CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL FRAMEWORK

2.1.1 An Overview of Discourse Analysis

Concerning with discourse there are many linguistics and educators who have defined about discourse. Some of them are mentioned below:

1. Kress (1985: 27) says, “Discourse is a category that belongs to and derives from the social domain, and text is a category that belongs to and derives from the linguistics domain”. What Kress mean here is that discourse and text are different. When one discuss about discourse it is not a product of language is text.

2. Stubbs (1983: 10) says, “Discourse is language above the sentence or above clause”. From the definitions of discourse above, we may conclude that discourse is a study related to text and language. The scope of discourse analysis is wide because discourse analyze units of languages not only in text but also in spoken for example speech, interview, conversation, etc. We as listener and readers try to understands every single meaning of the word. In reaching these, the speaker or the writer will try to find the best way in choosing words to link them each other so that the reader or listener easy to understand.

According to McCarthy (1992 : 12) discourse analysis is not only concerned with the description and analysis of spoken interaction. In addition to all our verbal encounters we daily consume hundreds of written and printed words: newspapers articles, letters, stories, recipes, instruction, notices, comics, billboards, leaflets pushed through the door, and so on. We usually expect them to be coherent, meaningful communications in which the words and/or sentences are linked to one another in a fashion that corresponds to conventional formula, just as we do with speech. Therefore discourse analysis are equally interested in organization of write interaction.”
2.1.2 Systemic Functional Linguistics (SFL)

Systemic Functional Linguistic (SFL) is a theory about language as a resource for making meaning based on a context of situation and a context of culture. SFL was developed by Halliday (1985) a professor of linguistics from university of Sidney, Australia. This theory is based on Firth’s system structure theory. Firth (1935) developed Malinowski’s concepts of context of situation and context of culture. His works were subsequently developed by Halliday, whose theory of language-in-context is generally known as systemic functional linguistic (SFL). The interesting development of systemic functional linguistics theory in Malinowski and Firth’s time was the attention paid to the study of the inter-relatedness of language and context in theory and practice. Modeling language-in-context theoretically, describing and applying the model in question in various areas of human activity have been the trademark of Systemic Functional Linguistics Theory (SFLT). Sinar (2007:44-45)

SFLT works on language-in-context are available in a great variety of forms such as books and journals. It is also used to explore different ways of interpreting things theoretically such as text, cohesion, coherence, discourse, context, situation, culture and other phenomena. In General Systemic Functional Grammar Theory (GSFLT), the ‘S’ for ‘Systemic’ implies that the theory pays attention to the systemic relations and their probabilities in a system network of relations and choices starting from general to specific features which are paradigmatic in nature. It also implies that the system of meaning that are interrelated to the phenomena under study. The ‘F’ for ‘Functional’ implies that it is concerned with the functional realizations of the system in structures. It also implies the semiotic functions or meanings that operate in various semiotic levels and dimensions. The ‘L’ for ‘Linguistics’ implies that the theory derives from a discipline called “Linguistics”. It is a language-based on theory which is used to investigate the phenomena of language. Sinar (2007:44-45).
SFLT can be used for analyzing text as a form of discourse. Halliday (1994) says, “The aim has been to construct a grammar for purposes of text analysis: one that would make it possible to say sensible and useful things about any text, spoken and written in modern English” The text that is analyzed, including literary, ethnographic, educational, pedagogical and so on.

It is obvious that when analyzed text, 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. 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.

In using language to express meaning, a speaker has a linguistic choice that allows him/her to change the order of groups of words or in other words, the speaker is given allowance to use many ways of language use, for example: when a speaker intents to know the time, she/he may use his/her own expressions the language offers such as:

1. What’s the time?
2. What time is it, please?
3. Would you mind telling the time, please?
4. Tell me the time, please
5. I’d like to know the time

Those are different form of expressions. The first and second one are interrogative forms, the third is requesting form. The fourth one is imperative form while the last one is declarative form.
Most of linguistics choices a speaker makes are unconscious. He/she never makes a conscious choice among the available language forms. He/she had chosen the best form to express or to convey the meaning.

It is clear that grammar and meaning (semantic) are related each other either in spoken or written language. SFLT believes that such a kind of relation is one of realization. Therefore, the linguistic analysis of texts can help us to find out why some texts are more effective than other texts at communicating information. Text analysis is advantageous in giving us a better understanding of the nature of language use in English in many fields.

SFLT puts a great interest in the relation between language and context. If a text can be understood by the speakers or writers, there is a great deal about the context in which the text occurs can be revealed. Therefore, SFLT has been described as a functional semantic approach to language which explores how people use language in different context, and how language is structured for use as a semiotic system.

2.1.3 Metafunctions of language

Systemic Functional Linguistics (SFL) describes that language is functional. In general, metafunctions of language is major function of language to give the message which has good formulation. Metafunctions of language consist of three major functional components, they are: The Ideational Function, The Interpersonal Function, and The Textual Function. Sinar (2007: 55-57)

2.1.3.1 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.

i. Experiential Meaning

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 (i.e. reality outside oneself) and internal reality (reality inside oneself). The experiential or representational function of language (clause) is realized by the transitivity system of language. The outer world of reality that is brought into the inner world of reality in one’s consciousness, which is encoded in the transitivity system of language, is interpreted as a what-is-going-on process, which is related to material actions, events, states, and relations.

The what-is-going-on process falls into various processes. 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).

2.1.3.2 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. This meaning represents the speaker’s meaning potential as an intruder that takes into account the interactive nature of relations between the addressee (speaker/writer) and the addressee (listener/reader).

At the grammatical level of interpretation with respect to the clause function, it is interpreted that the clause is also organized as an interactive event that involves speaker,
writer, and audience (listener or reader). Clauses of the interpersonal function as clauses of
exchange, which represent speech role relationship. As Halliday (1985d: 68-71) suggests,
whenever two people use language to interact, one of the things they do with it is establishing
a relationship between them. In this, he sets out two most fundamental types of speech role or
function: (1) giving, and (2) demanding (Halliday, 1994: 68-69).

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. A mood element of an English clause typically
consists of a subject and a finite, whereas a residue element of a predicator, one or more
complement(s), and any number of different types of adjuncts.

An act of speaking is in interact, i.e. an exchange, in which there is something either
given, which implies there is something received, or else demanded, which implies there is
something given. If not, there is no interaction. In other words, in an interaction involving
speaker and listener, the speaker is either giving something, which implies the listener is
giving something in response. What is exchange (demanded/given or given/received) is a
kind of commodity exchanged falls into two principle types: (1) good & services, and (2)
information. These two variables or types of commodity exchanged defined the four
primaries speech function of (1) offer, (2) command, (3) statement, and (4) question. For
example:

1. May I help you? (offer)
2. Shut up! (command)
3. John can type 45 words per minute (statement)
4. When will he join the army? (question)
The interpersonal meaning of the clause can be observed on two levels. On the first level, the speaker/writer as the producer of the clause can speak or write from a position carrying the authority of a discipline or an institution. In this, the way the interpersonal meaning is delivered is determined by the knowledge or power relationship exiting between the speaker/write and the listener/reader. On the other level, the speaker/writer may choose to communicate with the listener/reader from a positions as a person, with no authority of a discipline, an institution, or the like. For example: The lecturer says, “Submit our homework next Wednesday!” (first level)

My friend said to me, “will you join with us tonight?”

2.1.3.3 The Textual Function

The textual function of language is an interpretation of language as its function as a message, which is text forming function of language. This is interpreted as a function that is intrinsic to language itself, but is it at the same time a function that is extrinsic to language, in the sense that it is linked with the situational (contextual) domain in which language (text) is embedded. At the clause level, the textual function is concerned with how inter-clausal elements are organized to form unified whole texts that make meanings. In this, the textual function indicates the way the text is organized or structured.

The textual function of language (clause) in its function as a message is realized by the theme of language (clause). The theme system of the clause is represented by the thematic structure of the clause, which comprises two major elements: (1) theme, and (2) rheme.

In an analysis of a thematic of a thematic structure of a text, it is possible to examine language in terms of Halliday’s three metafunctions; the textual, and the ideational.
As the above clause represents, the theme choices is the language may be of three kinds: (1) textual, (2) interpersonal, and (3) topical. The topical theme creates the topic that the speaker (we) chooses to make the point of departure of the message. The interpersonal theme occurs at the beginning of a clause when a constituent is assigned a mood label (we as seen in the example). The textual theme gives thematic prominence to the textual elements and has the function of linking one clause or clause element are related to each other as such that they form a unifwhole text within contexts (see right the example). The rheme is learn grammar, which is the part of the message to which the theme is developed.

2.2 TRANSITIVITY PROCESS

Transitivity system belongs to experiential metafunctions. When we look at the experiential metafunctions, we are looking at the grammar of the clause as representation. It is called so because the clause in its experiential function is a way of representing pattern of experience. Through the system of transitivity, we can explore the clause in its aspects such is:

Who = does = what = to = whom, when, where, why or how function

When people talk about what a word or sentence means, it is kind of meaning they have in mind. Meaning in this sense is related to content or idea. So, here the clause that functions as the representation of processes explores by transitivity system. Transitivity
analysis offers a description of one of the structural strands of the clause. Transitivity specifies the different types of process that are recognized in the language, and the structures by which they are expressed.

There are three semantic categories which explain in general way. How phenomena of the real world are represented as linguistic structures. These are:

1. The process itself
2. Participants in the process
3. Circumstance associated with the process

These provide the frame of reference for interpreting experience of what goes on.

We use term process and participant in analyzing what is represent through the use of language. Processes are central to transitivity. They center on the part of the clause which are 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. While participants and circumstances are incumbent upon the doings, happenings feeling and beings.

Processes can be subdivided into different types. There are six different process types identified by Halliday:

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

Those kinds of processes are realized by verbs. Traditionally, verbs have been defined as “doing words”. But, as the above list indicates, it is obvious that some verbs are not doing
words at all, but rather express states of being or having the process types differentiate kinds goings-on, for example:

Gina *gave* some blood  (Material)
Gina *through* she should gave give blood  (Mental)
Gina *said* that giving blood is easy  (Verbal)
Gina *dreamt* of giving blood  (Behavioral)
There is a *reward* for giving blood  (Existential)
Gina *is* a blood donor  (Relational)

The process type system is what underlies the differences between those kinds of paradigm. Furthermore, in analyzing transitivity structure in a clause, we have to be concern with describing three aspects of the clause:

1. The selection of process: the process choice will be realized in the *verbal group* of the clause:
   
   Last year Gina *gave* blood.

2. The selection or participants: participants will be realized in the *nominal groups*:
   
   Last year Gina *gave* blood.

3. The selection of circumstances: circumstantial meanings which are expressed through *adverbial group* or prepositional phrase.
   
   Last year Gina gave blood.

The transitivity of a clause is its process type. Each process type has associated with it certain functional participant roles. Any process type can have circumstantial elements in it.

The circumstantial system is what underlies differences between a simple clause, such as *Gina gave blood*, and an expanded clause such as last …… Geneva. Gina gave blood
voluntarily and without pain with her sister at the clinic. Circumstances answer such question as when, where, why, how..... many and as what. They represent meanings about:

**Time (temporal)** : tells when and is probed by when? How often? How long?
E.g. : She goes to theater every Saturday night

**Place (spatial)** : tells where and is probed by where? How far?
E.g. : She goes to theater every Saturday night.

**Manner** : tells how
- **Means** : tells by what means and is probed by what with?
  E.g.: She goes there by bus
- **Quality** : tells how and is probed by how?
  E.g.: She loved his boy truly, madly, deeply.
- **Comparison** : tells like what and is probed by what like?
  E.g.: She was jumping around like a monkey on a zoo

**Cause** : why
- **Reason** : tells what causes the process and is probed by why? how?
  E.g. : The sheep died of thirst.
- **Purpose** : tells the purpose and is probed by what for
  E.g. : She want to the shop for cigarettes

**Accompaniment** : tells with (out) who or what and is probed by who or what else?
E.g. : I left work without my briefcase.

**Matter** : tells about what or with reference to what and is probed by what about?
E.g.: This movie is talking about friendship.

**Role** : tells what as and is probed by as what?
E.g.: He lived a quiet life as a beekeeper.
Various circumstances are involved in the clauses and associated with the process which are going to be realized through transitivity system.

### 2.2.1 Material Process

Material process is process doing, that some entity does something and undertakes some action which may be done to some other entity. Clauses with a material process obligatorily have a doing (process) and a does (participant). Actions involve actors of participants.

<table>
<thead>
<tr>
<th>participant</th>
<th>process</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dog</td>
<td>barked</td>
</tr>
<tr>
<td>The fuel</td>
<td>ignites</td>
</tr>
</tbody>
</table>

The entity who or which does something is the **Actor**.

There optionally is an entity to which the process is extended or directed this entity which may be done to is **Goal**. Because some processes also have a second participant for example:

<table>
<thead>
<tr>
<th>participant</th>
<th>process</th>
<th>participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dog</td>
<td>barked</td>
<td>the stranger</td>
</tr>
<tr>
<td>As an actor</td>
<td></td>
<td>As the goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>participant</th>
<th>process</th>
<th>participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The police</td>
<td>arrested</td>
<td>arrested</td>
</tr>
<tr>
<td>As an actor</td>
<td></td>
<td>As the goal</td>
</tr>
</tbody>
</table>
The term “Goal” implies meaning of “directed at”. Goal is that participant at whom the process is directed or to whom the action is extended. Another term that has been used for this function is patient which means one that suffers or undergoes the process. Nevertheless, the writer will keep familiar term goal in the present analysis. The Goal is most like the traditional direct object which is known as transitive verb may take.

There are two variables of material processes:

1. Creative (a ‘bringing about’)
2. Dispositive (a ‘doing to’)

In the creative type of material process, the Goal brought about by the process:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Material Process</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Douglas</td>
<td>wrote</td>
<td>a narrative story</td>
</tr>
</tbody>
</table>

In dispositive type, we have doings and happenings.

<table>
<thead>
<tr>
<th>Actor</th>
<th>Material process</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>Dismissed</td>
<td>The secretary</td>
</tr>
</tbody>
</table>

Material process reflects a ‘doing to’ action.

<table>
<thead>
<tr>
<th>Actor</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gun</td>
<td>discharged</td>
</tr>
</tbody>
</table>

Material process reflects a happening.

### 2.2.2 Mental Process

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.
Halliday calls processes which encode meaning of thinking or feeling as mental processes. 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.

There are 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 fives senses) → which is recognize through the use of verbs of seeing, hearing.

Mental process is mental, covert kinds of goings-on, and the participant involved within it, is not so much acting or acting upon in a doing sense, as sensing – having feelings, perceiving or thinking. We can recognize that mental process is different from material process because it no longer makes sense to ask “what did X do to Y?”

I hate injections
What did you do to the injection? I hate it.

She believe his excuses
What did she do to his excuses? She believed them.

With these clauses, it makes more sense to ask: “what do you think or feel or know about X?

- what do you think about injections? I hate them
- what did she think about his excuses? She believed them

What makes mental process looks different from material one is that we probe them differently. That when we probe, we find we are not asking about an action or doing in a
tangible, physical sense; but it’s about mental reaction; related to a through, feeling or perception.

The participant role in mental process are “senser” and “phenomena” associated with any mental process. Even if one participant is apparently absent. It will need to be retrieved from the context for the clause to make sense.

She believed→ always implies she believed something or someone. One participant in the mental process clause must be a conscious human participant.

Because only a conscious human being can perform a mental process this participant is called the senser. The senser who feels, think or perceives.

Must either be human or an anthropomorphized non-human. It must be a conscious being:

<table>
<thead>
<tr>
<th>She</th>
<th>believed</th>
<th>his excuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>senser</td>
<td>mental process</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>hate</th>
<th>injections</th>
</tr>
</thead>
<tbody>
<tr>
<td>senser</td>
<td>mental process</td>
<td></td>
</tr>
</tbody>
</table>

It is important to consider what label to apply to the second participant in a mental process clause. Halliday labels the second participant as the phenomenon. The phenomenon is that which is sensed: felt, through or seen by the conscious sense:

<table>
<thead>
<tr>
<th>She</th>
<th>believed</th>
<th>his excuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>senser</td>
<td>mental process</td>
<td>phenomenon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do</th>
<th>you</th>
<th>want</th>
<th>more soup?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senser</td>
<td>Mental Process</td>
<td>Phenomenon</td>
<td></td>
</tr>
</tbody>
</table>
Halliday also identifies two types of embedded phenomena: acts and facts.

1. **Phenomenon: Acts**

Acts occur with mental processes of perception: seeing, hearing, noticing etc. An act is realized by an imperfective non-finite clause acting as if it were a simple noun.

<table>
<thead>
<tr>
<th>I saw</th>
<th>the operation taking place</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>senser</em></td>
<td><em>mental Process</em></td>
</tr>
</tbody>
</table>

2. **Phenomenon: Facts**

A fact is an embedded clause, usually finite and usually finite and usually introduced by a “that”, functioning as if it were a simple noun.

<table>
<thead>
<tr>
<th>She didn’t realize</th>
<th>that is was a bomb</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>sense</em></td>
<td><em>mental process</em></td>
</tr>
</tbody>
</table>

2.2.3 **Relational Process**

Relational process involves states of being, including having. Relational process is typically realized by the verb be or some verb of the same class (known as Copular verbs): for example, appear, become, seem or sometimes by verb such as have, own, process. Relational process can be classified according to whether is being used to identify something or to assign quality to something.

Process which establish an identity is called **Identifying Process** while process which assign a quality is called **Attributive Process**. Each has its own characteristic participant roles.

1. **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.
You is identified as the “holder” or “occupant” of the identity or label of *the tallest one*.

Grammatically, the defining involves two participants:

1. **Token** → which stands for what is being defined.
2. **Value** → which defines

All identifying clauses are reversible, they can form passives

<table>
<thead>
<tr>
<th>The tallest one here</th>
<th>is</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>value</td>
<td>identifying</td>
<td>token</td>
</tr>
</tbody>
</table>

The reversibility of identifying clauses raises the question of determining which “side” of the clause is the token, and which one is the value. This can be determined both semantically and grammatically.

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

2. **Attribute process**

In the attributive sub-type, a quality, classification or descriptive epithet (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”).
You are very tall

<table>
<thead>
<tr>
<th>token</th>
<th>identifying process</th>
<th>value</th>
</tr>
</thead>
</table>

I won’t be a liar

<table>
<thead>
<tr>
<th>carrier</th>
<th>attributive</th>
<th>attribute</th>
</tr>
</thead>
</table>

She is a talkative person

<table>
<thead>
<tr>
<th>carrier</th>
<th>attributive</th>
<th>attribute</th>
</tr>
</thead>
</table>

On the contrary to identifying clauses, the essential characteristic of the attributive clauses is that they are not reversible. In the other words, there is no passive form of the clause: the subject can never conflate with the role of attribute, but it will always conflate with the role of carrier.

Relational process can be further sub-classified according to whether they are: intensive (quality), possessive and circumstantial.

The option available of relational process can be shown as the following:

Relational Process:  → Attribute : carrier, attribute
                      → Identifying : token, value
                      → Intensive
                      → Possessive
                      → Circumstantial

Examples:

<table>
<thead>
<tr>
<th>Cytoplasm</th>
<th>is</th>
<th>sort of a jelly like material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier</strong></td>
<td><strong>Attribute : intensive</strong></td>
<td>attribute</td>
</tr>
</tbody>
</table>
Plants cells have a cell well

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Attribute : possesive</th>
<th>attribute</th>
</tr>
</thead>
</table>

The yolk is Inside the albumen

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Attribute : circumstantial</th>
<th>attribute</th>
</tr>
</thead>
</table>

The nucleus is the brain of the cell

<table>
<thead>
<tr>
<th>Token</th>
<th>Identifying : intensive</th>
<th>value</th>
</tr>
</thead>
</table>

The transducer is Dr Buick’s

<table>
<thead>
<tr>
<th>Token</th>
<th>Identifying : possessive</th>
<th>Value</th>
</tr>
</thead>
</table>

Tuesday was the deadline

<table>
<thead>
<tr>
<th>Token</th>
<th>Identifying : circumstantial</th>
<th>value</th>
</tr>
</thead>
</table>

### 2.2.4 Verbal Process

Verbal process is process of saying or of symbolically signaling. A verbal process typically three participants.

1. Sayer
2. Receiver
3. Verbiage

The sayer is the participant responsible for the verbal process, who encodes a signal source. Does not have to be a conscious participant (although it typically is). But anything capable of putting out signal.
The receiver is the one whom the verbal process is directed. Or the one to whom the verbalization is addressed.

The verbiage is nominalized statement of the verbal process, a noun expressing some kind of verbal behaviour, a name for the verbalization itself.

(statement, answer, question, story).

<table>
<thead>
<tr>
<th>sayer</th>
<th>verbal</th>
<th>receiver</th>
<th>verbiage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>asked</td>
<td>my teacher</td>
<td>a question</td>
</tr>
</tbody>
</table>

(Human participant)

<table>
<thead>
<tr>
<th>sayer</th>
<th>verbal</th>
<th>receiver</th>
<th>verbiage</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>told</td>
<td>me</td>
<td>a rude joke</td>
</tr>
</tbody>
</table>

(Human participant)

The sayer (signal source) needs not to be a conscious being.

<table>
<thead>
<tr>
<th>sayer</th>
<th>verbal</th>
<th>“no smoking”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sign says</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Signal participant)

<table>
<thead>
<tr>
<th>sayer</th>
<th>verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The alarm clock screamed</td>
<td></td>
</tr>
</tbody>
</table>

(Signal participant)

2.2.5 Behavioural Process

Behavioral process is process of physiological and psychological behavioral, like breathing, dreaming, snoring, smiling, hiccupping, looking, listening, watching, and pondering.

Halliday describes the process semantically as a “half way hour” between mental and material process. It means that. The meanings they realized are midway between materials on
the one hand and metals on the other. They are in part about action that has to be experienced by conscious being.

There is one obligatory participant: the behaver, and is typically a conscious being (like a senser in the mental process clause). But, the process is one of doing, not sensing, such as:

<table>
<thead>
<tr>
<th>She</th>
<th>lives</th>
<th>in a big city</th>
</tr>
</thead>
<tbody>
<tr>
<td>behaver</td>
<td>behavioral Process</td>
<td>Circumstance: Place</td>
</tr>
</tbody>
</table>

Behavioral process often occur with circumstantial elements, particularly of manner and clause.

<table>
<thead>
<tr>
<th>He</th>
<th>coughed</th>
<th>loudly</th>
</tr>
</thead>
<tbody>
<tr>
<td>behaver</td>
<td>behavioral Process</td>
<td>Circumstance: manner</td>
</tr>
</tbody>
</table>

Behavioral process may contain a second participant that is called as behavior.

<table>
<thead>
<tr>
<th>He</th>
<th>smiled</th>
<th>a broad smile</th>
</tr>
</thead>
<tbody>
<tr>
<td>behaver</td>
<td>behavioral</td>
<td>behavior</td>
</tr>
</tbody>
</table>

2.2.6 Existential Process

Existential process is process of existence. It represents that something exists or happens. It also represent experience by positing that “there is something”.

<table>
<thead>
<tr>
<th>There is</th>
<th>a gateway</th>
<th>in the garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existential Process</td>
<td>Existent</td>
<td>Circumstance: place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There</th>
<th>was</th>
<th>snow</th>
<th>on the roof</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existential process</td>
<td>existent</td>
<td>Circumstance: place</td>
<td></td>
</tr>
</tbody>
</table>
On the wall
There
hangs
a picture of me

<table>
<thead>
<tr>
<th>Circumstantial:</th>
<th>existential</th>
<th>existent</th>
</tr>
</thead>
<tbody>
<tr>
<td>place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There
were
two of us

<table>
<thead>
<tr>
<th>Existential process</th>
<th>existent</th>
</tr>
</thead>
</table>

It is easy to identify a clause contains existential process, as the structure involves the use of the word there. “There” has no representational function, it clause merely because all English clauses require a subject. The word “There” is left unanalyzed for transitivity. Existential process typically employ the verb “be” or synonyms such as exist, arise, occur the only obligatory participant in an existential process is called the existent.

This participant which usually follows the “there is/ there are” sequence, may be a phenomenon of any kind and is often in fact an event (nominalized action). Circumstantial elements (particularly of location). Are common in existential process.

2.3 Review of Related Literature

In writing this thesis, I consult some thesis and books to support my analysis base on the transitivity system in Brother Grimm’s short stories. The following are some books and thesis that I use to support my analysis.

*An Analysis of Transitivity Clause in Headline of “The Jakarta Post” A Systemic Functional Approach.* Written by Indah Fahreni (1999) in her thesis, she analyzed the transitivity clause based on Systemic Functional Approach in the headlines of The Jakarta Post (edited on April 2003) to find the six types of process. In her research, she states that verbal process as the most favorite process used in the headlines of The Jakarta Post. Her
analysis gave the contribution for me in doing the analysis because her thesis using the same
theory as mine and I can refer to her steps in analyzing the data.

*An Analysis of Transitivity Process in Kangguru Radio English Script.* Written by Rahma Mandasari (2005) in her thesis, she analyzed the English script of Kangguru radio to find the six types of transitivity process. She concludes that material process occur predominantly in the broadcasting scripts followed by relational process, material process, verbal process, existential process, and behavioural process as the lowest number of all process types. Her thesis contributes the valuable idea such giving me a slight idea to be guide in analyzing my data and as the comparison to my thesis so I can use it as my reference because her analysis is similar with this thesis.

*Analysis of Material and Mental Process of Three Selected George W. Bush’s Speeches.* Written by Nurul Adi Susanto (2007). In this thesis, he explores the transitivity process which belong to material and mental process in George W. Bush’s.