

TRANSITIVITY ANALYSIS OF JOKOWI'S SPEECH IN G20 SUMMIT BALI

A Thesis

(Submitted to The English Department As a Partial Fulfillment of
Requirements For S1 Degree)

By

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ABSTRACT

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Transitivity is a way of distinguishing between verbs according to whether they have an object or not. It is being used in a much broader sense. In particular, it refers to a system for describing the whole clause, rather than just the verb and its object. This research aimed to analyze the types of transitivity processes were found on Jokowi's Speech in G20 Summit Bali and to analyze the transitivity circumstances element were involved on Jokowi's Speech in G20 Summit Bali. The type of qualitative in this research is content analysis, which taken the data source from the President Jokowi's Speech especially in G20 Summit Bali. Based on the data analysis, it was found that there were 7 utterances in material process, 8 utterances in the analysis of process types, especially in mental process, 7 utterances in relational process of transitivity, 3 utterances in the behavioral process of transitivity, 7 utterances of transitivity verbal process, and 4 utterances in existential process of transitivity. For the extent, there were 4 utterances with 1 distance of circumstantial element, 1 duration of circumstantial element and 2 frequencies of circumstantial element. For the location, there were 10 utterances with 7 circumstantial elements of place and 3 circumstantial elements of time. For manner, there were 8 utterances with 3 circumstantial elements of means, 1 circumstantial element of quality, 1 circumstantial element of comparison, 3 circumstantial elements of degree. Then, there were 7 utterances for cause with 5 circumstantial elements of reason, 0 circumstantial element of purpose, and 2 circumstantial elements of behalf.

Keywords: Speech, Transitivity, Qualitative Research

DECLARATION

I hereby declare this thesis entitled “TRANSITIVITY ANALYSIS OF JOKOWI'S SPEECH IN G20 SUMMIT BALI”. Declare that this thesis is truly my own work. I am fully responsible for the contents of this thesis, and the opinions or findings of other researchers contained in this thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 10 January 2023

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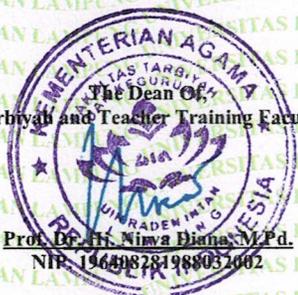
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MOTTO

مَنَا فِي مَشُورَا فَآ دَلُولَا رِضَا آلَا لَكُمْ جَعَلَ آلَدِي هُوَ ﴿١٥﴾

النُّشُورُ لِيَهْ وَآ رَزْقَهٗ مِنْ وَكَلُوا كِيَهَا

In the name of Allah, Most Gracious, Most Merciful.
“It is He who made the earth manageable for you, so travel its regions, and eat of His provisions. To Him is the Resurgence”.¹



¹ Abdullah Yusuf ‘Ali, *The Holy Qur’an English Translation of The Meanings*, (New Johar: the King Fahd Holy Quran Printing Complex, 1987), p. 300

DEDICATION

This thesis is dedicated to:

1. The biggest inspiration in my life, my beloved parents, Mr. Purwanto and Mrs. Munipah, who never stop praying and supporting me from time to time.
2. My younger siblings, Citra Della Agustin and Berliana Callysta Azalia, who have prayed for, supported my success and encouraged me to finish this thesis.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Intan Reka Utami was born on April, 21th 1998 in Sudimoro, Semaka..

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In the name of Allah, the most gracious, the most beneficent. Praise be to Allah, the almighty God. For blessing Me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis was submitted as one of the requirements to fulfill the requirements for obtaining a bachelor's degree in the English Education study program at the Tarbiyah and Teaching Faculty of Raden Intan Lampung State Islamic University (UIN Raden Intan Lampung).

This thesis would never be finished without the help of other parties. Many people have helped during the writing of this thesis and it is impossible to mention all of them. However, he would like to express his highest gratitude and appreciation to:

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Finally, it is fully realized that there are still deficiencies in this thesis. Therefore, criticism, comments, corrections and suggestions from readers are expected to improve the quality of this thesis.

Bandar Lampung, 10 January 2023
Declared



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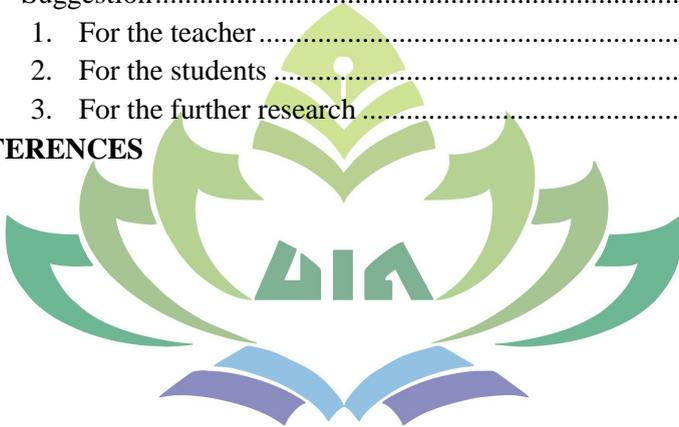
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CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation was the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

1. Transitivity

Transitivity is a system of the clause, affecting not only the verb serving as process but also participants and circumstances. It implies that transitivity proves participant, process, circumstances clearly and meaningfully.¹ Transitivity, in its broadest sense, refers to a system of categorizing verbs and phrases based on how they relate to other structural components.

2. Analysis

Analysis is a thorough evaluation of anything difficult in order to comprehend it or identify its key characteristics. It involves undertaking a deep analysis of the issue at hand.²

3. Speech

Speech is described as the expressing of ideas via the use of words that are directed at large groups of people or planned speech that is delivered in front of an audience. Additionally, giving a speech is another way to use language as a tool for social integration. The main goals of speech are to inform, persuade, and affect attitudes, as well as to entertain the audience. A political speech during a campaign is an example

¹ Isti'annah, Arina, *Transitivity Analysis in Four Selected Opinions about Jakarta Governor Election. Phenomena, Journal of Language and Literature*, Vol. 14, No. 2, pp. 163-176, 2014.

² Young, Lynne and Harrison, Claire. *Systemic Functional Linguistics and Critical Discourse Analysis: Studies in Social Science*, (London: Continuum, 2004), p24

of a speech that makes an effort to invite, convince, and inspire listeners to do something.³

Based on the descriptions above, this research will know the process of teaching learning reading comprehension by using readers theatre strategy, especially in teaching reading narrative text.

B. Background of Problem

Language serves as a tool of communication that also helps everyone feel a part of the social group someone joins and to participate fully in all social activities while minimizing conflicts for maximum effectiveness. Language and society are related to each other because language is created when people come together. It makes them need a language to communicate to each other. Thus, they must have their own language.

There are various types of meanings in language use: lexical, grammatical, discourse, and pragmatic meanings. Furthermore, Poedjosoedarmo proposes that, as long as an item is capable of a contrast, it has meaning. A certain word order that has a contrast has a meaning.⁴ Language users are free to choose words in order to convey meanings. Meanings are not only related to what are heard, but also what are interpreted by the receivers. In order to have appropriate interpretation and truth, comprehending word choice is necessary to do.

Discourse meanings can be expressed in various ways: single utterance, repetition, statement, request, command, question, exclamation, positive or negative forms, active or passive forms, normal plot, flashback, straightforward, round, or code switching.⁵ In language use, meanings are closely related to grammatical and discourse meanings. Grammatical meaning deals with the

³ Halliday, M.A.K. and Matthiessen, *Christian M.I.M. An Introduction to Functional Grammar: 3rd Edition*, (London: Hodder Education, 2004), p.12

⁴ Poedjosoedarmo, Soepomo. *Meaning and Distinctive Semantic Features. In Search of Meaning: A Selected Articles on Language and Literature*, pp. 13-38, 2000.

⁵ *Ibid*

meaning of word order (or phrase order, or clause order) in a sentence, the use or absence of an item in a sentence, the use of an elaboration or abbreviation of a certain component in a sentence, and the use of different types of prosody.

The most important of all life skills is being able to communicate effectively. Communication is important for our life because it helps to express message and information among people. There are several ways to express message and information, such as newspaper, televisions, magazines, news etc. Sometimes people do a speech to express the idea, when they want to express information or idea that they have to share.

Unsuccessful communication can still occur, which brings misunderstanding between conversation. The existence of understanding between speaker and listener is a very important thing that will indicate that the communication is running smoothly. Human do a speech when they want to give effect to the listener such as benefits and information by using good language and easy to be understood by audience.

Speech enables the use of language in an oral form. The use of language in an oral form can be realized by speech. Speech is described as the expressing of ideas via the use of words that are directed at large groups of people or planned speech that is delivered in front of an audience. Additionally, giving a speech is another way to use language as a tool for social integration.

The main goals of speech are to inform, persuade, and affect attitudes, as well as to entertain the audience. A political speech during a campaign is an example of a speech that makes an effort to invite, convince, and inspire listeners to do something.⁶ People fulfill their obligations and the goals of their respective parties when they speak, especially when speaking on political issues.

Transitivity system mainly classifies a clause into three components. The process which is realized by the verb phrase, the participant(s) carrying out or affected by the process and usually realized by noun phrase, and the circumstance(s) answer such

⁶ *Op, Cit*

questions as when, where, why, how, how many and as what.⁷ In interpreting and producing a text, we have to concern about the grammar. In fact grammar plays an important role in describing an explaining the language phenomenon. Thus, by learning a grammar, it will be an easy way to produce the text correctly. In general, English grammar can be categorized into formal grammar and functional grammar. In functional grammar, there are three strands of meaning. They are ideational (experiential) meaning, interpersonal meaning and textual meaning. 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. A clause that has function to construe the world of experience is called a clause as representation. It is concerned by option of Transitivity. By examine the transitivity structure in the speech, someone can explain how the field of the situation is being constructed. There are many kinds of process in the transitivity system, because process is central to transitivity.

The researcher is interested to analyze the transitivity on the speech because this kind of analysis is rare, especially in form of speech because in the previous studies, there are analysis about transitivity but in the form of text such as descriptive, narrative, etc. The analysis of transitivity if related to the study of meaning and the study of word formation, therefore it necessary to give information to readers, especially learners about the definition of transitivity, the process, the form of transitivity, etc. So that this research entitled “Transitivity Analysis of Jokowi’s Speech in G20 Summit Bali”.

C. Limitation of Problem

This research focuses on analyzing the transitivity processes and transitivity circumstances element are involved on Jokowi's Speech in G20 Summit Bali.

⁷ Nguyen, Hanh Thu, *Transitivity Analysis of “Heroic Mother” by Hoa Pham. International Journal of Linguistics*, Vol. 2, No. 4, pp. 85-100, 2012.

D. Research Question

Based on the identification and the limitation of the problems, the formulation of the problem as follows:

1. What types of transitivity processes are found on Jokowi's Speech in G20 Summit Bali?
2. What transitivity circumstances element are involved on Jokowi's Speech in G20 Summit Bali?

E. Objectives of Research

Based on the research questions above, the objectives of this research as follows:

1. To analyze the types of transitivity processes are found on Jokowi's Speech in G20 Summit Bali.
2. To analyze the transitivity circumstances element are involved on Jokowi's Speech in G20 Summit Bali.

F. Significances of Research

The significances of the research as follows:

1. Practically
 - a. This research can be used to motivate the students in learning meaning of language by the use of transitivity, especially in speech.
 - b. This research can be used as information for everyone who are not knowing the transitivity.
 - c. This research can be used to give information to English teacher that the meaning of language is divided into some types in pragmatic, one of them is the study of transitivity.
2. Theoretically
 - a. This research can be used as reference that could be used by the other researchers who want to conduct a research in analyzing transitivity, it can be in the text, speech, or any kind of utterance.
 - b. The theories of transitivity could be used as additional knowledge for the people who wants to know more about the study of meaning and the form of meaning itself.



CHAPTER II LITERATURE REVIEW

A. Language

Language is a medium in a communication. There are so many languages in the world. The different languages are used all over the world. There are many varieties within the language. How these languages are originated, it is very difficult to know. It is believed that people started conveying message quest, signals, postures, gestures and sign etc.

Language is a tool of communication of human life in community, because language is an important thing used to socialize each other. If, we have ability to use language to each other, we can say everything easily, because language has in our self. It is supported by Harmer that language is social construct as much as it is a mental ability, it is important for students to be aware of this a foreign or second language as they own.⁸ Language is the source of human life and power, since people use language to communicate, to explore knowledge, to convey ideas, to ask some opinions or helps, and so on.

In human life, people need language to communicate and interact with other people. Language as tool communication cannot be separated with speech community or culture. According to brown that language operates in a speech community or culture.⁹ It means that language plays important in process of communication mainly in speech or culture.

Brown added that language is a complex specialized skills with develops in the child spontaneously, without conscious effort or formal instruction. Is the developed without awareness of its underlying logic, is qualitatively the same in individual and its distinct for more general abilities to process information or behave

⁸ Harmer, J, *How to Teach Writing*, (England: Longman, 2004), p.25

⁹ Brown, H Douglas, *Principles of language learning and teaching (fifth edition)*, (New York Prentice Hall, 2007), p.6

intelligently.¹⁰ It means that language is complex skill with developed in the child and it formed spontaneously without formal instruction.

Cameron state that people using the language for everyday life purposes all around them. It means that language is very important in daily activity, because all of activities to be expressed by language.¹¹ In other words, language is a system of arbitrary vocal symbol which permit all people a given culture or the people who have learned the system of the culture to communicate or interact.

Based on statement above, we know that language is very important in our life. By using language, we are able to communicate with other people. It is used in every aspect of our daily life. Without language our life cannot run well and we will difficult to understand what the other people said.

Language used by human to communicate each other. It can be symbols created to deliver messages and ideas in daily life. Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Language as the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units e.g. morphemes, words, sentences, utterances.

Every aspect of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc; these belong to a language. We cannot deny that language always used in our daily routines. All of human activities involved language as a medium to communicate.

Based on the explanations above, the researcher concludes that language is medium used in communication that involved in our daily routines to transfer ideas, thought and messages in the society.

¹⁰ *Ibid*

¹¹ Cameron, L, *Teaching Language to Young Learners*, (Cambridge: University Press, 2001), p.11

B. Sociolinguistic

Holmes defines that sociolinguistics studies the relationship between language and society. They are interested in explaining why people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning.¹² Examining the way people use language indifferent social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language.

Meyer states that sociolinguistics is a very broad field. It can be used to describe many different ways individual speakers use language. It learns about how people use language differently in different towns or region. It also learns about how a nation decides what languages will be recognized in courts or education. Besides that, sociolinguistics also studies about language used in daily conversation.¹³ Sociolinguistics is the study of our everyday lives-how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language.

Based the explanations above, the researcher concludes that sociolinguistics is a study of language and society including the use of language in the society and used in many fields.

C. Pragmatic

People use language in order to communicate with other people around the world. The component of language is studied in a science called linguistics. It deals with all internal and external aspects of language. For instance, sounds are discussed in phonetics and phonology, morphemes, and words in morphology, phrases, and sentence in syntax, meaning in semantics, and text in discourse.

¹² Holmes, David, *Teori Komunikasi Media, Teknologi, dan Masyarakat*, (Yogyakarta: Pustaka Pelajar, 2013), p.1

¹³ Meyer, J. P., *Organizational commitment: Evidence of career stage effects*. Journal of Business Research, 2006, 26-61-114

Pragmatics is a branch of linguistics covering meaning in use. Meaning is formally studied in semantics. However, there are some aspects of meaning cannot be captured by semantics particularly meaning in use or meaning in context. Pragmatics is concerned with the way of speaker using language in context which cannot be predicted from purely linguistic knowledge, particularly semantics, which deals with the internal structure of the language.¹⁴ It means that pragmatics is about the study of meaning in use which cannot be predicted from purely linguistic knowledge.

D. Transitivity

Transitivity is a way of distinguishing between verbs according to whether they have an object or not. It is being used in a much broader sense. In particular, it refers to a system for describing the whole clause, rather than just the verb and its object.¹⁵ In transitivity clauses can be classified into three constituents. They are Process types, Participant functions, and Circumstances.

1. Process Types and Participant Functions

a. Material process

Material process are those involving physical actions: running, throwing scratching, cooking, sitting down, and so on. They express the notion that the same entity does something which may be done to some other entities. There are two main participant functions. They are Actor and Goal involve in material process. Actor is the one that does the need or performs the action, whereas Goal is the one suffers or undergoes the process. Beside two participants above, material also has two other participants named Range and Beneficiary. The Range in the material process is usually called as Scope.

¹⁴ Griffiths Patrick, *An Introduction to English Semantics and Pragmatics*, (Edinburg: Edinburg University Press, 2006),p.153

¹⁵ Geoff, T, *Introducing Functional Grammar (3rd Edition)*, (London: Routledge, 2014), p.94

Table 2.1.
Example of Material Process¹⁶

The dormouse	Crossed	The court
The whole country	Is paying	a heavy price
Actor	Material Process	Range

Beneficiary is the one to whom the process is said to take place. There are two kinds of Beneficiary, they are Recipient and Client. Recipient is one that goods are given to. Client is one that service are done for.

Table 2.2.
Example of Recipient and Client in Material Process

I	Gave	The parcel	To Jhon
Actor	Material Process	Goal	Recipient
Fred	Brough	A present	For his wife
Actor	Material Process	Goal	Recipient

b. Mental process

Mental processes are ones of sensing: feeling, thinking, perceiving. The participants in mental process are Senser and Phenomenon. Senser is by definition of a conscious being, for only those who are conscious can feel, think or see. Phenomenon is that which is sensed: felt, thought or seen. There are three types of mental process: perception (seeing, hearing, noticing, feeling, and smelling), affection (liking, loving, fearing, hating, admiring, and missing), cognition (thinking, knowing, believing, doubting remembering, forgetting, and understanding).

¹⁶ *Ibid*

Table 2.3.
Example of Mental Process¹⁷

Can	You	Feel	That throbbing
Pro- Per-	Senser	-cess -ception	Phenomenon

Mark	Likes	New clothes
Senser	Process: Affection	Phenomenon

I	Believe	You
Senser	Process: Cognitions	Phenomenon

c. Relational process

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player). Processes which establish an identity are called Identifying Processes and processes which assign a quality are called Attributive Processes. Each has its own characteristic participant roles. In attributive these are Carrier and Attribute, whereas in identifying processes the participants roles are Token and Value. They are classified into three subclassification named Intensive, Possessive, and Circumstance.

¹⁷ *Ibid*

Table 2.4.
Example of Attributing Process

Intensive	The nucleus	Is	the brain of the cell
Possessive	Plant cells	Is	a cell wall
Circumstantial	The yolk	Was	inside the albumen
	Carrier	Relational	Attribute

Here are some words of the more common relational processes of attributing: *be, become, go, get, turn, grow, keep, stay, remain, look, appear, seem, smell, taste, feel, sound, end up, turn out, last, weigh, concern, cost, has, belong to, need, require.*

Table 2.5.
Example of Identifying Process

Intensive	The nucleus	Is	the brain of the cell
Possessive	The transducer	Have	Dr Buick's
Circumstantial	Tuesday	Is	the deadline
	Token	Relational	Value

Here are some words of the more common relational processes of identifying: *be, become, equal, add up to, play, act as, call, mean, define, represent, spell, express, form, give, constitute, imply, stand for, symbolize, realize, indicate, signify, betoken, take up, span, resemble, occupy, own, include, involve, contain, comprise, provide, cause.* The easiest way to differentiate the attributing and identifying processes is that identifying processes are reversible. The reversibility test works because identifying processes have a passive voice; that is, the clause can be made passive. However, *is* does not change

its form when it is passive so a further test is to substitute a relational process which does change.

Table 2.6.
The other examples of Relational Process¹⁸

		Attributive	Identifying
neutral		be, feel	be
phase: time	inceptive	become, turn (into), grow (into)	become; turn into, grow into
		get, go, fall, run	
	durative	remain, stay (as), keep	remain, stay as
Phase: reality	apparent	seem, appear, qualify as	seem (superlative)
	perceptive	prove, turn out, end up (as)	prove
	realized		
measure quality		weigh, cost, measure [Process/Attribute:] seem, appear, matter, count, apply, figure, suffice, abound, differ, vary, dominate, do, hurt, ache, stink, smell, reek, drip, ooze, suck, stink	
role			play, act as, function as, serve as
sign			mean, indicate, suggest, imply, show,

¹⁸ Halliday, M. A. K. & Matthiessen, C. M. I. M, *An introduction to functional grammar 4^{ed}*, London: Hodder Education, 2014), p.269

			betoken, mark, reflect
equation			equal, add up to, make
kind/part			comprise, feature, include
significance			represent, constitute, form
example			exemplify, illustrate
symbol			express, signify, realize, spell, stand for, mean
assignment: neutral		make; [Process/Attribute] ensure, guarantee (make it certain that...), prove, confirm (make it fact that...)	make
assignment: elaborating			select, choose (as), dub; name, christen, term; spell, pronounce
assignment: projection			think, consider; prove, call, declare

Source: Halliday and Matthiessen (2014:269)

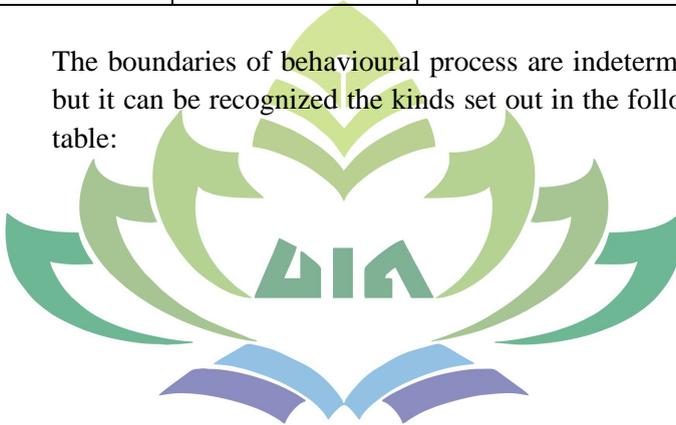
d. Behavioral Process

Behavioural processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccuping, looking, watching, listening, and pondering. There is one obligatory participant: the Behavior. Like a senser, the Behavior is a conscious being. But the process is one of doing, not sensing.

Table 2.7.
Example of Behavioural Process¹⁹

She	Lives	in the fast lane
Behavior	Behavioural Process	Circumstance: Place

The boundaries of behavioural process are indeterminate, but it can be recognized the kinds set out in the following table:



¹⁹ *Ibid*

Table 2.8.
The boundary kinds of Behavioral Process²⁰

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 psychological processes	breathe, sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
V	[near material]	bodily postures and pastimes	sing, dance, lie (down), sit (up, down)

Source: Halliday and Matthiessen (2014:302)

e. Verbal process

Verbal processes are processes of saying, or more accurately, of symbolically signaling. It has a participant named Sayer, who is the doer of the process of verbalization. Saragih in Ongonda (2016) states that verbal processes show activities related to information. Specifically, the process includes that of saying, commanding, asking, and offering.

²⁰ *Op. Cit*, Halliday, M. A. K. & Matthiessen, p.302

Table 2.9.
Example of Verbal Process²¹

The sign	Says	“No smoking”
Sayer	Verbal process	Material

Table 2.10.
Other examples of Verbal Process

Types		Example of verb
activity	Targeting	praise, flatter, commend, compliment, congratulate, insult, abuse, slander, blame, criticize, chide, censure, pillory, rebuke
	Talking	speak, talk
semiosis	(neutral quoting)	say, tell; go, be like
	Indicating	tell, report, announce, notify, explain, argue, convince (that), persuade, promise
	Imperating	ask, order, command, require, promise, threaten, persuade, convince, entreat, implore, beg

Source: Halliday and Matthiessen (2014:305)

²¹ *Ibid*, p.305

The process also has other participants named Receiver, Verbiage, and Target.

- a. Receiver: the one to whom the verbalization is addressed
- b. Target: one called upon verbally (insulted, complimented, etc)
- c. Range/Verbiage: a name of verbalization itself

f. Existential process

Existential process represent that something exists or happens. Existential process has only a participant named Existent. Hancock in Ong'onda states the existential process is a clause that presents an entity as existing without predicating anything additional about it. The process has two main forms of grammatical relation, with a copular verb and an empty there as Subject and with a copular verb, the Existent as Subject and usually a circumstantial adjunct.²²

Table 2.11.
Example of Existential Process²³

There	Is	a man waiting for you
	Process	Existent

Ten of us	Were	in the party
Existent	Process	Circumstantial: Adjunct

²² Ong'onda, N. A, *Transitivity Analysis of Newspaper Headlines on Terrorism Attack in Kenya: A Case Study of Westgate Mall*, International Journal of Humanities and Social Science, Vol. 6, No. 9, 2016.

²³ Gerot, L. & Wignell, P, *Making sense of functional grammar*, (New South Wales: Gerd Stabler, 1994), p.60

Another process types

The “It” has no representational function, but does provide a Subject. These are analyzed as Process: Meteorological.

Table 2.12.
Example of Meteorological Process²⁴

It	Is hot
It	Is windy
It	Is five o'clock
	Meteorological Process

Source: Gerot and Wignel (1994:60)

2. Circumstantial Element of Transitivity

According to some linguists, they 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. Moreover, Halliday 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).²⁵ Some linguists also agree in completing the Circumstantial Elements with Contingency and Angle.

a. Extent

Extent construes the extent of the unfolding of the process in space-time: the distance in space over which the process unfolds or the duration in time during which the process unfolds. The interrogative forms for Extent are how far? how long?, how many (measure units)? How many times? The typical structure is a nominal group with a qualifier, either definite e.g. five days, or indefinite, e.g. many miles, a long

²⁴ *Ibid*

²⁵ *Op, Cit*, Gerot, L. & Wignell, P, p.151

way, this occurs either with or without prepositions, the most usual preposition is for.

b. Location

Location construes the location of the unfolding of the process in spacetime: the place where it unfolds or the time when it unfolds. The general interrogative of Location are where? when? Place includes not only static location in space, but also the source, path, and destination of movement. Similarly, time includes not only static location in time, but also the temporal analogues of source, path, and destination. The typical structure is an adverbial group or prepositional phrases, for examples are down, underneath, by the door, in Canberra, long ago, before sunset, on Wednesday evening, among friends, between you and me.

Table 2.13.

Example of Extent and Location of Circumstantial Element²⁶

		Spatial	Temporal
Extent	Definite	five miles	five years
	Indefinite	a long way	a long time
Location	Definite	at home	at noon
	Indefinite	Near	Soon

			Spatial	Temporal
Location	Absolute		in Australia	in 1985
	Relative	Near	here, nearby	now, recently
		Remote		there, a long way away

²⁶ Halliday, M. A. K, *An introduction to functional grammar 2 nd ed*, (London: Edward Arnold, 1994), p. 153

		Spatial	Temporal
Location	Rest		in sydney, at the airport
	Motion	towards	to Sydney
		away from	from sydney
			on Tuesday, at noon
			till Tuesday
			since Tuesday

Source: Halliday (1994:153)

c. Manner

The Circumstantial Element of Manner construes the way in which the process is actualized. Manner comprises four subcategories: Means, Quality, Comparison, and Degree. Means refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the preposition *by* or *with*. The interrogative forms are *how* and *what with*?

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

Table 2.14.
Example of Manner Circumstantial Element²⁷

Types	WH-Form	Examples
Means	how? what with?	(mend it) with fusewire
Quality	how?	(they sat there) in complete silence
Comparison	what like?	(the signs his name) differently
Degree	how much?	(they all love her) deeply

Source: Halliday and Matthiessen (2004:269)

d. Cause

Cause tells about why. It also comprises three subcategories: Reason, Purpose, Behalf. Reason represents the reason for which a process takes place what causes it. It is typically expressed by a prepositional phrase with *though* or a complex preposition such as *because of*, *as a result of*, *thanks to*; also, the negative *for want of*, as in *for want of a nail the shoe was lost*. The corresponding WH forms are *why?* or *how?*. For example, *die of starvation*.

Purpose represents the purpose for which an action takes place- the intention behind it. 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 example, *for lunch in gone for lunch*, *for the sake of in for the sake of peace and quiet*. The interrogative corresponding is *what for?*.

Behalf represent the entity, typically a person, on whose behalf or for whose sake the action in undertaken- who it is for. They are expressed by a prepositional phrase with

²⁷ Halliday, M. A. K. & Matthiessen, C. M. I. M, *An introduction to functional grammar 3 ed.* (America: Oxford University Press Inc, 2004), p.269

for or with a complex preposition such as *for the sake of*, *in favor of*, *on behalf of*; for example, *pray for me*, *I am writing on behalf of Aunt Jane*, *he did it for the sake of our friendship*. The usual interrogative is *who for*.

Table 2.15.
Example of Cause Circumstantial Element²⁸

	WH-form	Examples
Reason	why?	(they left) because of the drought
Purpose	what for?	(it is all done) with a view to promotion
Behalf	who for?	(put in a world) on my behalf

Source: Halliday (1994:155)

e. Contingency

Contingency specifies an on which the actualized of the process depends on what. There are three subtypes. Those are Condition, Concession, and Default. Circumstantial of condition are expressed by *in case of*, *in the event of*. For example: *in the event of a typhoon, open all windows*. Concession circumstantial are expressed by *in spite of* or *despite*. For example: *despite the rain the excursion was a great success, they adopted the motion in spite of popular objections*. Expressions circumstantial are expressed by *in the absence of*, *in default of*. For example: *in the absence of further evidence, we shall give them the benefit of the doubt*.

f. Accompaniment

Accompaniment tells about *with* or *without* *who* or *what* and is can be probed by *who* or *what else?* It is expressed

²⁸ Halliday, M. A. K, *An introduction to functional grammar 2 nd ed*, (London: Edward Arnold, 1994), p. 155

by prepositional phrase such as *with, without, besides, and instead of*. There are two types of Accompaniments. They are Comitative and Additive. Comitative represents the process as a single instance of a process. For example, “I left work *without my briefcase*”. Additive represents the process as two instances. For example, “*Instead of dingy velveteen* he had brown fur, soft, and shiny”.

g. Role

Role tells about be and become. There are two categories named Guise and Product. Guise corresponds to the interrogative *what as?*. For example: I come here as a friend. Product corresponds to the interrogative *what into?*. For example: aren't you growing into a big girl?

h. Matter

Matter tells about what or with reference to what and is probed by *what about?*. It is related to verbal process; it is circumstantial equivalent of the verbiage, that which is described, referred to, narrated. Matter is expressed by prepositional such as *about, concerning, with reference to and sometimes simply of*. For example: *I worry about her health, the company kept quiet on the subject of compensation, they talked of many things.*

i. Angel

Angel is also related to verbal processes, but in this case to the Sayer, it is like “as.....says”. the simple preposition used in this function is *to; but*, like matter, it is often expressed by a more complex form such as *according to, in the view/point of, from the standpoint of*. For example: *to Marry it seemed unlikely, according to a government spokesman order has now been restored, they are guilty in the eye of the law.*

Table 2.16.
The Types of Circumstance²⁹

	Types	Subcategory	Wh-item	Example
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, from
		Quality	how? [thus]	in+a+quality (e.g. dignified) + manner/way, with+abstraction (e.g. dignity); according to adverbs in -ly, wise, fast, well, together, jointly,

²⁹ Halliday, M. A. K. & Matthiessen, C. M. I. M, *An introduction to functional grammar 4^{ed}*, London: Hodder Education, 2014), p.313-314

				separately, respectively
		Comparison	how? what like	like, unlike
		Degree	how much	to+a high/low/... degree/extent; adverbs of degree much, greatly, considerably, deeply
	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 favor of, against, on behalf of
	contingency	Condition	why?	in case of, in the event of
		Default		in default of, in the absence of, short of, without
		Concession		despite, in spite of
Extending	Accompaniment	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
	Matter		what about?	about, concerning, on, of, with reference to, in
	Angle	Source		according to, in the words of

Projecti on		Viewpoin t		to, in the view/opinion of, from the standpoint of
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Source: Halliday and Matthiessen (2014: 313-314)

E. Speech

Fosnot (1996: 45) states — speech is the vocalization form of human communication. It is based upon the syntactic combination of lexical and names that are drawn from very large (usually > 10,000 different words) vocabularies. Each spoken word is created out of phonetic combination of limited set of vowel and consonant speech sound units. The vocabularies, the syntax which structure them, and their set of speech sound units, differ creating the existence of many thousands of different types of mutually unintelligible human languages. Human speaker is often polyglot able to communicate in two or more of them. The vocal abilities that enable humans to produce speech also provide humans with the ability to sing.

People commonly think of communicating, linguistically or otherwise, as acts of expressing oneself. This rather vague idea can be made more precise if we get more specific about what expressed. Take the case of an apology. If you say, —I am sorry I forgot your birthday! and intend this an apology, you are expressing regret for something, in this case for forgetting the person's birthday. An apology just is the act of (verbally) expressing regret for, and the ruby acknowledging, something one did that might have harmed or t least bothered the hearer. It is communicative because it is intended to be taken as expressing certain attitude, in this case regret. It succeeds as such if it is so taken, which case one has made oneself understood. Using a special device such as the performative —I apologize! may of course facilitate understanding—understanding is correlative with communicating—but in general this is unnecessary.

Communicative success is achieved if the speaker chooses his word in such a way that the hearer will, under the circumstances of utterance, recognize his communicative intention. So, for example, if you spill some beer on someone and say —Oops! in the right way, your utterance will be taken as an apology.

Vygotsky (1997:16) explain that a gestural form of human communication exists for the deaf in the form of sign language. Speech in some cultures has become the basis of a written language, often one that differs in its vocabulary, syntax, and phonetics from its associated spoken one, a situation called diglossia. Speech in addition to its use is communication, it is suggested by some psychologist such as Vygotsky is internally used by mental processes to enhance and organize cognition in the form of an interior monologue.

F. Types of Speech

Halliday describe that the most fundamental types of speech role, which lie behind all the more specific types that we may even truly be able to recognize, are just two: (a) giving and (b) demanding. Either the speaker giving something to the listener or he is demanding something from him. Even this element category already involved complex notions: giving means —inviting to receive, and demanding means —inviting to give.³⁰ The speaker is not only doing something himself; he is also requiring something from listener.

If the form of an utterance does not necessary coincide with the intended function, how does the hearer correctly know what the speaker's intention is even recognizing the speaker's humorous utterances and the sarcastic one? The simple answer is that they know each other. They share a common background, and they are aware of sharing the common background.

They may argue, insult each other, use profanity and obscenities, speak with exaggeration or understatement, so long as the both are used to communicating in this fashion. Speakers are less likely to use sarcasm and humor with strangers than with those who know them well, their utterances are more likely to be straight-forward and to follow the norms for politeness, and they are ready to rephrase their messages whenever they see that

³⁰ Halliday, M. A. K. & Matthiessen, C. M. I. M, *An introduction to functional grammar 3rd*, (America: Oxford University Press Inc, 2004), p.68

misunderstanding has occurred. The speaker wants to be understood and the addressee want to understand.

G. Biography of Joko Widodo

Ir. H. Joko Widodo is the current president of Indonesia. He was born in Surakarta on June 21, 1961. His father is Noto Mihadjo and his mother is Sudjiatmi Notomihardjo. Joko Widodo is better known as Jokowi, the acronim of his complete name. Before he become a politician, he was a furniture businessman in his hometown. He first served as the Mayor of Surakarta for two periods, 2005-2009 and 2010-2015. But, before his period ends as the Mayor of Surakarta, he was nominated as Governor of Jakarta by his party PDI-P with his Vice Governor Basuki Tjahaja Purnama or better known as Ahok.

After he elected as the Governor of Jakarta, he showed real action to manage some problems in Jakarta. Because of his real work, then he was offered by his party PDI-P to be the candidate of President of Indonesia before his period ends as the Governor of Jakarta with his Vice President Jusuf Kalla. Jokowi also has very interesting personal life. His wife is Mrs. Iriana, he has three children from his marriage. His children name are Gibran Rakabuming Raka, Kahiyang Ayu and Kaesang Pangarep. His son Gibran Rakabuming Raka married Selvi Ananda, a former Miss Surakarta. His daughter Kahiyang Ayu recently completed undergraduate degree in food technology at Sebelas Maret University, and his younger son Kaesang Pangarep is completed his high school years in ACS International, Singapore.

Jokowi started his education at primary school 111 Tirtoyoso. After graduated he continued to junior high school 1 Surakarta and senior high school 6 Surakarta. Then he continued his study to Gadjah Mada University, Forestry Faculty and graduated in 1985. In 2005, he started his career as politician through PDI-P party that nominated him as Mayor of Surakarta.

At first, people doubt his competency as a Mayor because he was not a politician. But people began to trust him after he made a lot of innovation for Surakarta. When he elected as the Governor

of Jakarta, he worked hard to solve some problems in Jakarta such as traffic jams, flood, health issue and others.

Jokowi also get a several awards and honors. In 2008, he registered by Tempo magazine as one of “Top 10 Indonesian Mayors 2008”. In 2013, he listed as one of “The Leading Global Thinkers of 2013”. He also nominated as the global mayor of the month by the City Mayors Foundation, based in London. In 2014, he listed as by Fortune as one of “The World’s 50 Greatest Leaders” and many more. (Online source: <https://www.tutorialbahasainggris.com/biografi-jokowi.html>).³¹

H. Previous Study

There were some previous studies about analysis of transitivity in some aspects. The first study was conducted by Ahmad in 2019 entitled “Transitivity Analysis of the Short Story “The Happy Prince” Written by Oscar Wilde”.³² The present study investigates how the writer has established different characters in the story with the choice of linguistic features. For this purpose, the data were taken from the famous short story titled “The Happy Prince” written by an Irish writer Oscar Wilde. The researcher applied the systemic functional linguistic theory presented by Halliday for transitivity analysis of the text. The text was manually analyzed by the researcher. All the processes, participants and circumstances were recognized from the whole text. They were arranged in the form of tables and charts. The results were discussed in the qualitative method of research. The results show that three types of process i.e., material (43.41%), relational (20.26%) and verbal (17.04%) were predominant in the whole text. The highest dominance of the material process shows that the writer has created dynamic and tangible actions in the text. Similarly circumstances of location i.e., place (52%) and

³¹ Online Source from <https://www.tutorialbahasainggris.com/biografi-jokowi.html>, Retrieved on January, 3rd 2023 at 11:04pm

³² Ahmad, *Transitivity Analysis of the Short Story “The Happy Prince” Written by Oscar Wilde*, International Journal Online of Humanities (IJOHMN) ISSN: 2395-5155 Volume 5, Issue 2, April 2019 DOI: <https://doi.org/10.24113/ijohmn.v5i2.90>

time (20%) were dominant in the whole text. The significance of the study was also discussed in the educational perspective.

The second study was conducted by Apendi and Mulyani in 2020 entitled “The Analysis of Transitivity Process of Students’ Descriptive Texts”.³³ This research analysis transitivity process of the descriptive text written by the students at seventh grade in junior high school. The objectives of this research is to find out the use of transitivity process of students’ descriptive texts and to find out the most dominant of transitivity process. This research analyzed 60 sentences taken from eight descriptive texts written by the students. The researcher used descriptive quantitative method to analyzed the transitivity process. The result of this research showed that there were six processes that occurred in the data, there were; material process (41,6%), mental process (1,7%), relational process (38,3%), behavioral process (1,7%), verbal process (1,7%), and existential process (15%). The most dominant process found were material process and relational process. It implies that the students were aware how descriptive text should be written, because one of language features in descriptive text is using material process and relational process accordance the definition that descriptive text is describe about person, place, things, or the outward of something like daily activity during the students used simple present tense in each verb.

The third study was conducted by Arina in 2015 entitled “Transitivity Analyses in Literary and non-Literary Texts: for Truth and Meaning”.³⁴ This article is an attempt to display how transitivity analyses work to dig out truth and meaning in both literary and non-literary texts. Though transitivity analyses are often conducted by people interested in linguistics to observe non-literary texts, they are also applicable in literary texts. Critical analysis on texts can avoid misleading interpretations to the readers, thus truth and meaning can be attained. When talking

³³ Apendi and Mulyani, *The Analysis of Transitivity Process of Students’ Descriptive Texts*, 2020, PROJECT (Professional Journal of English Education) p-ISSN 2614-6320 Volume 3, No. 3, May 2020 e-ISSN 2614-6258.

³⁴ Arina, *Transitivity Analyses in Literary and non-Literary Texts: for Truth and Meaning*, 2015, Journal of Research Gate, Sanata Dharma University.

about literary texts, transitivity analyses are utilized to find out how the writers portray certain characters and bring certain issues in their works. In non-literary texts, transitivity analyses are used to find out how language is used to influence people and bring groups' ideologies. As a result, objective interpretations about texts can be reached by conducting transitivity analyses.

There are novelties of this research because it is different with previous studies above. The first previous study was analyzed about transitivity on short story while this research will be on speech. Then, the second previous study was analyzed about transitivity on descriptive text while this research will analyze speech. The last previous study was analyzed about transitivity in Literary and non-Literary Texts: for Truth and Meaning.





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