammar, some systematic construction of relational process. The English system operates with three main types:

1. Intensive : 'x is α'
2. Circumstantial : 'x is at α (where 'is at' strands for 'is at, in, on, for, with, about, along, etc')
3. Possessive : 'x has α'

Each of these comes in two distinct modes :

- (a) Attributive : 'α is an attribute of x'



(b) Identifying : ‘ α is the identify of x’

Table 1.13 The principal types of relational process

Type	(i) Attribute	(ii) Identifying
(1) Intensive	Sarah is wise	Tom is the leader The leader is tom
(2) Circumstantial	The fair is on a Tuesday	Tomorrow is the 10 th The 10 th is tomorrow
(3) possessive	Peter has a piano	The piano is peter’s Peter’s is the piano

(Halliday, 1994: 119)

a. Attribute Process

In the attributive sub-type, a quality, classification or descriptive ephitet (Attribute) is assigned to a participant (carrier) which is realized by a noun or nominal group. Attribute is a quality or epithet ascribed to the carrier (means that “X carries the attribute a”) while carrier (means “X is a member of the class a”).

The verbs that realize relational attributive process are: among others: different from of *be, become, turn, grow, turn out, start out, end up, keep, stay, remain, seem, sound, appear, look, taste, smell, feel, stand*. Attributive relational clauses where an entity has some equality ascribed or attributed to it, and this quality is labeled ‘attributive’ and the entity to which it is ascribed is the ‘carrier’.

Table 1.14 Example of attributing process

Sinta	is	diligent
Toni and Indra	are	students of English department of UPI
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)



b. Identifying Process

An identifying clause is not about ascribing or classifying, but defining. The meaning of an identifying intensive is that “X serves to define the identity of Y”. In this process, the participant roles are token and value. Verbs that realize relational identifying are different form of *be*, *equal*, *make*, *signify*, *mean*, *define*, *spell*, *indicate*, *express*, *suggest*, *act as*, *realized*, *play*, *represent*, *stand for*, *refer to*, *exemplify*.

Table 1.15 Example of identifying process

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 corruption	is	Capital punishment
Mr garrick	played	Hamlet
Identified/value	Process: intensive	Identifier/token

(Emilia, 2014: 161)

Halliday (1985:115) points out that semantically, the token will be a “sign”. Name, form, holder or occupant of a value which gives the “meaning referent, function, status or role” of the token. While, the token is the nominal group which contains the “name” which gives the classification.

- Token will always be subject in an active clause
- Value will always be subject in a passive clause

6) Existential process

Existential process is process of existence. These processes represent that something exists or happens. These clauses typically have the verb *be*, or some other verb expressing *existence*, such as *exist*, *arise*, followed by a nominal group functioning as Existent (a thing which exists in the process). The existent may be a phenomenon of any kind, and is often, in fact, an event.



The structure of existential process involves the use of the word “there”, but the word “There” is left unanalyzed for transitivity. “There” has no representational function, it clause merely because all English clauses require a subject.

Table 1.16 Example of existential process

There	was	snow	On the ground
	Process: existential	Existent	Circ: location

(Eggins, 2004: 238)

1.16.5.2. Circumstances

Circumstance is any circumstantial information about the process. There are; time (temporal); place (spatial); manner which consist of means, quality and comparison; cause which consist of reason, and purpose; accompaniment; matter; and role. In the case of participant functions, circumstance differ according to the type of process being represented and functions are more specific. Circumstances reflected under certain conditions, they may be marked by a preposition.

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, Gerot and Wignell 1994: 52-53).

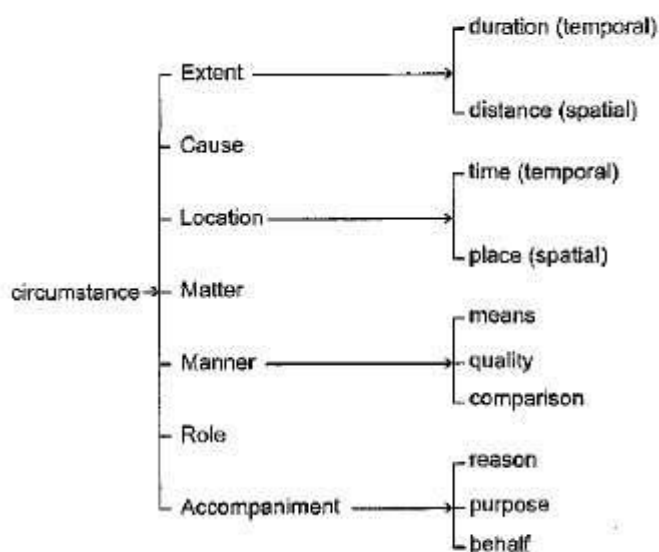


Figure 1.2 System of circumstance (Eggins, 2004: 223)



Moreover, Halliday & Mattiessen (2014: 313-314) differentiates Circumstances into four types based on their purpose in a clause. Those are enhancing (Extent, Location, Manner, Cause, and Contingency), extending (Accompaniment), elaborating (Role), and projection (Matter, Angle). Those types of circumstantial elements by Halliday & Mattiessen have explored in this table :

Table 1.17 Type of circumstantial elements and examples

Types			Wh-items	Example of realization
Enhancing	Extent	Distance	How far?	for; throughout „measured“; nominal group
		Duration	How long	for; throughout „measured“; nominal group
		Frequency	how many times?	„measured“ nominal group
	Location	Place	where? [there, here]	at, in, on, by , near; to, towards, into, onto, (away) from, out of, off; behind, in front of, above, below, under, alongside ... adverb of place: abroad, overseas, home, upstairs, downstairs, inside, outside; out, up, down, behind; left, right, straight ...; there, here
		Time	when? [then, now]	at, in, on; to, until, till, towards, into, from, since, during, before, after adverb of time: today, yesterday, tomorrow; now, then
	Manner	Means	how? [thus]	by, through, with, by means of, out of (+material), from
		Quality	How? (thus)	in + a + quality (e.g. dignified) +



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.

				manner/way, with + abstraction (e.g. dignity); according to adverbs in -ly, -wise; fast, well; together, jointly, separately, respectively
		Comparison	how? What like?	like, unlike; in + the manner of ... adverbs of comparison differently
		Degree	How much?	to + a high/low/ ... / degree/extent; adverb of degree much, greatly, considerably, deeply [often collocationally linked to lexical verb, e.g. love + deeply, understand + completely]
	Cause	Reason	Why?	because of, as a result of, thanks to, due to, for want of, for, of, out of, through
		Purpose	why? what for?	for, for the purpose of, for the sake of, in the hope of
		Behalf	who for?	for, for the sake of, in favour of, against [„not in favour of“], on behalf of
	Contingency	Condition	Why?	in case of, in the event of
		Default		in default of, in the absence of, short of, without [„if it had not been for“]
		Concession		despite, in spite of
	Extending	Comitative	who/what with?	with; without
		Additive	And who/what else?	as well as, besides; instead of
Elaborating	Role	Guise	What as?	as, by way of, in the



				role/shape/guise/form of
		Product	what into?	into
Projection	Matter		what about?	about, concerning, on, of, with reference to, in [„with respect to“]
	Angle	Source		according to, in the words of
		View point		to, in the view/opinion of, from the standpoint of

The table above is about type of circumstantial elements and examples. As the theory from Halliday & Mattiessen (2014: 314-328), it will be explained briefly bellow, those are enhancing (Extent, Location, Manner, Cause, and Contingency), extending (Accompaniment), elaborating (Role), and projection (Matter, Angle).

1. Extent

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?*.

Table 1.18 Example of extent circumstantial element

I	‘ve given	blood	36 times
Actor	Pr: material	Goal	Circ: extent

I	Stayed up	All night
Actor	Pr: material	Circ: extent

(Eggins, 2004: 222)

2. Location

Location construes the location of the unfolding of the process in space time: the place where it unfolds or the time when it unfolds. The general interrogative of Location are *where?*, *when?*. The typical structure is an adverbial group or prepositional phrases.



Table 1.19 Example of location circumstantial element

They	rang	me	up	On the Saturday night
Actor	Pr: material	Beneficiary	Pr: material	Circ: location

I	delivered	it	To the clinic where she was
Actor	Pr: material	Goal	Circ: location

(Eggins, 2004: 222)

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* 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*. Quality expressions characterize the process in respect of any variable that makes sense.

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*, *heavily*, *badly*. The collocationally restricted adverbs collocate



with verbs serving as Process, as in ‘mental’ clauses: *love + deeply*, *understand + completely*, *believe + strongly*, *want + badly* (see Matthiessen, 1995a: 279–281, 1998a, 2009b). Less commonly Degree may be expressed by a prepositional phrase.

Table 1.20 Examples of Manner circumstantial

Type	WH-form	Examples
Means	How? What with?	(mend it) with a fusewire
Quality	How?	(they sat there) in complete silence
Comparison	What like?	(he signs his name) differently
Degree	How much?	(they all love her) deeply

(Halliday & Matthiessen, 2014: 321)

4. Cause

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*.

A circumstantial of Reason represents the reason for which a process takes place – what causes it; they have the sense of ‘because’. It is typically expressed by a prepositional phrase with *through*, *from*, *for* or a complex preposition such as *because of*, *as a result of*, *thanks to*, *due to*. The corresponding WH- forms are *why?* or *how?*.

Circumstantial of Purpose represent the purpose for which an action takes place – the intention behind it; they have the sense of ‘in order that’. They are typically expressed by a prepositional phrase with *for* or with a complex preposition such as *in the hope of*, *for the purpose of*, *for the sake of*. The interrogative corresponding is *what for?*.

Circumstantial of Behalf represent the entity, typically a person, on whose behalf or for whose sake the action is undertaken – who it is for. They are expressed by a prepositional phrase with *for* or with a complex preposition such as *for the sake of*, *in favor of* (negative: *against*), *on behalf of*. The usual interrogative is *who for?*



Table 1.21 Examples of Cause circumstantial

Type	WH-form	Examples
Reason	Why? How?	(they left) because of the draught
Purpose	What for?	(it's all done) with a view to promotion
Behalf	Who for?	(put in a word) on my behalf

(Halliday & Mattiessen, 2014: 322)

5. Contingency

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 circumstantial construe frustrated cause, with the sense of ‘although’; they are expressed by prepositional phrases with the prepositions *despite*, *notwithstanding* or the complex prepositions *in spite of* or *regardless of*.

Default circumstantial have the sense of negative condition – ‘if not, unless’; they are expressed by prepositional phrases with the complex prepositions *in the absence of*, *in default of*;

6. Accompaniment

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, each has a positive and a negative aspect.

The comitative represents the process as a single instance of a process, although one in which two entities are involved. It ranges from some cases where the two entities could be conjoined as a single element, as in *Fred and Tom set out together*, to others where they could not, like *Jane and her umbrella set out together*. The additive represents the process as two



instances; here both entities clearly share the same participant function, but one of them is represented circumstantially for the purpose of contrast.

Table 1.22 Examples of accompaniment circumstantial

	WH-form	Examples
comitative, positive: 'accompanied by'	who/what with? and who/what else?	Fred came with Tom Jane set out with her umbrella
comitative, negative: 'not accompanied by'	but not who/what?	Fred came without Tom I came without my key
additive, positive: 'in addition to'	and who/what else?	Fred came as well as Tom
additive, negative: 'as alternative to'	and not who/what?	Fred came instead of Tom

(Halliday & Mattiessen, 2014: 322)

7. Role

Role tells about *be* and *become*. It has two categories named Guise ('be') and Product ('become'). Guise corresponds to the interrogative *what as?* and construes the meaning of 'be' (attribute or identity) in the form of a circumstance; e.g. example *she was installed as chancellor, I come here as a friend* (i.e. 'she is the chancellor', 'I am friendly'). The usual preposition is *as*; other, complex prepositions with this function are *by way of, in the role/shape/guise/form of*; e.g. *they leave the place untidy by way of protest* ('to signal their protest'). Product corresponds to the interrogative *what into?*, with the meaning of 'become', likewise as attribute or identity; e.g. *aren't you growing into a big girl?* ('becoming a big girl'), *he moulded the army into a disciplined fighting force*.

Table 1.23 Examples of role circumstantial

She	Was traveling	To Israel	As a tourist
Actor	Pr: material	Circ: location	Circ: role

(Eggins, 2004: 223)



8. Matter

Matter is related to verbal processes; it is the circumstantial equivalent of the Verbiage, 'that which is described, referred to, narrated, etc.'. The interrogative is *what about?*. Matter is expressed by prepositions such as *about, concerning, with reference to* and sometimes simply *of*.

Table 1.24 Examples of matter circumstantial

As for Greece	they	give	you	nothing
Circ: matter	Actor	Pr: material	Beneficiary	Goal

(Eggins, 2004: 223)

9. Angle

Angle is related either to the Sayer of a Verbal clause, with the sense of 'as ... says' or to the Sayer 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*. E.g. Torture and sexual violence against prisoners is widespread in jails across the United States, according to a report [[published yesterday]].

1.17. The Previous Study

In this previous study, the researcher has reviewed to the another research :

The first previous research by Mehmood (2014) Transitivity analysis of the short story by taking into account the processes associated with the main characters enabled to bring to limelight Wilde's widely acknowledged and debated view of contraries by presenting the nightingale and the young student of philosophy as two contrary views of love balancing each other. The analysis show how the actions are performed through the use of material processes. Its 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



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the relational processes. The physical actions are highlighted through these processes with give an outer view of the world portrayed in the story.

The second previous research by Salsabil (2014) she analyze about a transitivity analysis of English texts in Bahasa Inggris when English rings the bell. She was conducted the analysis to describe Process Types, Participant Functions, and Circumstantial Elements of Transitivity Analysis that revealed in the textbook. The characterized Process Type of the English text in Bahasa Inggris When English Rings the Bells is Relational Process. This is relevant to the genre promoted by the textbook, which is descriptive. The characterized Participant Functions of the English text in Bahasa Inggris When English Rings the Bells is the Participants of Relational Process named Carrier, Attribute, Identified, and Identifier. The characterized Circumstantial Element of the English text in Bahasa Inggris When English Rings the Bells is Relational Process is Location, especially Place-Location.

The third previous research by Miranti (2014) she analyze about transitivity analysis in the construction of newspaper ideology on the New York Times and the Washington Times' Editorials. She concludes that the highest percentage in New York times' editorials is material process. Whereas, the highest process in the Washington times is material also which dominated the whole process in their editorial. The New York Times newspaper ideology is pro-immigrant because they are Partisan and in favor of Democratic Party with its liberal bias which endorses the enactment of immigration reform. The Washington times newspaper ideology is anti-immigrant because they are partisan and in favor of Republican Party with its conservative bias which is against the enactment of immigration reform.

Some of the research above can help the researcher to do this research because all of them are related to the transitivity system. Besides, the researcher also consider about the difference with this research. The difference can be seen on the object of this research is taken from the movie of 'Big Hero 6'. From the movie, the people can see and hear all of condition that shows in the film to get the meaning.



1.18. The Methodology of the Research

1.18.1. The Objective of the Research

The object of the research is the movie of 'Big Hero 6' directed by Don Hall and Chris William. The data from this movie were analyzed in transitivity analysis. Transitivity can make clear how the action is performed, by whom and on what. It's because of all the grammatical aspects were analyzed.

1.18.2. Time of the Research

This research will be complete from May until August 2016 and the research timeline will be as follow:

Table 1.25 Schedule of the research

No	Activities	Month and week															
		May				June				July				August			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
1	Preparation, selecting, mastering the theory																
2	Choosing the media																
3	Arranging and presenting proposal																
4	Collecting data																
5	Analyzing data																
6	Presenting data																
7	Arranging the conclusion and thesis																
8	Finishing																
9	Thesis Examination																
10	Thesis Revision																

1.18.3. Research Design

In this research uses the qualitative method to study the problem. Qualitative research is studies that investigate the quality of relationships, activities, situations, or materials (Fraenkel & Wallen, 2009: 422). A qualitative approach investigate human behavior which is always bound to the context and



portraying the meaning that is constructed by the participants involved in particular social settings or events (Ary et al, 2010: 420). In conducting this research, content analysis is the appropriate design to apply in this research. Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications (Fraenkel & Wallen, 2009: 472).

Besides, the realization of content analysis is known in indirect interaction with others. That is why content analysis presents some advantages. According to Fraenkel & Wallen (2009: 483) some of the advantages are: a researcher can “observe” without being observed, since the contents being analyzed are not influenced by the researcher’s presence. The researcher can delve into records and documents to get some feel for the social life of an earlier time. The logistics of content analysis are often relatively simple and economical with regard to both time and resources as compared to other research methods. Lastly, the data are readily available and almost always can be returned to if necessary or desired, content analysis permits replication of a study by other researchers.

1.18.4. The Source and Type of Data

The source and type of data, the researcher divided into two parts. Those are primary data source and secondary data source:

1) Primary data source

The primary data used in this study were taken from the dialogue on the animation movie of ‘Big Hero 6’ directed by Don Hall and Chris William which only focus on the main character ‘Hiro’ voice cast by Ryan Potter. This movie was produced by Walt Disney Pictures. Concerning with the study, the character analyzed is limited on the dialogues that will be transfer into written text. 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. So, the dialogue on the movie will be written in the text form and divide the dialogue into clauses. The English texts were broken down into clauses because the compositional hierarchy of English in grammar usually starts from a clause (Halliday, 2004: 20).



2) Secondary data source

The researcher also uses another data source to get deeper understanding dealing with the field of the research. The secondary sources are acquired in the forms of books, dictionaries, articles, journals, and internet pages and so on.

1.18.5. Research Instrument

The instruments are uses in this study not too much. The main instrument of this study was the researcher herself. In this research, the researcher role acted as the planner, data collector, analyst, and finally reporter of the research finding. The other instrument that use in this research is the table of data analysis which used for collecting and analyzing the data. The data analysis will be organizing and classifying 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.

1.18.6. The Technique of Collecting Data

The researcher noted the needed data then classified it to particular categories. The first classification is the process types and participant functions and the second is the circumstantial elements of the clauses. The data of this study were taken were taken from the animation movie of 'Big Hero 6'. This movie was produced by Walt Disney Pictures. Then, the steps are uses in collecting the data of the study are follows :

- a) Searching the movie of 'Big Hero 6'
- b) Watching the movie which titles of 'Big Hero 6' for many times
- c) Transcribing the dialogues into written text
- d) The written text can be use as data analysis.

1.18.7. The Technique of Analyzing Data

After being collected, selected, and reduced, the data were analyzed. There are the steps of analyzing data based on Ary et al (2010: 458) such as:

- 1) Specifying the phenomenon to be investigated



The researcher investigate about a transitivity analysis which specifies the different types of process that are recognized in the language, and the structures by which they are expressed

- 2) Selecting the media from which the observations are to be made

In this step, the media which used by the researcher is from the movie, exactly the movie of 'Big Hero 6' directed by Don Hall and Chris Williams

- 3) Formulating exhaustive and mutually exclusive coding categories so that the verbal or symbolic content can be counted

In this step, some of the characteristic in transitivity analysis was made in coding category into clauses and abbreviation to make the reader easily understand the data (*see the list of abbreviation*).

- 4) Deciding on the sampling plan to be used in order to obtain a representative sample of the documents

In this step, the sampling which use in the movie is focus on the main character only. Its 'Hiro' as the main character. Then, the dialogue will separate into clauses.

- 5) Training the coders so that they can consistently apply the coding scheme that has been developed and thus contribute to the reliability of the content analysis.

In this step, the researcher uses some coding as follows:

For example: 172/S22/00: 36:46

Description:

172 (.....) → Number of clause

S22 (.....) → Sequence of scene

00: 36:46 (.....) → Time (hour, minute, second)

- 6) Analyzing the data, which may involve just the frequencies and percentages in the various categories or may involve more descriptive accounts.

In this step, the researcher reports the data and presents it into percentage. The researcher will conclude the data and answer the question research based on the result of analyzing



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