

CHAPTER II

LITERATURE REVIEW

A. Transitivity System in SFL

The transitivity system in Systemic Functional Linguistics (later called as SFL) refers to experiential metafunctions. SFL is an approach proposed by M.A.K. Halliday that belongs to the semantic functional way to explore the function of language by the people, it concerns with language in contexts and language as a semiotic system (Eggins, 2004). In addition, it is widely known as the relationship study between language and its function in different contexts. In other words, the functions of a language in the context of encyclopedia will be investigated through the pattern of the transitivity systems. The SFL emphasizes on the system of transitivity: processes, participants, and circumstances (Young and Fitzgerald, 2006). In this approach, people are considered to use language to express meaning in achieving a certain purpose.

The SFL places a clause as the main unit of language analysis (Halliday and Matthiessen, 2004). In SFL's perspective, a clause plays three metafunctions that are clause as representation, clause as exchange, and clause as message. Moreover, clause as representation deals with ideational metafunctions. This clause functioning as representation of experiential investigates what

process represented by a verbal group involved, which participants are participated, and circumstances encoded. Choice of what process, participants, and circumstances involved is what we call transitivity or the process types (Eggins, 2004, Halliday, 1994).

Halliday and Matthiessen (2004: 29-30) explain that one of language function is describing ideational or experiential meaning. Experiential meaning is useful to explain and describe the content that is talking about or discussing (Eggins, 2004: 249; Graber, 2001). It can describe the meaning about what people experience (Eggins, 2004: 249). It refers to shape the human beings reality. It can be analyzed and interpreted through transitivity system. Thompson (2004:86) has same idea with Eggins that people do the interaction with others by using the language to reach their communicative purposes but the crucial thing is the content of message they deliver to each other. To conclude that language has important function to make meaning. One of the essential functions of language is ideational meaning that focusing on the content of the message. The content of the message can be described theoretically by using transitivity system that is based on systemic functional approach.

Systemic Functional Grammar approach that concerns on semantic applies transitivity system to analyze the text at clause level. Transitivity system is important to analyze clause. Thompson (2004: 88) and Haigh (2009:22) find the transitivity system is

applied to identify kinds of processes that involve various participants and circumstances. Martin et al. (2011:102) also describe that transitivity system is used to explain the experiences by determining processes, participants, and circumstances. Eggins (2004:214-215) reveals that process types and participants as the major system and circumstances as the minor system. In summary, the transitivity system does not only analyze and describe process types but also participants and circumstances at clause level.

Thompson (2004:87-88) classifies process as major clause that is expressed by verbal groups, participant is by nominal groups, and circumstances is by adverbial groups or prepositional phrases. Similarly, Eggins (1994: 229) and Halliday and Matthiessen (2004: 117) encode processes as verbal group, participants are as nominal group and the third component, circumstances, are as adverbial groups or prepositional phrase. From those experts' statements can be concluded that the components of the transitivity system are encoded by different typically group or phrase. They agree that verbal groups refer to processes, nominal groups address various participants, and adverbial groups or prepositional phrases represent circumstances.

There are some types of processes to interpret and describe flows or events in human world experience or reality involving the participant and circumstances. The flows of events are represented as

different figure and characteristics – process of happening, doing, sensing, saying, being or having. Therefore, there are some divisions of processes – material, mental, relational, behavioral, verbal, existential processes (Humphrey and Droga, 2005: 30-31; Halliday and Matthiessen, 2004: 170 -172; Thompson, 2004: 108, Eggins, 2004: 214, Bloor and Bloor, 2004: 110-126, Gerot and Wignell, 1995: 54). Those processes are as follow:

a. Material Process

Eggins (2004:215) and Halliday and Matthiessen (2004: 179 -181) reveal that material process is process of doing. Thompson (2004:90), Gerot and Wignell (1995:55) identify the material process as physical action. Material process is not only the process of doing but also the process of happening (Halliday and Matthiessen, 2004: 179 -181; Martin et al., 2011:103). Process of doing is represented in transitive material clauses. Here are the examples:

Material Process: physical actions in the real world.

Participants:

- **Actor:** the one who does the action
- **Goal:** the one who is affected by the action
- **Recipient:** the one who receives something
- **Beneficiary:** the one for whom something is done

Example:

- | | | | | |
|---|-------------|-------------------|-------------|-----------------|
| - | <i>John</i> | <i>drove</i> | <i>Mary</i> | <i>home</i> |
| | Actor | process | Goal | circ. condition |
| - | <i>Mary</i> | <i>was driven</i> | <i>home</i> | <i>by John</i> |
| | Goal | process | destination | Actor |
| - | <i>John</i> | <i>gave</i> | <i>Mary</i> | <i>a book</i> |
| | Actor | process | recipient | Goal |

b. Mental Process

Mental process is different from the previous process, material process. Mental process is a process of sensing that it occurs in consciousness. Droga and Humprey (2005:31) describe mental process as the process of feeling, thinking, and knowing. Those processes are associated to five senses. Droga and Humprey's description is same with Eggins (2004:225) and Gerot and Wignell (1995:58) in identifying mental process. They reveal that mental process is not doing the physical action but sensing. Here are the examples:

Mental Processes: process of perception, cognition, and affection

- Senser: the one who does the mental action
- Phenomenon: the thing that is perceived, thought, appreciated

Example:

- Perception

John *saw* *Mary*

Senser process phenomenon

- Cognition

John *though* *that Mary was coming*

Senser process phenomenon

- Emotion

Mary *liked* *what he liked*

Senser process phenomenon

c. Relational Process

Relational process is important in some areas because it establishes the technical vocabulary and it can be used to classify something (Gerot and Wignell, 1995: 69). The relational process is not same with mental process. Halliday and Matthiessen (2004: 210-245) explain that relational process is the ‘the process of being and having’. It has purpose to give the characterization or identification. Here are the examples:

Relational Process: expressing possession, equivalence, attributes....

- Carrier: an entity being described
- Attribute: the description of the entity
 - *John* *is* *tall*
 - Carrier Process Attribute
- Possessor: the one owning or containing something
- Possessed: the thing owned or contained
 - *John* *owns* *a Mercedes*
 - Possessor Process Possession
- Token: an entity being equated with another
- Value: the other description
 - *John* *is* *the president*
 - Token Process Value

d. Verbal Process

If the behavioral process discusses the process of behaving, verbal process is explaining process of saying (Halliday and Matthiessen, 2004: 252-256). Verbal process is partly like mental process and partly like relational process. The participants that involve in verbal process are sayer, receiver, and verbiage. Sayer refers to 'one to whom the saying is directed to' (e.g. me in tell me the truth). The sayer we also can be shown in this example so we say [that every fourth African is Nigerian]. Verbiage describes what is said.

Verbiage can be expanded into the content of what is said (e.g. the last decision in how else you explain the last decision?) and name of saying (e.g. a question in let me ask you a question) Verbal process can project the quote or report. The verbs that are used are insult, abuse, blame, criticize, speak, talk, say, tell, report, announce, notify, explain, argue, convince, persuade, promise, ask, enquire, ask, command, require, and beg. Similarly, Eggins (2004: 235) classify participants of verbal process into three groups. They are sayer, receiver, and verbiage. Sayer refers to an entity that says. Receiver addresses to 'one to whom the saying is directed'. Verbiage means the content what is saying. To conclude that verbal process is process of uttering or delivering something. It has three different participants such as sayer, receiver, and verbiage. Here are the examples:

Verbal Processes: processes of communication:

- Sayer: the one who communicates
- Addressee: the one receiving the message
- Verbiage: what they say
 - *John* *said* *that he was tired*
Sayer Process Verbiage
 - *John* *told* *Mary* *to go*
Sayer Process Addressee Verbiage
 - *John* *was told* *to go* *by Mary*

Addressee Process Verbiag Sayer

e. Identifying Process

In this process, there is identifier and identified. Identifier is participant that identified other participant and identified participant called identified. For example:

Jim is the thief

Identified Identifier

In that clause, JIM is the participant identified by THE THIEF, so JIM is the identified and THE THIEF is identifier.

In fact, each clause subject usually acts as identified. It is rarely found that identifier act as a clause subject, except when identifier becomes subject from the question. For example:

Which is me?

Identified Identifier

The handsome one is you

Identifier Identified

The reason why the handsome one (subject) act as an identifier because clause (Which is me?) become subject or topic discussion. The question is “”which” in clause of “the handsome one is you” refer to “which is the handsome one” is describing “you” as identified.

f. Attributive Process

Attributive process is created from set of ATTRIBUTE and CARRIER. Carrier is the participants which belong to classified “group” and participant that classified into another participant is called ATTRIBUTE. In this case, attribute not providing specific definition about carriers; attribute only show classified from the carrier.

Nana is beautiful

In that clause, “Nana” was only part of “beautiful” that not have special characteristic where it means there is still more “beautiful” people out there. Comparing to this clause:

Nana is the most beautiful one

In that clause, “Nana” has specific definition refer to “most beautiful one” where “the most beautiful one” only occur for one person. In this case “Nana” is no more act as a part of “the most beautiful one” but “Nana” is act as “the most beautiful one” itself. In other words, it was not attribute from “Nana” anymore but true identity from “Nana”.

Each type of clause represents their function to more understand about the context. The context may vary but still can be classified into clause.

B. Move Analysis

Move analysis originated from process types. Since moves related to original source then the moves designed to make children get better understanding with encyclopedia. In fact, inside the encyclopedia covered with a lot of picture describing the animal function or brief summary about their factual information related to their characteristic.

Move is about classification of each animal text taken for analysis. They had differences and similarities or unique characteristic from other animals. Moves are means to share information by giving step by step analysis. Starts with creating clause and decide complex move analysis. Furthermore these moves aimed to give children better understanding with information from the texts.

According to Pho (2009) each move has its own communicative purpose, which, together with other moves, contributes to the general communicative purposes of the texts. Both of move pattern decide by using Hyland's move set model.

Seden (2016) identified move in research articles abstract. Previous studies have analyzed move patterns from four perspectives: *range*, *amount*, *organization*, and *linguistic features*. The majority of move-analysis studies have explored the issue of range (essentiality), or how necessary a move is.

One conventional method for examining language use, rhetoric, and text organization is move analysis. Moves are categories of functional roles in communication in the present case, academic writing. For example, when writers express their ideas about what is missing in the previous literature, the purpose is probably to show that their study is going to fill this gap. Thus, we can identify these instances and mark them as gap-move. Previous studies have designed different move schemes for different sections of research articles in different fields. These schemes are composed of a number of moves and sub-moves (or steps). To illustrate, Stoller and Robinson (2013) identified three major moves in methodology sections of research articles in the field of chemistry; namely, *Move 1: Describe materials; Move 2: Describe experimental methods; and Move 3: Describe numerical methods*. In addition to these major moves, they included two sub-moves for Move 2, namely procedures and instrumentation. These five categories were enough to tag the methodology sections of their sample of articles and analyze their rhetorical structures (for an informative summary on move analysis, see also Cortes (2013, p. 35)). Once a piece of text is tagged for moves, its rhetorical structure can be described, and comparisons with other texts can be made.

Some studies also focused on amount (length) of moves in sections, for example, asking what percentage of texts on average is

allocated for discussing the weaknesses of the study (limitation-move). The total can be calculated based on frequency counts of move-tags or the number of words within a move-tag. For example, Ren and Li (2011) argued that the importance attached to a move is concomitant with the length devoted to it. One of their findings was that abstracts written by students in AL allotted more words to the introduction move, whereas abstracts from published research articles had more words in the results move. They interpreted this difference as indicating that deficiencies in student studies created insecurity about their results. However, most previous studies are ignoring this important variable of amount (length) for moves. The present study also strives to fill this gap.

C. Context of Discourse

Context of discourse is obviously associated with the field, tenor, and mode that simultaneously build up meaning (Halliday and Hasan, 1985). Field, tenor, and mode later known as register. The register of the discourse talk's different things on the different use of language or it can be said as the variation of the use of language (Eggins, 2004). Encyclopedia is a discourse in which having its context in term of field, tenor, and mode.

a. Field of Encyclopedia

The field of the discourse is the specialized encyclopedia of animal primarily aimed for children. Encyclopedia is defined as a single or a set of books presenting many articles of comprehensive knowledge about things and/or human being, factual information, beliefs, and ideas (The World Book Encyclopedia 6th ed. Letter E, 1994, Cambridge Advanced Learner's 3rd ed., 2008). There are two kinds of encyclopedias; the first is general encyclopedia and another one is specialized encyclopedia. The general encyclopedia concerns with various areas of knowledge with many aspects of information such as humanity, the world people live in, and the universe, i.e.: The World Book Encyclopedia, while specialized encyclopedia takes a deep attention on specific and technical areas of knowledge such as animal, physics, culture, machine, transportation, etc. The discourse is socially functioned to give relevant factual information and knowledge of animal for the readers. The purpose of encyclopedia can be classified into two kinds; specific purpose and general purpose.

In simple words, the specific purpose of encyclopedia is to maintain and develop existing knowledge. Moreover, the general purpose of encyclopedia is as a reference work

providing factual information. The information of animal given is usually about specific characteristic from that animal. The information or knowledge in the discourse deals with the physical appearances in term of colony and size. The information is also associated with the activity of that animal. The shared knowledge talks about their behavior, habit, and their physical ability.

Encyclopedia answers the question of who, what, when, where, how, and why of things. For instance, a specialized encyclopedia of steam engine explains what steam engine is, who discovered it, where, and also when. Besides, it also tells how steam engine operates and why it is important for human being, and how it influence human life.

b. Tenor of Encyclopedia

Tenor of discourse is the readers and the writers of the specialized encyclopedia of animal. The readers are mostly children. The content of encyclopedia deals with the audience. There are encyclopedias deliberately created for children. Others are designed either for specialist, scholars, students, or professionals (The World Book Encyclopedia 6th ed. Letter E, 1994).

The writers are the experts on the topic being informed, animal. It needs many talents, specialists, researchers and experts from all branches of knowledge to arrange a general encyclopedia. In contrast, specialist, talents, or experts from the same branch of knowledge can arrange a specialized encyclopedia like Encyclopedia of animal (The World Book Encyclopedia 6th ed. Letter E, 1994).

The discourse is writer-centered discourse since the writer is the only authoritarian that gives the information to the readers. The writer gives the information about animal and the readers demand the information about animal. The writer and readers are not visible to each other and of course they don't know each other.

c. Mode of Encyclopedia

Mode of discourse is written text. Written text refers to the language as representation of action (Halliday, 1985). Since the discourse of the encyclopedia is written text, the text will use many special terms. The discourse is in formal degree of formality in term of the use of spelling, grammar, and punctuation. A good encyclopedia uses easy and neutral language in telling the information so that it is easily understood (The World Book Encyclopedia 6th ed. Letter E,

1994). It is a one-way communication: encyclopedia. The discourse is explanatory rhetoric because it gives explanation about information and knowledge of animal.

D. Review of Previous Research

Hwang C (2017) research about move analysis for scientific abstract sections: a study of nanoscience and nanotechnology research article abstracts. He discover the move pattern by do research on abstract journal article. M. Ghazanfari (2016) Genre Analysis of Nursing and ELT Academic Written Discourse. He intends to make a comparison between the rhetorical structure of the conclusion sections in two fields of ELT and Nursing. M. Nodoushan (2012) research about a structural move analysis. He aimed at finding the probable differences between the move structures of Iranian MA graduates' thesis discussion subgenres. F Tseng (2011) Analyses of Move Structure and Verb Tense of Research Article Abstracts in Applied Linguistics Journals. He examined 90 research article abstracts in three applied linguistics journals (i.e., TESOL Quarterly, Applied Linguistics, and Language Learning) from two dimensions: the move structure features and the verb tense of each move. TA Upton (2009) An Approach to Corpus-based Discourse Analysis: The Move Analysis as Example. He presents a seven-step corpus-based

approach to discourse analysis that starts with a detailed analysis of each individual text in a corpus that can then be generalized across all texts of a corpus, providing a description of typical patterns of discourse organization that hold for the entire corpus. This approach is applied specifically to a methodology that is used to analyze texts in terms of the functional/communicative structures that typically make up texts in a genre: move analysis.

D. Huang (2013) research about genre analysis of moves in medical research articles. He finds out that twelve moves were identified as common to the structure of medical research articles. Most were obligatory with the exception of a few moves. The contributions that each move provides were separated into several steps that allowed further analysis on the necessity of a move.