

CHAPTER II

LITERATURE REVIEW

In this chapter the writer discusses functional grammar, transitivity, textbook and previous studies.

A. Functional Grammar

In our activity, we chat for family and friends, read the book or magazine, serve customers, write a journal or sing along in karaoke. All of these activities which involve language. Language is system to reveal meaning. Whenever, people deliver language they construct meaning.

Grammar becomes study to how they reveal meaning in language. Meaning has many specific situations, form language and they do these. Thus, grammar is one of important aspect to develop of language skill.

According to Gerot and Wignel (1994: 2), “grammar is theory of language”. There are three kinds of grammar mentioned by Gerot and Wignel . Those are traditional grammar, formal grammar and functional grammar.

Traditional grammar focuses on correct sentences by giving a rules. Rules are the classify language. Assigning words to classes such as verb, noun, adjective or pronoun. Another concept of traditional grammar is the point view text is equal. For example, “ He writes a letter” and “ I see him”, it is possible identify between “writes” and “see” are verb.

Formal grammar consider language as a set of rules. Rules gives the function to permit or unpermit certain sentences. It also identifies individual sentence.

Functional grammar is consider language as a resource for making meaning (Gerot and Wignel, 1994). It concerns not only with the structures but also with how those structure construct meaning.

In Functional grammar, texts can be viewed as three main aspects: textual, interpersonal and ideational menings. The three main aspects of text classification as a three major function of language, the tree major function language then describe as a ‘ metafunction’ (Halliday, 2014).

The first metafunction is interpersonal. The interpersonal function is the use of language to establish and maintain social relation. This function involves modalities to modus system. The system are mood and residue.

The second is textual. The textual function is the use of language to signify discourse. The textual can be classified into two structures: theme and rheme. The textual meaning direct to the method the text is organized as a piece of writing or speech (Eggins, 2004).

The last, the ideational function is the use of language to express the content and to communicate information. The ideational function involves transitivity.

It is important to understand the ideational meaning, because when people ignore to understand the ideational meaning the text is creating, people are likely to experience in social language (Eggins, 2004).

From the statements above, the writer can conclude the functional grammar about. The functional grammar views as a the grammatical language in the how the meaning is creating. Meaning created by the function of the language.

B. Transitivity

There are three types of grammar in English, namely: 'theme is the grammar of discourse', and mood is the grammar of speech function', than transitivity is the grammar of experience. (Halliday, 1985).

The other definition about transitivity are as the grammar of the clause and as structural unit for reveal a particular range of ideational meanings. (Halliday, 1981).

The clause which is composed of three essential elements, there are: 1. a process unfolding through time, it is central transitivity which is expressed by the verb in the clause. 2. the participants involved in the process, it same as noun phrase involved in the process. 3. circumstances associated with the process. It is associated with the process which are usually expressed by adverbial and prepositional phrase. In the transitivity system, composed are six types of process: material, mental, relational, verbal, existential, and behavioral.

Table 2.1 Example of six types of process Transitivity system

Process type	Example (process and participants underlined; process in bold; circumstances in italics)
Material	During the European scramble for Africa, Nigeria fell to the British.
	and the British ruled it until 1960
Behavioural	people are laughing.
Mental	The Ibos did not approve of kings
Verbal	so we say → that every fourth African is a Nigerian
	Can you tell us about the political and cultural make-up of Nigeria?
Relational	that every fourth African is a Nigerian.
Existential	So today there's Christianity in the south.

Source: (Halliday&Matthiessen,2014: 214)

a) Material Process: Process of doing and happening

Material process are process of doing and happening. This process is direct of a verb as 'a doing word' such as talking, sleeping, thinking, sitting and so on. This process involves actors or participants. Actor is logical the subject. Actor is the one that does the need performs action.

There are two kinds of material process: intransitive and transitive process. Intransitive is process in which there is only participant, that is an actor.

Intransitive process represents a happening. Transitive is a process in which there are two (ore more) participants. That are actor and goal. Goal is the one suffers or undergoes of process. Transitive process represents a doing.

Thus, in material process, there are two participants role, namely : actor and goal. There are represent as doing and happening. They reveal the notion that some entity ‘does’ something which may be ‘to’ some other entitiy.

Table. 2.2 (a) Happening represented by an ‘intransitive’ material clause and (b) doing represented by a ‘ transitive’ material clause.

a)

The lion	sprang
Actor	Process
Nominal group	Veбал group

b)

The lion	caught	the tourist
Actor	Process	Goal
Nominal group	Verbal group	Nominal group

Source: (Halliday&Matthiessen,2014:226)

In both clauses, the actor (realized by the nominal group *the lion*) is an inherent participant. The implication is that in both cases the lion did something; but in (a) the doing was confined to the lion, whereas in (b) it was directed at, or

extended to, the tourist. This is the goal. The term is that 'suffers' or 'undergoes' the process.

To notice participants roles in material clauses, the actor and goal. In addition, there are another participants roles that may be involved in the process of a 'material' clause, these are: scope, recipient, client and attribute.

1. Scope is the most general across different types of 'material' clause but they are all more restricted than actor and goal. For example : *Then cross **Hyde park and the Domain** to the Art Gallery of NSW. The Hyde park and the domain* affected by the performance of the process.
2. Recipient is one that goods are given to. For example: She sent her best wishes ***to John***. The preposition is *to John* given by the actor, this refers to the Recipient.
3. Client is one that services are done for. For example : *Fred bought a present **for his wife** / bought his wife a present*. The preposition is *for his wife* services by doing, this refers to client.
4. Attribute is be used to construe the resultant qualitative state of the actor or goal after the process has been completed. For example : *They stripped her **clean** of every bit of jewellery she ever had*. Where *clean* serves as an attribute specifying the resultant state of the goal, *her*. Such Attributes are called resultative Attributes. They are only marginal participants.

b) Mental Clauses: process of sensing

Mental clauses is process which encode meanings of thinking or sensing mental process. There are many verbs that direct to the mental process such as thinking, feeling, seeing and so on.

In the mental process, there are two participants, namely : sender (feeling, thinking, or seeing) and phenomenon (sensed, felt, thought or seen). In clause of mental process, sender is a human participant and Phenomenon is a thing, including inner experience or imagination.

Table. 2.3 Example of mental process

a)

Mary	liked	the gift.
Sender	Process Mental	Phenomeon

b)

The gift	pleased	Mary
Phenomenon	Process Mental	Sender

Source: (Halliday&Matthiessen,2014: 248)

The examples given in this table bring out one important participant who is human; this is the sender, introduced above: the one that ‘senses’ feels, thinks, wants or perceives, for example, *Mary* in *Mary liked the gift*. With regard to the other main element in a clause of mental process, namely the phenomenon that

which is felt, thought, wanted or perceived, the position is in a sense reversed. For example, *the gift* in Mary liked the gift.

Halliday divided mental process has a four different sub-types of sensing, there are: perceptive, cognitive, desiderative and emotive. These are treated by the grammar as distinct types.

Table 2.4 Types of sensing

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

Emotive	like, fancy, love, adore, dislike, hate, detest, despise, loathe, abhor; rejoice, exult, grieve, mourn, bemoan, bewail, regret, deplore; fear, dread; enjoy, relish, marvel	Allure, attract, please,displease, disgust,offend, rapel, revolt; gladden, delight, gratify, sadden, depress, pain; alarm, startle, frighten, scare, horrify, shock, comfort, reasurre, encourage; amuse, entertain,divert, interest, fascinate, bore, weary, worry
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Source: (Halliday&Matthiessen,2014:257)

c) Relational clauses: processes of being and having

Relational process can be classified wheter they are being used to identify something or to assign quality to something (Halliday, 1985). The basic properties of relational clauses orginate from the nature of formation of being (Halliday and Matthiessen, 2014)

Relational clauses has a three main types of relation, namely: intensive, possessive and circumstantial.

Table 2.5 The principal categories of ‘relational’ clause

	(i) Attributive ‘a is an attribute of x’	(ii) Identifying ‘a is identify of x’
1. Intensive ‘x is a’	Sarah is wise	Sarah is the leader; the leader is Sarah
2. Possessive ‘x has a’	Peter has a piano	The piano is peter’s; peter’s is piano
3. Circumstantial	The fair is on a Tuesday	Tomorrow is the 10 th ; the 10 th is tomorrow

Source: (Halliday&Matthiessen,2014: 265)

The examples given in this table bring out one important difference between the ‘attributive’ and ‘identifying’ mode. The ‘identifying’ ones are reversible, so that the *x* and the *a* can be switched around: *Sarah is the leader/the leader is Sarah*. The ‘attributive’ ones are not reversible: there is no form *wise is Sarah* which is agnate (systemically related) to *Sarah is wise*. This is one of a number of significant distinctions between the two modes.

In the relational clauses begin by clarifying the basic structural different between attributive and identifying process.

i. Intensive attributive process

According to Halliday (2014; 267) , “ in the attributive mode, an entity has some class ascribed or attributed to it”. Can be label this class the attribute and the participant is the carrier- the carrier of the attribute. The carrier is always realized by a noun or nominal group.

Table 2.6 Some examples of intensive clauses

Today’s weather	is going to be	warm and sunny.
Your story	Sounds	complete nonsense
Carrier	Process: intensive	Attribute

Source: (Halliday&Matthiessen,2014:267

Structurally, label this class the attribute. For example: *warm and sunny* in today’s weather is going to be warm and sunny. And the entity to which it is ascribed is the carrier – the ‘carrier’ of the ‘attribute’. For example, *Today’s weather* in today’s weather is going to be warm and sunny.

ii. Intensive identifying process

Identifying process is different from the attributive process. An identifying process is not about describing or classifying, but defining. The meaning of identifying intensive is that “ x is identified by a, or ‘a serves to define the identity of x’. label x element as the identified and the a element as the identifier.

Table.27 Identified and identifier

(which is Alice?)

Alice	is	the clever one
Identified		Identifier

(which is the clever one?)

Alice	is	the clever one
Identifier		Identified

Source: (Halliday&Matthiessen,2014:278)

If say *Alice is the clever one* this does serve to identify Alice, because have specified that there is only one member in the class, a single instance. It does not mean, there are no other clever people in the world, only that there are no others within a previously specified population, This will now function as a possible answer to a question about Alice’s identity: ‘which is Alice?’ – *Alice is the clever one*.

To another identifying can assigning by token and value. According to Halliday (2014: 279) , “Token is *decoded* or else the value is *encoded*”. If the Toke is construed as identified and the Value as identifier.

Table 2.8 Token and Value

Henry	is	the Viallin
Token/ subject	Process	Value/complement

The Viallin	is	Henry
Value/Subject	Process	Token/Complement

Source: (Halliday&Matthiessen,2014:281)

The figure represents token and value as stratally distinct, with token being the lower ‘expression’ and value the higher ‘content’. Token and value and either can be used to identify the other. For example, *the viallin is Henry*, identifying ‘Viallin’ by assigning him to a Value, if *Henry is the viallin*, identifying ‘Henry’ by assigning a token to him.

d) Behavioural Process

Behavioural process is aphysiological and psychological behaviour, like breathing, coughing, smiling, dreaming and staring (Halliday and Matthiessen, 2014). The participant who is behaving lebelled as behavior.

Behavioural processes are almost always middle; the most typical pattern is a clause consisting of Behavior and process only. For example *Don’t breathe!, No one’s listening, He’s always grumbling.*

Table 2.9 Example of Behavior process

He	‘s always grumbling.
Behaver	Process

Source: (Halliday&Matthiessen,2014: 301)

Behavioural processes are almost always middle; the most typical pattern is a clause consisting of behavior and process only.

e) Verbal Process

Verbal process is process of saying. According to Halliday and Matthiessen (2014: 303), “saying has to be passification in a rather broad sense, it covers any kind of symbolic alteration meaning”.

The participants of the process is sayer. Sayer is realized by a nominal group indicate a symbol source other than a human speaker (Halliday & Matthiessen, 2014). This process has the sequences consist of two clauses, there are: a.) directly quoted, b) indirectly reported.

Table 2.10 Directly quoted and indirectly reported

a) .

John	said	‘I’m hungry’
Sayer	Process	
1: Quoting		Quoted

b)

John	said	she was hungry
Sayer	Process	
1: Quoting		Reported

Source: (Halliday&Matthiessen,2014:304)

The Process of a 'verbal' clause is realized by a verbal group where the lexical verb is one of saying. 'Saying' has to be interpreted in a rather broad sense; it covers any kind of symbolic exchange of meaning. Like *Jhon said she was hungry* the grammatical function of *Jhon* is that of sayer.

Besides sayer as Participants in this process, Halliday accommodate three further participant functions in addition to the Sayer : 1. Reciever, 2. Verbiage, 3. Target.

1. The Reciever is the one to whom the saying is directed; for example, *me, your parents, him, his, her*
2. The Verbiage is the function that corresponds to what is said, representing it as a class of thing rather than as a report quote, for example, *what* in 'what did you say?'. This may mean one of the two things.
3. The Target occurs only is a sub-type of verbal clause; this function construes that the entitiy that is targeted by the process of saying, for example

*He also accused **Krishan Kant** of conspiring with Bansai Lal in destabilising the set up in Haryana who, in turn, issued a press statement saying that Devi Lal was suffering from 'hallucinations'.*

f) Existential process

According to Halliday and Matthiessen (2014: 307), "Exists process is that represent that something exists or happens". Existential clauses typically have the verb *be* and other verbs expressing exsistence. But the other verbs that commonly occur mainly different from either attributive or identifying.

Table 2.11 Examples of verbs serving as process existential clauses

Type		Verbs
Neutral	Exist	Exist, remain
	Happen	Arise; occur, come about, happen, take place
+ circumstantial feature	Time	Follow, ensue
	Place	Sit, stand, lie; hang, rise, stretch, emerge, grow
Abstract		Erupt, flourish, prevail

Source: (Halliday & Matthiessen, 2014)

Frequently an existential clause contains a distinct circumstantial element of time or place. Then, the entity or event which is being said to exist is labeled, simply, Existent. In principle, there can exist any kind of phenomenon that can be construed as a thing; person, object, institution, abstraction.

Table 2.13 Examples of Existential process

There	was	a storm	On the wall	there	hangs	a picture
	Process	Existent: event	circumstance		process	Existent: entity

There	Is	a man	at the door
	Process	Existent: entity	circumstance

There	was	an old woman	tossed up	in a basket
	Process	Existent; event	Process	Circumstance
Extended			Extending	

Source: (Halliday&Matthiessen,2014: 309)

The entity or event that is being said to exist is labelled, simply, existent. In principle, there can 'exist' any kind of phenomenon that can be construed as a 'thing': person, object, institution, abstraction; but also any action or event, as in *is there going to be a storm.*

The process of English language including the category meaning and the participant functions that are associated with each process have been completed.

C. Text book

Text book is an instructional which consists of content and material of the subject. (Yulianti, 2011). Text book is organized in written form and has a great

contribution in the teaching and learning process. Text book is a tool between teacher and student to convey the subject in class.

The use of English textbooks has a prominent merit for both teacher and student. Harmer (2007) states that , “the most important aspect of textbook use is for teachers to try to encourage students with the content and dealing”.

The analyze texts and textbook can help students in increase learner answereness of how define are expressed, why they are used, and what they mean (Hyland, 2007). From the statement above, the writer conclude that when analzing text book, teachers and students can reveal the meaning in language by text book. They can breakdown the text has a more than one meaning.

D. Previous studies

This research has been conducted by several researchers. The first one is a thesis entitled *A Transitivity of English texts in Bahasa Inggris When English Rings Bells* written by Silvi Salsabil at Yogyakarta State University (2014).

The result shown that the characterized process type of the English texts in Bahasa Inggris when English rings bells is relational process. It reaches 41.22 % as the highest frequency of occurance in the text book. This also relevant to the genre promoted by text book, which is descriptive text.

The last one is a thesis entitled *Thai Transitivity: A functional Grammar Analysis* written by Sita Yiemkuntitavorn at University of Tasmania (2005). The researcher stated that knowledge of Functional grammar is useful to teachers and learners in Thailand. Then, he stated that the potential of language can be

realized, teachers can draw student's attention to silent language features and patterns.

Nowday, grammar had been teaching in formal school. The subject of English grammar is promoted by text book. Teachers use the textbook to reveal the meaning, pattern or classify situation for the student comprehension.

Regarding the previous studies that explore about transitivity in several objects, the present research observe the use of transitivity in text book. The writer choose of Bahasa Inggris SMP untuk SMP/MTS kelas IX published by Yudhistira, 2005 that have related to every English teacher to be more effective to reveal meaning in text.