CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL FRAMEWORK

In doing analysis, the writer uses Systemic Functional Linguistics theory of Halliday (1985) to analyze The Transitivity Process and Narrative theory of Martin (1984) to analyze The Narrative Structure in five short stories. The writer also put other reference to support the analysis, such as Sinar (2002, 2007), Gerrot and Wignell (1994), and Labov and Waletzky (1997).

2.1.1 An Overview of Discourse Analysis

Discourse analysis is an analysis of language unit widely, because it analyzes spoken and written text, for example conversation, novel, interview, etc. The functions of discourse analysis:

a. Enabling one to say why the text is or is not, an affective text for its own purpose in what it succeeds and in what respect it fails, or even less successful in order to get the evaluation of text

b. Enabling one to show how and what the text means so that one can understand the text. This is the lower of the two function. It is one that should always be attainable based on grammar.

Sinar (2007:6) said that many users of language associated the discourse is a text. Text and discourse are always used by the speaker, writer and other users of language. An example is speech discourse. They consider it as speech text. In fact, discourse and text are different. Kress in Sinar (2007:7) said that discourse is categorized as social phenomena while text is categorized as linguistics phenomena. So, discourse refered to the social activity for making meaning with linguistics and
other semiotics system. This term is used in interpretation, interaction, and changing meaning form.

Discourse consists of some participants involved in text, social system, and the structures which shows how texts work to make meaning. Discourse analysis is not only concerned with the description and analysis of spoken language but it also concerned with the written language because we daily consume hundreds of written and printed words such as magazine, article, letter, story, recipe, instruction, notice, newspaper, etc. We expect them to be coherent, meaningful communication in which the words and/or sentences are linked to one another as we do with speech. Therefore discourse analysis is interesting to be analyzed.

2.1.2 Systematic Functional Linguistics (SFL)

There are some various theory in seeing language phenomena. Discourse analysis has a theory of it called as Systemic Functional Linguistics (SFL). SFL is a theory about language as resource for making a meaning based on a context of situation and a context of culture. This theory has a big roles toward the relation of language and context. Someone will not understand the meaning of discourse except if they know about the language and context of discourse.

SFL was developed by Halliday (1985), a linguistics professor from University of Sydney, Australia. This theory is based on Firth’s system structure theory, a great teacher of Halliday. Firth developed Malinowski’s concept (1946,1965) about context of situation and context of culture. Then, his works were developed by Haliday, whose theory in language-in-context is generally known as systemic functional linguistics theory (SFLT).

SFLT is a theory used for analyzing language-in-context that is available in a great variety of forms such as book 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. Silvana (2002:31) said that, in General Systemic Functional Theory (GSFLT), the ‘S’ for ‘systemic’ implies that the theory pays attention to the systemic relations and their probabilities in a system network of relation and choice starting from general to specific features which are paradigmatic in nature. It also implies that the system of meaning that is 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 to levels and dimensions. The ‘L’ for ‘linguistics’ implies that the theory derives from and belongs to a discipline called ‘linguistics’, as GSFLT define what linguistics is all about and it is a language based on the theory which approach to investigate the phenomena is socio-semiotic, the matic and trans-disciplinary in nature. At the last is ‘T’ for ‘theory’ means theory and application for the value of a theory lies on its applications.

SFLT is used to analyze the text as a discourse form. Related to the using of discourse Halliday (1985:xv) says, “the aims 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 or written, in modern English.” The text that is analyzed includes literary, ethnographic, educational, pedagogical and the others.

In the text analysis, the grammar becomes prominent thing to describe how language works, so grammar and meaning are two things that are closely related. Gerot and Wignall (1994:6) say, “these grammar attempt to describe language in actual use and so focus on text and their context.” They are concerned to the structure and how these structure construct meaning.
In using language, a speaker has linguistic choices to choose or to change the other group of words or other words. An example is based on my opinion: when a speaker or a student intents to know about homework. The speaker may use his/her own expression the language offers such as:

a. What is the homework?
b. What homework is it, please?
c. Would you mind telling the homework, please?
d. Tell me the homework, please!
e. I’d like to know the homework.

Those are different expressions. The first, the second and the third are interrogative sentence. While the fourth is an exclamation sentence and the last is a declarative sentence.

Most of speaker make linguistics choices unconsciously. Halliday (1985: xxv) says, “in spoken language, we perform without thinking.” It means that we use language more unconcious than concious meaning in daily life communication. We choose the best form to express or to convey the meaning.

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 text are more effective than other texts of the communicating. Text analysis has advantages for giving us 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 people there is a great deal about the context in which the text occurs can be revealed. That is why SFLT has been described as a functional
semantic approach to language explores how people use language in different context, and how language is structured for uses as semiotic system.

2.1.3 Metafunction of Language

Systemic Functional Linguistics (SFL) describes language is functional. Language has three functions. These three functions are called as **metafunctions** in systemic-functional linguistics. Metafunction represented two things, language and the social context that influence each other. Silvana (2007:28) says:

"Dengan kata lain, konsep metafungsii, yang menghubungkan antara bentuk-bentuk internal bahasa dan kegunaanya dalam semiotik konteks sosial."

(In other words, the concept of metafunction, which connects the internal language forms and their role in the context of social semiotics).

Related to this concept, Halliday (2003:223) says, “but we were also aware that it had to be socially accountable linguistics, and this in two distincts though related senses: that it put linguistics in its social context, as a mode of intervention in critical social practices.” Social semiotics system is a meaning system that is realized through linguistics system. The linguistics semiotic is semantics as a from of social semiotics realization. There are three metafunction: ideational function, interpersonal function and textual function.

2.1.3.1 The Ideational function

We use language to talk about our experience, to describe events, states and the entities involved. Language serves as a coding system which deals with the relation between man and nature. Related to this, Halliday (2003:351) says, “the ideational component is the part of grammar concerned with the expression of experience, including both the process within and those consciousness – the phenomena of the external world – and the logical relation deducible from them.”
Ideational function has two terms, they are the logical function which is realized by the *clause complexity system* and the experiential function which is realized by the *transitivity system*.

- **The Experiential Function**

  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. Clause as a representation of experience of both external reality (i.e. reality outside oneself) and internal reality (reality inside oneself).

  The experiential function 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.

  Transitivity process is the theory to determine the different types of process that are contained in the language, and the structures by which they are expressed. Transitivity process of language is interpreted as a what-is-going-on process which has classified by Halliday (1985) into various process. The process are material process, mental process, and relational process, and he classified other process into three subsidiary process type: behavioural process, verbal process, and existential process (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. We use language to interact with others, to build and maintain relationships with them, to please them, and influence their behavior, get help or sympathy for them. Language serves as a medium between individuals. This function represents the speaker’s potential meaning as an interaction that takes into account the
interactive nature of relation between the addressee (speaker/writer) and the
addressee (listener or reader). There are two fundamental of this function. Halliday
(1985:68) says,"the most fundamental type of speech role, which lie behind all the
more specific types that we may eventually be able to recognize, are just two : (1)
giving, and (2) demanding.”

The interpersonal clause has function as an exchange, which is doing function
of language, then it is realized by the mood system. The mood system consists of
mood and residue. Mood element typically consists of a subject and a finite, whereas
residue element is a predicator or compliment.

Act and speaking is in interaction involving speaker and listener, the speaker
either giving something, which implies the listener is giving something in response.
Exchange implies there is demanded, give or given, and received. Its kind of
commodity exchanged falls into two principles types: 1) good and service, and 2)
information. These two commodity exchanged defined the four primaries speech
function: 1) offer, 2) command, 3) statement, and 4) question. For example:

- Can I help you? (offer)
- Keep silent! (command)
- Kelly knocked the door strongly (statement)
- How are you? (question)

The interpersonal function of the clause can be observed on two levels. On the
first level, the speaker/writer as the producer of the clause can be speaker/writer from
a position carrying the authority of a discipline or an institution. The way of the
interpersonal meaning is delivered by determining of the knowledge or power of
relationship existing between the speaker/write and the listener/reader. On the other
level, the speaker/writer may choose to communicate with the listener/reader from position as a person, with no authority of a discipline, an institution, or the like.

For example:

The lecture 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

According to Sinar (2007:49) textual function is a kind of language interpretation in its function as a message from a text in language. Language as a system organizes messages in a unified manner so that chunks of messages fit logically with others around them and with the wider context in which the talking or writing takes place. When language is in use, playing the above two functions, it naturally forms a text. In the other word, this function belongs to the intrinsic of language itself.

Textual function is realized by theme system of language. Halliday (1985:38) said that the clause in all language has the character of a message. So this is known as ‘thematic structure’. Thematic structure has two elements are 1) theme and 2) rheme.

In analysis of a thematic structure in a text, it is possible to examine language in terms of Halliday’s three metafunction; the textual and the ideational.

Example:

<table>
<thead>
<tr>
<th>Right</th>
<th>student</th>
<th>today</th>
<th>we</th>
<th>learn grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual</td>
<td>Interpersonal</td>
<td>Topical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
<td></td>
<td></td>
<td>Rheme</td>
</tr>
</tbody>
</table>

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 the 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 unit whole text within contexts (see right the example).

2.2 TRANSITIVITY PROCESS

Here the writer uses transitivity process in this analysis. Transitivity system belongs to the experiential metafunction. Experiential metafunction focuses on the grammar of the clause as representation, because experiential metafunction has function to represent pattern of experience through the clause. Through the transitivity, we can explore some aspects such as who=does=what=to=whom, who/what=is=what/who/, 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 is explored 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.

According to Halliday (1985:101), there are three semantic categories related with this representation of the processes which explain how the phenomena of real life are represented as linguistic structures. In the other word, a process consists potentially of three components:

a. The process itself : verbal group;

b. Participants in the process : nominal group; and
c. Circumstances associated with the process: adverbial group or prepositional phrase.

Example:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Process</th>
<th>Participant</th>
<th>Circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>the lion</td>
<td>chased</td>
<td>the tourist</td>
<td>lazily</td>
</tr>
</tbody>
</table>

Processes

Transitivity system is interpreted by ‘what is going on’: of doing, happening, feeling, being which are sorted out in the semantic system of the language and expressed through the grammar of the clause.

Transtivity system specifies some different types of process which are recognized in the language by which they are expressed. So, when people talk about what a word or sentence means, it is kind of meaning they have in mind in the context which is related to the content or idea. That is why the clause that functions as the representation of process is explored by transitivity.

The process suggests many different kinds of what is going on which necessarily involves the different type of participants and circumstances are incumber upon the doing, happening, feeling, and being.

There are six different types of what identified by Halliday:

1. Material --- doing process (bodily, physically, materially)
2. Mental --- sensing process (emotionally, intellectually, sensorily)
3. Relational --- being process (equal to, or some attribute)
4. Verbal --- saying process (lingually, signalling)
5. Behavioural --- behaving process (physiologically and psychologically)
6. Existential --- existing process (there is)
Those process are realised by verb. Traditionally, verbs has been defined as 'doing word'. But some verbs above are not doing word at all, but rather express state of being and having. There are the differences under of doing and being. I would give the example to see the differences:

1. Material: Steve hold her hands
2. Mental: Steve thinks about her
3. Relational: Steve is her boyfriend
4. Verbal: Steve told about her
5. Behavioural: Steve is dreaming about her
6. Existential: There is a girl

We can know the differences between those kind of process. That is why transitivity structure is analyzed. We should focus with describing three aspect of the clauses:

1. The selection of Process (the process choice will be realised in the verbal group of the clause).
2. The selection of Participant (participant will be realised in the nominal group).
3. The selection of Circumstance (circumstance means which is expressed through adverb or prepositional phrase).

Clause is a transitivity type in process type. One of the functions of a clause is to represent experience: to describe the events and state of the real and unreal world. Each process type has associated with certain functional participants roles. Any process type can have circumstantial means in it.
Gerot and Wignell (1990:77) give summary about participant and circumstance as following:

<table>
<thead>
<tr>
<th>Processes</th>
<th>Participants</th>
<th>Circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>Actor</td>
<td>Goal</td>
</tr>
<tr>
<td>Mental</td>
<td>Senser</td>
<td>Phenomenon</td>
</tr>
<tr>
<td>Verbal</td>
<td>Sayer</td>
<td>Verbiage</td>
</tr>
<tr>
<td>Relational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identifying</td>
<td>Token</td>
<td>Value</td>
</tr>
<tr>
<td>b. Attributive</td>
<td>Carrier</td>
<td>Attribute</td>
</tr>
<tr>
<td>Behavioural</td>
<td>Behaver</td>
<td>Range</td>
</tr>
<tr>
<td>Existential</td>
<td>Existent</td>
<td></td>
</tr>
</tbody>
</table>

**Circumstance**

Circumstance system is what underlies differences between a simple clause. Circumstance system specifying the when, where, why, how, how many, and as what.

Those circumstances realise the meaning about:

1. **Time (temporal)**

   It tells when and is probed by when? How often? How long?

   Example: He meets his parent once a month

2. **Place (spatial)**

   It tells where and is probed by where? How far.

   Example: He meets his parent in the home town

3. **Manner**

   It tells how.

   - Means, tells by what means and is probed by what?

     Example: He goes to his hometown by bus.

   - Quality, tells how and is probed by how?

     Example: He loves his parent full.
- Comparison, tells like what and is probed by what like?
  
  Example: He drives the car fast.

4. **Cause**

   It tells why.
   
   - Reason, tells what causer or the process and is probed by why? Or how?.
     
     Example: The chicken died of hungry
   
   - Purpose, tells the purpose and is probed by what for.
     
     Example: He phones his mother for money.
   
   - Behalf, tells for whose sake and is probed by for whom.
     
     Example: He went to the hometown for my parent

5. **Accompaniement**

   It tells with (out) who or what and is probed by who or what else.

   Example: I want to go to the hometown without him

6. **Matter**

   It tells about what or with reference to what and is probed by what about.

   Example: This thesis is an analysis about discourse analysis

7. **Role**

   It tells what as and is probed by as what.

   Example: He lives a quiet life as a beekeeper

   Those circumstances are involved in the clause and associated with the process which are going to be realised through transitivity system.

   Example:

<table>
<thead>
<tr>
<th>The dog</th>
<th>bit</th>
<th>the postman</th>
<th>yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>Process</td>
<td>Participant</td>
<td>Circumstance : time</td>
</tr>
</tbody>
</table>
Our experience of reality is captured in terms of processes (or "goings-on") -- happening, doing, sensing, meaning, being, and becoming. These processes constitute the transitivity system of language, which belongs to the experiential metafunction. In transitivity analysis, then, we explore how language construes our experience of the world around us.

2.2.1 Material Process

A material process is a process of doing or happening. Material process is realized through the use of verb like go, kick, run, jump, write, take, etc. Material process has participant roles, they are actor and goal. Actor is the key participant. They express the notion that some entity do something physically which may be done to some other entity. You can probe a material process with "what did the Actor do?" or "what happened?". Therefore clause with a material process obligatorily has a doing (process) and a doer (participant).

Example:

\[
\begin{array}{c|c}
\text{The cat} & \text{run} \\
\hline
\text{Participant} & \text{Process} \\
\end{array}
\]

The one performing the action is called the Actor.

There is optionally the one entity to which the process is extended or directed. This entity may be done to is the goal, because some processes also have a second participant.

Example:

\[
\begin{array}{c|c|c}
\text{The cat} & \text{run} & \text{toward him} \\
\hline
\text{Participant} & \text{Process} & \text{Participant} \\
\end{array}
\]

An actor \quad A goal

Universitas Sumatera Utara
Alvin slapped the naughty boy

<table>
<thead>
<tr>
<th>Participant</th>
<th>Process</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>An actor</td>
<td></td>
<td>A goal</td>
</tr>
</tbody>
</table>

The both examples above are two participant clauses, but sometimes some processes have one participant only.

Example:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lion</td>
<td>sprang</td>
</tr>
</tbody>
</table>

Caught the tourist

<table>
<thead>
<tr>
<th>Material</th>
<th>Goal</th>
</tr>
</thead>
</table>

The Goal is a term implies meaning of directed at. Goal is that participant at whom the process is directed or to whom the action is extended. In other word, goal is an object affected by something being done to it (that is, it either changes its position or its status). Another term that is used for this function is the patient. Patient means one that suffer or undergoes the process. Nevertheless, the writer will keep the familiar term 'goal' in this analysis. The goal is most like the traditional direct object is the transitive verb may take.

According to Halliday (1985 : 104), there are two types of material process:

a. Creative type (a bringing about)

In the creative type, the goal is brought about by the process.

Example :

<table>
<thead>
<tr>
<th>Actor</th>
<th>Process: material</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>burned</td>
<td>the letter</td>
</tr>
</tbody>
</table>

b. Dispositive type (a doing to)

While, in the dispositive type, we have doings and happenings.
Example:

<table>
<thead>
<tr>
<th>He</th>
<th>dismissed</th>
<th>the secreatry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Process: material</td>
<td>Goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student</th>
<th>tripped</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Process: material</td>
<td></td>
</tr>
</tbody>
</table>

The representation may come in either two forms: either active, *the lion caught the tourist*, or passive, *the tourist was caught by the lion*.

Example:

Active clause

<table>
<thead>
<tr>
<th>The lion</th>
<th>caught</th>
<th>the tourist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Material</td>
<td>Goal</td>
</tr>
</tbody>
</table>

Passive clause

<table>
<thead>
<tr>
<th>The tourist</th>
<th>was caught</th>
<th>by the lion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Material</td>
<td>Actor</td>
</tr>
</tbody>
</table>

Material processes are not necessarily concrete, physical events; they may be abstract doings and happenings.

Example:

<table>
<thead>
<tr>
<th>The mayor</th>
<th>resigned</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Material</td>
<td></td>
</tr>
</tbody>
</table>

That example also can be called as active in abstract process. So, there is also passive in abstract process.

Example:

<table>
<thead>
<tr>
<th>The two school</th>
<th>were combined</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Material</td>
<td></td>
</tr>
</tbody>
</table>
Sometimes there is also a text consisting entirely of material process.

Example:

<table>
<thead>
<tr>
<th>Up</th>
<th>Jack</th>
<th>got</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actor</td>
</tr>
</tbody>
</table>

**2.2.2 Mental Process**

Mental process is process of feeling, sensing, and thinking. This process shows that people do not always talk about process of doing or what they are doing, but people also talk about their thinking, their feeling and their perceiving. So they are realized through the use of verbs like believe, understand, think, feel, know, smell, hear, see, want, like, please, admire, repel, enjoy, fear, and frighten.

The participant involved in the mental process is not acting so much. Therefore the participant roles in this process are **senser** and **phenomenon**. Senser is the one who feels (emotionally), thinks, and perceives, and phenomenon is that felt (emotionally), thought about, or perceived.

The mental process has to do with affection, cognition, perception, or desideration. Mental process is a process that converts kinds of going on, and the participant. Surely, Halliday (1985:108) said that mental process is grammatically distinct from the material process. In mental process people do not talk about what they are doing physically, but it talks about mental reaction through feeling, perception, or thinking. Then the participants in mental process are senser and phenomenon associated with any mental process. It will need to be retrieved from the context for the clause to make sense.
Material process has participant roles, they are actor and goal. Participant in the mental process clause should be human being ‘endowed with consciousness’, because only the conscious human being can perform a mental process which is called as *senser* who feels, think, and perceives.

There are three types of mental process:

a. Affective or reactive (feeling) is recognized through the use of verbs of liking, and fearing.

b. Cognitive (thinking) is recognized through the use of verbs of thinking, knowing, and understanding.

c. Perceptive (perceiving through the five senses) is recognized through the use of verbs of seeing, and hearing.

Example:

<table>
<thead>
<tr>
<th>Mary</th>
<th>likes</th>
<th>the gift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant:</td>
<td>Senser</td>
<td>Process: Mental</td>
</tr>
</tbody>
</table>

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

I hate injection

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 of feel to know about X?”

- What do you think about injection? I hate them
- What did she do to 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, physically sense; but it’s about mental reaction to a through, feeling or perception.

The participant roles in mental process are “senser” and “phenomenon” 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 conscious human being can perform a mental process this participant is called the senser. The senser who feels, thinks or perceives.

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

<table>
<thead>
<tr>
<th>She</th>
<th>love</th>
<th>him</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 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>I</th>
<th>believed</th>
<th>his excuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senser</td>
<td>Mental process</td>
<td></td>
</tr>
</tbody>
</table>

The mental process is usually in simple present/past tense, but not usually in the progressive aspect. The Senser need not always come first.

Example:

<table>
<thead>
<tr>
<th>His curly underarm hair</th>
<th>amazed</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phenomenon</td>
<td>Mental</td>
<td>Senser</td>
</tr>
</tbody>
</table>

Halliday also identifies two types of embedded phenomena: Acts and Facts.

**Phenomenon Acts**

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

Example:

<table>
<thead>
<tr>
<th>I</th>
<th>Saw</th>
<th>The Operation Taking Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senser</td>
<td>Mental</td>
<td>Phenomenon : Acts</td>
</tr>
</tbody>
</table>

**Phenomenon Facts**

A Facts is an embedded clause is, usually fine and usually introduced by a “that”, functioning as if it where a simple noun.
2.2.3 Relational Process

Relational process is a process involved states of being (including having). Relational process is realised by verb be or some verbs of the same class, for example appear, become, and seem, or sometimes by verb such as have, and own. Relational process can be classified based on whether is being used to identify something or to assign quality to something. Relational process is concerned with being, possessing, or becoming.

The relational process is either identifying or attributive. The process which assigns a quality is called *Attributive Process*, while the process which establishes an identity is called as *Identifying Process*. It has its own participants roles.

1. Identifying process

An identifying process permits the participants to be reversed, together with a corresponding change in grammatical function. Identifying process is about defining (X served to define the identity of Y). The participant roles are token and value.

Grammatically, the defining involves two participants:

a. Token = which stands for what is being defined

b. Value = which defined

Example:

<table>
<thead>
<tr>
<th>The man</th>
<th>is</th>
<th>my father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Token</td>
<td>Identifying process</td>
<td>Value</td>
</tr>
</tbody>
</table>

‘the man’ is identified as the *holder or occupant* of the identity of the ‘my father’.
All identifying clauses are reversible, they can be formed into passive:

<table>
<thead>
<tr>
<th>My father</th>
<th>is</th>
<th>that man</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Token</strong></td>
<td><strong>Identifying</strong></td>
<td><strong>Value</strong></td>
</tr>
</tbody>
</table>

Semantically and grammatically, the reversibility of identifying clauses raises which is side of token and which is the side of value. Halliday (1985: 115) said that, token will be a ‘sign’. Name, from, holder, occupant of value give the ‘meaning referent, function, status, or rule of the token. Therefore Halliday gives two concept, they are ‘token’ is always be subject in active clause, and ‘value’ is always be subject in passive clause.

2. **Attributive process**

An attributive process generally does not allow the participants to be reversed. Unfortunately, it sometimes does. The crucial difference, however, is this -- the grammatical functions of the participants will always remain unchanged, whether or not they can be reversed. An attributive process can never undergo passivisation.

There are two participants:

a. Carrier (X is a member of the class ‘a’).

b. Attribute is a quality or epithet ascribed to the carrier (X carries the attribute a)

Example:

<table>
<thead>
<tr>
<th>He</th>
<th>is</th>
<th>very tall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Token</strong></td>
<td><strong>Identifying process</strong></td>
<td><strong>Value</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>won’t be</th>
<th>a naughty girl</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier</strong></td>
<td><strong>Attributive</strong></td>
<td><strong>Attribute</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>She</th>
<th>is</th>
<th>a naughty girl</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Token</strong></td>
<td><strong>Attributive</strong></td>
<td><strong>Attribute</strong></td>
</tr>
</tbody>
</table>
If the process is identifying, the participants are Token and Value. If the identifying process is able to undergo passivisation, then in the active form, the subject is always the Token. If the process cannot undergo passivisation, you will then need the "represent" test to find out which label to use. What you need to do is to first replace the verb with "represent" to form an acceptable alternative construction.

There are three developments of the two sub type of relational process (Halliday, 1985:112):

a. Intensive (x is a)
b. Circumtantial (x is at a)
c. Possesive (x has a)

All of relational process are either attributive and identifying. Gerrot and Wignell (1994:68) show the option of relational process as the following:

This picture gives a paradigm of six possibilities.
Attributive Process

1. Intensive: in the case of attributive mode, in which some qualitative attribute is assigned to a ‘carrier’, the meaning is ‘x is a member of the class a’.

Example:

<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>Attributive: intensive</strong></td>
<td><strong>Attribute</strong></td>
</tr>
</tbody>
</table>

2. Possessive: in attributive mode, the possessive relationship may again be expressed either as attribute.

Example:

<table>
<thead>
<tr>
<th>Plant cells</th>
<th>have</th>
<th>a cell wall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier</strong></td>
<td><strong>Attributive: possessive</strong></td>
<td><strong>Attribute</strong></td>
</tr>
</tbody>
</table>

3. Circumstantial: in attributive mode, the circumstantial element is an attribute that is being ascribed to some entity.

Example:

<table>
<thead>
<tr>
<th>The shell</th>
<th>appears</th>
<th>transparent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carrier</strong></td>
<td><strong>Attributive: circumstantial</strong></td>
<td><strong>Attribute</strong></td>
</tr>
</tbody>
</table>

Identifying Process

1. Intensive: in identifying mode, the meaning is ‘a serves to define the entity of x’.

Example:

<table>
<thead>
<tr>
<th>The nucleus</th>
<th>is</th>
<th>the brain of cell</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Token</strong></td>
<td><strong>Identifying: intensive</strong></td>
<td><strong>Value</strong></td>
</tr>
</tbody>
</table>
2. Possesive: in identifying mode, the possession takes the form of a relationship between two entities.

Example:

<table>
<thead>
<tr>
<th>Token</th>
<th>Identifying:possesive</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>All cells contain cytoplasm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Circumstantial: in identifying mode, the circumstance takes the form of a relationship between two entities; one entity is being related to another by a feature of time or place or manner.

Example:

<table>
<thead>
<tr>
<th>Token</th>
<th>Identifying:circumtantal</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday was the deadline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2.4 Verbal Process

Verbal process is a process of saying or symbolically signalling. Verbal processes include all modes of expressing and indicating, even if they need not be verbal, such as "showing". The content of what is said or indicated can be realised as a full projected clause, a participant (verbiage), or a circumstance (matter). Verbal process is realized through the use of verb like say, tell, talk, complain, etc.

The participants are:

a. Sayer - the addresser. It does not have to be conscious participants (although it typically is), but anything capable to put out signal.

b. Receiver - the addressee, or the entity targetted by the saying. Or the one to whom the verbalization is addressed.
c. Verbiage - the content of what is said or indicated or nominalized statement of the verbal process, a noun expressing some kind of verbal behaviour, a name verbalization itself (statement, answer, question, sory).

Examples:

Human participant

<table>
<thead>
<tr>
<th></th>
<th>talk</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sayer</td>
<td>Verbal</td>
<td>verbiage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>complained</th>
<th>his friend</th>
<th>about a bad joke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sayer</td>
<td>Verbal</td>
<td>Receiver</td>
<td>Verbiage</td>
</tr>
</tbody>
</table>

Signal participant

<table>
<thead>
<tr>
<th></th>
<th>says</th>
<th>“keep off the grass”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sayer</td>
<td>Verbal</td>
<td>Value</td>
</tr>
</tbody>
</table>

|        | rang | |
|--------|------| |
| The alarm |      | |
| Sayer  | Verbal | |

2.2.5 Behavioural Process

Behavioral process is a process of physiological and psychological behaviour, such as breathing, dreaming, hiccupsing, snoring, watching, listening, looking, smiling, and pondering.

The main participant is Behaver, but may sometimes involve a Behaviour. Behavioural processes are typically intransitive, involving only the Behaver as participant. If there are two participants, the second participant is Behaviour.

Example:

<table>
<thead>
<tr>
<th></th>
<th>smiled</th>
<th>shyly</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaver</td>
<td>Process:behavioural</td>
<td>Behavior</td>
</tr>
</tbody>
</table>
Behavioural processes sometimes occur with circumtancetial element. 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>Process:behavioural</td>
<td>Circumstance:manner</td>
</tr>
</tbody>
</table>

Halliday (1985:128) describes the processes are semantically intermediate between material and behavioural process, because the behavioural process involves verbs that are clearly psychological. It is also belongs to part of material, the behavioural process permits the progressive, and the clause can be probed with "What did the Behaver do?". The behavioural process has to be experienced by conscious being.

Gerrot and Wignell (1990:61) said that sometimes it is difficult to distinguish material and behavioural process, but they give some examples to provide them:

<table>
<thead>
<tr>
<th>He</th>
<th>Did</th>
<th>the shopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>took</td>
<td>a nap</td>
</tr>
<tr>
<td>He</td>
<td>threw</td>
<td>a tatum</td>
</tr>
<tr>
<td>He</td>
<td>drew</td>
<td>a ragged breat</td>
</tr>
<tr>
<td>He</td>
<td>drove</td>
<td>a hard bargain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaver</th>
<th>Behavioural</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>shopp</td>
<td>-</td>
</tr>
<tr>
<td>He</td>
<td>took</td>
<td>two cases</td>
</tr>
<tr>
<td>He</td>
<td>threw</td>
<td>the spear</td>
</tr>
<tr>
<td>He</td>
<td>drew</td>
<td>a picture</td>
</tr>
<tr>
<td>He</td>
<td>drove</td>
<td>a porsche</td>
</tr>
</tbody>
</table>

In the first table is the process of physiological or physiological and the behaver belongs to actual process. In the second table is actually acting, doing upon someone else or something else.
2.2.6 Existential Process

Existential process is a process of existence. It is expressed by verb of existing, such as be, exist, arise, and the existent. So, this process is functioned for representing something existed or happened. It also represents experience by positing ‘there was/is something’. The typical verb that is used most is the "be" verb or the synonym. Everytime there is an existential construction so, it is an existential process. The participant of Existential Process is Existent.

Example :

<table>
<thead>
<tr>
<th>One upon a time there</th>
<th>was</th>
<th>a handsome prince</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circumstance: time</td>
<td>Process: Existential</td>
<td>Existent</td>
</tr>
</tbody>
</table>

There was a boy in the jungle

Process: existential Existent Circumstance: place

2.3 THE NARRATIVE STRUCTURE

Sinar (2008:69-70) mentioned that narrative is a kind of creative and imaginative writing to amuse, entertain and to deal with actual experience. Nevertheless narrative also has a good learning, gives information, and shows the reflection of the author toward the author’s experiences.

The kinds of narration are stories, fable, novel, legend, fairy tale, folktale, etc. The narrative has some element that shows the story is just a sequence of events, a narrative recounts those events. This may well be a function of our information society, where communication and the means of communication have become increasingly important to societies, organizations, and individuals alike.

Labov and Waletzky (1997:4) say that there are two functions of narrative : the referential function and evaluated function. The referential function is a narrative
function which refers to the sequence of event. The evaluated function is a narrative function where the phrase and the words in clauses are relevant each other.

In analyzing of narrative text focuses on two points:

1. The analysis will be formal. It means that the analysis is must based on the recurrent pattern characteristic of narrative form the clause level to the complete simple narrative. From this analysis it is possible to derive a considerable amount of information on the syntax and semantics of English below the sentence level; but this direction of research will not be exploited here. We will be concerned primarily with the characteristics of the narrative itself.

2. The analysis will be functional. Narrative will be considered as one of constructing narrative units which match the temporal sequence of that experience, in particular, a technique of constructing narrative units which match the temporal sequence of that experience. Furthermore, we will find that narrative which serves this function alone is abnormal: it may be considered empty or pointless narrative. Normally, narrative serves an additional function or personal interest determined by a stimulus in the social context in which the narrative occurs.

Narrative discourse has its own structure. Martin in Sinar (2008:70) says that the complete narrative structure consists of abstract, orientation, complication, evaluation, resolution, and coda. Before the writer explains about the structure of narrative based on Labov and Waletzky (1997:27-36), the writer gives an example of short story. The writer will explain every point of narrative structure through this example:
Activities in my school are so dense. Every day, I come in at 07.00 o’clock. In order not to be late, I always wake up at 4:30. After showering, I do the morning prayer. Then, I immediately wear the school uniform. I do not forget to look around some more books should I bring. Well, just check if the books that I've brought accordance with the schedule of the day's lesson. Furthermore, I was having breakfast. Then, about 06.00 o’clock, I went to school. As usual, I take public transportation to school. Distance between home and my school is not far away, about six kilometers. I did get used to go in the morning. Understandably, public transportation is often a long stop for waiting passengers. If I set out late in the morning, well, could be late for school!

In school, I studied for about six hours. Class ends at 12.45 o’clock. That's for a typical day. On Wednesday, I went home at 14.30 because the following extra-curricular activities first. Friday special, I can go home early at 11.00.

Many people believe that a story can teach a society certain moral value. Most stories are built in narrative. Because it is a narrative story, it must consist of complication. That complication, in fact, is the moral value which would to be taught.

2.3.1 Abstract

Abstract is the statement in a story that states the summary of the whole story. It is often to be the beginning of a narrative text with one or two clause. Abstract covers the gist of the story when we finish reading the text.

Example:
- Activities in my school are so dense.

2.3.2 Orientation

Orientation is an introduction as the initial events that reported the place, time, behavioural situation, and participants who took part in a story briefly. Orientation contains one or more free clauses functioning to orient the readers to follow the development of narrative. The reader can know to the characters, setting of place and time, and situation which are involved in the narrative through the orientation.
Normally orientation part is always in the beginning of the text, but sometimes it founds later or after complication part.

Example:

- Every day, I come in at 07.00 o’clock.
- In order not to be late, I always wake up at 4:30. After showering, I do the morning prayer.
- Then, I immediately wear the school uniform.
- I do not forget to look around some more books should I bring.
- Well, just check if the books that I've brought accordance with the schedule of the day's lesson.
- Furthermore, I was having breakfast.
- Then, about 06.00 o’clock, I went to school.
- In school, I studied for about six hours. Class ends at 12.45 o’clock.
- On Wednesday, I went home at 14.30 because the following extra-curricular activities first

2.3.3 Complication

Complication is a set of events that can lead to complications. So, this part is the main body of narrative text. Complicating actions are a series of temporally ordered clauses, which refers to chronologically ordered events. In many case, a long string of the events may actually consist of several cycles of simple narrative, with many complication section.

Example:

- Understandably, public transportation is often a long stop for waiting passengers.
2.3.4 Evaluation

Evaluation is an action that goes with the suspension that accompanies the resolution. The narrator does not only let the complicating flow freely, but very often suspends the action by expressing its attitude toward the story. But evaluation can only be expressed in a single word, phrase or even in an exclamatory mark and so forth. When the complication has reached the maximum, there will be usually a break which is done by evaluation. The evaluation that suspends the flow of action and express in a separate free clause is called external evaluation. The evaluated remarks which are integrated anywhere in the narrative do not necessarily suspends the action. This is called internal evaluation.

The evaluation of a narrative is defined as part of narrative that reveals the attitude of the narrator toward the narrative by emphasizing the relative importance of some narrative units as compared to others.

Example:

- Distance between home and my school is not far away, about six kilometers.
- I did get used to go in the morning.

2.3.5 Resolution

Resolution is a part which presents the way out of the problem in the story. This part is functioned to solve the problems of the story. When the complication has reached the maximum, there still be usually a break which is done by evaluating and then the complication continues again. The continuation of complication after the maximum point is called resolution.

Anyway, distinguishing complication from resolution is not always easy and narrative which consists of a sequence of complicating action. Without evaluation will not indicate clearly when the complication reaches its peak and when the
narrator would stop his story. If the evaluation is given in the last section, then, the resolution coincides with the evaluation.

Example:
- If I set out late in the morning, well, could be late for school!
- I can go home early at 11.00.

### 2.3.6 Coda

Many narratives end with a resolution section, but others have an additional element that we may call the *coda*. Coda is a part which covers elements of the end of the story. It is very often, although not always, a narrative concludes with the coda, if there is no coda, the narrative usually ends with the resolution. Coda is a functional device for returning the verbal perspective to the present moment.

Example:
- That's for a typical day.
- Friday is special day

### 2.4 Relevant Studies

There are some related references to support my analysis:

a. Halliday (1985) in his book entitled *An Introduction to Functional Grammar*, characterizes the schematic genre into three process. They are material process, mental process, and relational process. Then he develops the other process which are called verbal process, behavioural process, and existential process. Each processes has three component in transitivity system. They are process, participant, and circumstance.

b. Labov and Waletzky (1997:3-38) define a narrative as a method of recapitulating past experience by matching a verbal sequence of clause to the sequence of events occurred. They also said that, it is a narrative clause if there
is temporal structure between them, while free clause is the opposite. The structure and narrative genre consist of orientation, complication, evaluation, and resolution, and coda.

c. Sinar (2007) in her book “Phasal and Experiential Realization of Lecture Discourse: A Systemic – Functional Analysis” introduces general systemic functional linguistic theory (GSFLT) as a theoretical framework that accommodate certain aspects and dimensions of interpretation that will in turn enable analysis to make appropriate choice whereby the target direction and goal can be achieved efficiently and effectively as an end of a discourse analysis.

d. Indra (2005) in his thesis “An Analysis of Narrative Structure and Transitivity Process of Some Short Stories in Anida, A Moeslem Magazine”. In his thesis, he analyzes the Narrative Structure and Transitivity Process of Some Short Stories in Anida Magazine. He found some short stories with the different writer and different in use the components of narrative structure. He finds that not all the narrative structure and transitivity process is found in some short stories in Anida Magazine.

e. Frismatiladanis (2009) in her thesis “Transitivity Process and The Structure of Narrative Genre in Selected Indonesian Folk Tales”. She analyzed the Transitivity Process and the Structure of Narrative Genre in Selected Indonesian Folk Tales. The folk tales come from the different places in Indonesia. She found that the most dominant type of transitivity is material process (57.97%) and there are complete element of narrative genre in some folk tales except Timun Mas (Central Java) and The Anoa and The Girl (Sulawesi).