



**TYPE OF PROCESSES FOUND IN THE JAKARTA  
POST NEWS IN THE TOPIC OF TSUNAMI IN ACEH:  
A TRANSITIVITY ANALYSIS**

A Final Project

Submitted in partial fulfillment of the requirements  
for the Degree of *Sarjana Sastra* in English

By

Ana Khoirul Umami

2204800036

**ENGLISH DEPARTMENT  
LANGUAGE AND ART FACULTY  
SEMARANG STATE UNIVERSITY  
2007**

## APPROVAL

The final project was approved by the Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on March 6<sup>th</sup> 2007.

### Board of Examiners

1. Chairperson,

Prof. Dr. Rustono, M. Hum.  
NIP. 131281222

\_\_\_\_\_

2. Secretary,

Drs. Ahmad Sofwan, Ph. D.  
NIP. 131813664

\_\_\_\_\_

3. First Examiner,

Dra. Sri Suprapti, M. Pd.  
131636149

\_\_\_\_\_

4. Second Advisor as Second Examiner,

Dra. Dwi Rukmini, M. Pd.  
NIP. 130529839

\_\_\_\_\_

5. First Advisor as Second Examiner,

Helena I. R. Agustien, M. A., Ph. D.  
NIP. 130812911

\_\_\_\_\_

Approved by

Dean of Faculty of Languages and Arts

Prof. Dr. Rustono, M. Hum.  
NIP. 131281222

**The best of you is the one who has the best akhlaq (Al Hadits).**

**To the hundreds of my family and friends, I dedicate this Final Project.**

## ABSTRACT

The problem of this study is what types of processes found in newspaper reports, why the dominant process used to develop the genre and what genre is used to realize the discourse. The object of this study is news taken from the *Jakarta Post* in the topic of Tsunami in Aceh, published on December 27<sup>th</sup> 2004 – January 3<sup>rd</sup> 2005.

In this study, the writer concerned on functional grammar, mainly on ideational meaning. In order to get the objective of this study, the writer used some theories related to the literature, discourse, genre, grammar and ideational meaning itself.

The method applied in this Final Project is qualitative. The procedure of collecting the data included seeking, selecting, reading and identifying the data. Then, the data are simplified and inventoried to be reported.

In analyzing the data, the writer exposed the selected data according to the system of transitivity, and then explained each type of process found in the news. The comparison between the theories and the analysis is applied to prove that the dominant process is used to develop a certain genre. Then, argumentation is given to support the comparison.

In the process type analysis, there was five types of processes found in the news and the most process appeared was material process. The material process expressed in past tense. It means the text is retelling about a sequence of happening or informing something. The writer also found that there was news item genre instead of recount, which dominate the Tsunami discourse.

Finally, the writer found that material processes which expressed in past tense used to reconstruct news item text that developed Tsunami discourse.

The researcher hopes this study will be beneficial for the students, readers and other researchers who want to know about transitivity analysis of any kind of text.

## ACKNOWLEDGEMENTS

First and foremost, I wish to express my high gratitude to Allah SWT for His blessing that this final project could be finally completed. In this precious moment, I would like to express my gratitude to all who have been involved in completing this final project. I am so thankful for it is completed now and I believe it will take more than appreciation for so many kinds of assistances given to me. I am very grateful to:

1. Prof. Dr. Rustono, Dean of Languages and Arts Faculty who has approved this final project
2. Drs. Ahmad Sofwan, Ph. D, The Chairman of English Department for his kindness
3. Helena I. R. Agustien, M. A, Ph. D, my first advisor for the kind guidance, advice, correction and comment during constructing this final project
4. Dra. Hj. Dwi Rukmini, M. Pd, my second advisor for the guidance, in directing and advising me in finishing this final project
5. my examiners, who has examined my final project wisely
6. the examiner team who have made room for my examination
7. all lecturers in English Department of UNNES for all knowledge you have taught
8. Al Fithroh, my priceless journey
9. my family, for their endless support and patience
10. the one, who has accompanied me for my last four years (hope would last forever)

11. all of my friends, no words can express my grateful to you all.

Lastly, I wish for all who helped me in finishing this final project, may Allah gives you the best reward.

Semarang, February 2007

Ana Khoirul Umami

## TABLE OF CONTENTS

TITTLE .....	i
APPROVAL.....	ii
MOTTO AND DEDICATION .....	iii
ABSTRACT.....	iv
ACKNOWLEDGMENTS .....	v
TABLE OF CONTENTS.....	vii
CHAPTER I. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Reason for Choosing the Topic.....	3
1.3 Statement of the Problem.....	4
1.4 Objective of the Study.....	4
1.5 Significance of the Study .....	4
1.6 Scope of the Study .....	5
1.7 Outline of the Final Project.....	5
CHAPTER II. REVIEW OF THE RELATED LITERATURE.....	7
2.1 Discourse Analysis.....	7
2.2 Recount .....	8
2.3 News Item .....	9
2.4 Grammar .....	10
2.5 Ideational Meaning.....	12
2.6 Types of Processes .....	14

CHAPTER III. METHODS OF THE INVESTIGATION .....	24
3.1 Object of the Study .....	24
3.2 Unit of Analysis .....	24
3.3 Research Approach .....	24
3.4 Procedures of Collecting Data .....	25
3.5 Procedures of Data Analysis .....	26
CHAPTER IV. RESULTS OF THE DATA ANALYSIS .....	28
4.1 Types of Processes Found in the Jakarta Post News.....	28
4.2 The Dominant Process .....	33
4.3 Material Process in the Text.....	34
4.4 The Dominant Genre.....	35
CHAPTER V. CONCLUSION AND SUGGESTION .....	37
5.1 Conclusion .....	37
5.2 Suggestion .....	38
REFERENCES	
APPENDICES	

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Language is central to the ways of thinking, feeling and interacting with others. It is the main medium to form and maintain relationship with one another and the medium through which experiences are shaped and exchanged. According to Webster (1990:162-173), “language is a systematic means of communicating feelings or ideas by the use of conventionalized signs, sounds, gestures or marks having understood meanings.”

The investigation of the languages always come to an end that the true function of language is to combine human ideas into verbal expression so that they can convey meaning to another and create the so called ‘communication’.

As a device for communication, language is an effective means of expressing ideas and feelings both in spoken and written form. Robins (1980:8-9) states that “language is a unitary activity; people speak and write; and understand what is spoken and written in their own language, without necessarily being aware of such things as grammar and pronunciation.”

In doing communication, we need another person, who will become our hearer as well as our partner of speaking at the same time. This action will cause a variation of language.

Language varies not only according to who is speaking -its users- but also according to the situation in which, it occurs -its uses. Because the existence of this variation, it is doubtless that the misunderstanding between the hearer and the

speaker often happens, especially when both of the participants in the communication are all non-native speaker. Also, misperception from what is meant by the writer to what is accepted by the reader in writing media.

For that reason, it seems that we do need a model of language that helps us understand how texts work to make meaning. Functional grammar can do this. Functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and focus on texts and their contexts, either context of culture or context of situation, to facilitate learners' interpretation and production of text. Gerot and Wignell (1994:10-11) state, "context of culture determines what we can mean through being, doing and saying. Context of situation can be specified through use of field, tenor and mode." When we hear or read a text, we can reconstruct its context of situation. The specification of the context of situation encodes three types of meaning, ideational meaning, textual meaning and interpersonal meaning. The types of meaning relate to the topic here is ideational meaning.

Ideational meanings are meaning about phenomena, about things (living and non living, abstract and concrete), about goings on (what the things are or do) and the circumstances surrounding these happenings and doings (Gerot and Wignell 1994:12).

Ideational meaning involves looking for the process in the text and whatever goes with them. The field of discourse most centrally influences meanings of this kind. It refers to what is happening to the nature of the social action that is taking place. Through the field of discourse, we will understand the significance of the linguistic features, which realize a certain genre.

In this final project, I would like to focus my study on two kinds of genre, recount and news item. Recount genre retells past events for the purpose of informing or entertaining. News item is usually applied in newspaper and it includes main events, elaboration and comments from the authorities/sources. The texts I analyzed were taken from the Jakarta Post in the topic of Tsunami published in December 27<sup>th</sup> 2004 – January 3<sup>rd</sup> 2005.

The function of a news item is to give the audience a description of what occurred and when it occurred. It informs the readers about events of the day, which considered newsworthy or important. News item recounts the events in summary form. Also, it contains of many processes, elaborates what happened to whom, in what circumstances. Those linguistic features of news item will be analyzed further in this final project according to the system of Transitivity.

## **1.2 Reason for Choosing the Topic**

The topic is chosen due to the fact that the discussion about discourse analysis especially in analyzing transitivity of news can be said very difficult to find at the English Department of UNNES. As one of the students of English Department I notice that only a few students are interested in discuss transitivity. It may happen because the students find difficulty to understand it. Meanwhile, if we really pay attention to this, it seems very important for us to do a further investigation on transitivity analysis.

### **1.3 Statement of the Problem**

In this research, I present the statement of the problem as follows:

1. What types of processes are found in the Jakarta Post news in the topic of Tsunami in Aceh published in December 27<sup>th</sup> 2004 – January 3<sup>rd</sup> 2005?
2. What is the dominant process type in the news?
3. Why is the dominant process type used to develop the news?
4. What is the dominant genre used to realize the Tsunami discourse?

### **1.4 Objective of the Study**

Dealing with the problem statement above, I would like to achieve the following objectives:

1. To describe the types of processes through analyzing and identifying clauses found in Jakarta Post news in the topic of Tsunami in Aceh published in December 27<sup>th</sup> 2004 – January 3<sup>rd</sup> 2005.
2. To classify the clauses according to the types of processes: material, mental, behavioral, verbal, relational, existential and meteorological processes.
3. To analyze the dominant process in the news.
4. To explain that a certain discourse is realized by a certain genre.

### **1.5 Significance of the Study**

I expect that the results of this analysis require other researchers' attention to the technique analysis of transitivity, so that it can add knowledge to them in understanding types of processes in news. Also, I hope that the analysis could be

applied by anyone who wants to analyze a written text this way. Moreover, I hope the analysis could be used as the material by teachers in grammar and can help students recognize kinds of genre and understand its purpose.

### **1.6 Scope of the Study**

The study of discourse analysis is so much complex, thus in this final project, I want to limit the discussion in the Ideational Meaning found in the Jakarta Post news in the topic of Tsunami published in December 27<sup>th</sup> 2004 – January 3<sup>rd</sup> 2005. Therefore, the news analyzed here is the object of the study.

### **1.7 Outline of the Final Project**

This final project is divided into chapters and subchapters. Chapter one that is; introduction, covers background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, scope of the study and outlines of the final project.

Chapter two, review of the related literature, contains of discourse analysis, recount, grammar, ideational meaning, transitivity, and type of processes.

Chapter three discusses the methods of investigation including the object of the study, the unit of analysis, research approach, procedures of collecting data and procedures of data analysis.

The main point of the final project is in chapter four, the results of the data analysis, which tells about the recapitulation of the analysis and the general finding.

Finally, chapter five is the conclusion that concludes the whole finding of the final project including the suggestion.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Discourse Analysis**

Language is an important feature of human life. It becomes the major means of communication and very important to our communicating society. As language users, we must be able to interpret what other language users intend to convey. Starting from this reason, it is easier for us to go to the discussion of discourse. George Yule (1985:104) states that “when we carry a further investigation and ask how it is that we, as language users, make sense of what we read in texts, understand what the speakers mean, recognize connected or opposed to jumbled or incoherent discourse, and successfully take part in that complex activity called conversation, we are undertaking what is known as discourse analysis.” It means that discourse analysis can draw attention to the skills and needed to put this knowledge into action and to achieve successful communication.

The discourse analysis studies language in context. As stated by McCarthy (1993:5) that discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. It covers the study of spoken and written interaction. The discourse analysis deals with everything that has something to do with a set of language or communication activities, either in the form of spoken or written text.

## **2.2 Recount**

We live in a world of language. Children and adults in the community use language in a written as well as in a spoken form. Writing and speaking are not just alternative ways of doing the same things; rather, they are ways of doing different things. According to Gerot and Wignell (1994:158), “speaking and writing encode meaning in different ways because they have involved serving different purpose.” There is also a difference between those two models for expressing linguistic meaning. Speaking is expressed in speech while writing is expressed in written text.

According to Anderson and Anderson (1997:1), “when the words are put together to communicate a meaning, a piece of text is created.” Creating a text requires us to make choices about the words we use and how we put them together. If we make the right choices then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

There are two main categories of texts –literary and factual, in which each type has a common way of using language. Literary texts can make us laugh or cry, think about our own life or consider our beliefs, for example: fable, poetry, and drama. Different from literary texts, factual texts present information or ideas and aim to show, tell or persuade the audience, for example: recount text, explanation text, news item text and discussion text. These particular text-types are called genre.

The genre, which is speaking or writing about past events is called a recount (Anderson and Anderson 1997:48). Recounting is retelling events for the purpose

of informing or entertaining. It gives the audience a description of what occurred and when it occurred. It also provides the setting and introduces participants. Finally, it is presented in summarized form. There are certain differences of lexicogrammatical features from one text type to another, including recount. It focuses on specific participants and temporal sequence (Gerot and Wignell 1994:194). It also uses Material Processes, circumstances of time and place. While the language feature of a recount is past tense.

The statement above is in line with what is said by Anderson (1997:5) that a recount retells past events, usually in the order in which they happened. The introduction paragraph provides an orientation that gives background information about who, what, where and when. After that, the next paragraph gives sequence of events that reconstruct the past in the order in which they happened. Finally, the last paragraph gives conclusion comment. Newspaper reports, television interviews, conversations and speeches are some examples of recount text types.

### **2.3 News Items**

Another genre that retells past events is news item. Different from Anderson and Anderson who define news item as a recount genre, Gerot and Wignell state that news item is different genre. The comment of the Participants differentiates recount and news item. I prefer to use Gerot and Wignell's theory.

News item is usually applied in newspaper and it includes main events, elaboration and comments from the Participants take part in the sequence of happenings. The purpose of news item text is to give information to the

readers/viewers about events of the day, which are considered newsworthy or important. It also gives the audiences a description of what occurred and when it occurred. Moreover, it provides the setting and introduces participants. Finally, it is presented in summarized form.

There are certain differences of lexicogrammatical features from one text to another, including news item. Short, telegraphic information are captured in headline (Gerot and Wignell 1994:200). Hopefully, by reading the headlines the readers will know the content of the news. It also uses material processes to retell the events and projects verbal processes in sources states. In addition, news item focuses on circumstances. While the language feature of news item is past tense.

Every genre provides certain generic structure, and so does news item. To begin with news worthy event(s), news item recounts the event in summary form. Then, background event contain of elaboration of what happened to whom, in what circumstances. Furthermore, news item include sources, either comments by participants, witnesses or authorities' expert of the event. The last part of news item text gives concluding comment.

## **2.4 Grammar**

Language is not always the same but changes according to different situation. Language always has variation according to its speaker and its situation. Also, every language has its own rule. The rule of language is called grammar. One approach sees grammar as a set of rules, which specify all the possible grammatical structures of the language. Grammar itself includes the arrangement

of words and the internal structure of words, as stated by Coulthard (1977:1) that “the term grammar is understood to refer to all aspects of language, which include pronunciation, word formation and sentence formation among other.”

Theory of grammar is needed to help language users, especially language learners in learning how to understand and produce texts in various contexts for various purposes. Moreover, it is used to help the linguists discover how language is organized to allow speakers and writers to make and exchange meaning.

There are three schools grammar, which have had a major influence on study of language. Those are traditional grammar, formal grammar and functional grammar. According to Gerot and Wignell (1994:5), “traditional grammar focuses on rules of for producing correct sentences.” In so doing, it has two main weaknesses, the rules it prescribes are based on the language of a very small group middle–class English speakers, and the rules deal only with the most superficial aspects of writing.

The formal grammar primary concerns with the forms of grammatical structure and their relationship to one another (Lock 1996:1). However, the formal grammarian is primarily interested in finding the best abstract representation of the structure of the sentence and how it might be related to the structure rather than the meaning of the sentence. However, functional grammar is different from both two types of grammar. According to Lock (1996:3), the primary aim of a functional grammatical analysis is to understand how the grammar of a language server as a resource for making and exchanging meaning. Traditional and formal grammar label that elements of the clause according to its word class, while

functional grammar labels them in terms of the function each is playing in that clause.

In order to think about grammar as a resource for making and exchanging meaning, it is necessary to explore what meaning might mean. There are three types of meaning within grammatical structures that can be identified; those are experiential meaning, interpersonal meaning and textual meaning (Lock 1996:9). Experiential meaning or ideational meaning has to do with the ways language represents our experience (actual and vicarious) of the world as well as the inner world of our thoughts and feelings. It is in line with Martin, Matthiessen and Painter (1997:5) that “ideational meaning involves looking for the process in the text.” Meanwhile, the interpersonal meaning has to do with the ways in which we use act upon one another through language-giving and requesting information, getting people to do things, and offering to do things ourselves –and the ways in which we express our judgments and attitudes– about such things as likelihood, necessity and desirability. The textual meaning has to do with the ways in which a stretch of language is organized in relation in its context.

This final project will discuss further about experiential meaning or ideational meaning especially on type of processes.

## **2.5 Ideational Meaning**

The ideational meaning represents our experience of the world. In other words, it will consider the clause from the point of view of its experiential meaning. In experiential terms, the clauses refer to the action that has happened and the thing

that the action was done to and also refer to the do of the action (Thompson 1996:29). Martin, Matthiessen and Painter (1997:5) strengthen the statement above by explaining that ideational meaning involves looking for the processes in the text and whatever goes with them. The ideational meaning realized in the field of the text, that is what to be talked and written about; the long and the short term goals of the text.

Gerot and Wignell (1994:12) point out “ideational meanings are meanings about phenomena, about things (living and non-living, abstract and concrete) about goings on (what-the the things are or do) and the circumstances surrounding these happenings and doings.” Mainly, to get the ideational meaning, we have to understand the processes being referred to, the participants in these processes and the circumstances -time, cause, etc. In other words, it is about the clause as representation. At the simplest level from the experiential perspective, Thompson (1996:76) states that language reflects our view of the world as consisting of ‘goings-on’ (verbs) involving things (noun) which may have attributes (adjectives) and which go on against background details of place, time, manner, etc. (adverbials). The classification of the different kinds of processes can be explored through the system of transitivity.

The system of transitivity belongs to the experiential metafunction and is the overall grammatical resource for construing goings on. It construes the experience in terms of configuration of processes, participants involved in them and attendant circumstances. Processes are realized by verbs and traditionally verbs have been defined as doing words. But, some verbs are not doing words at all but rather

express states of being or having (Gerot and Wignell 1994:54). The process types differ both from the process itself, the number, and the kind of participants involved. While circumstances essentially encode the background against which the process takes place.

Processes are central to transitivity (Gerot and Wignell 1994:54). From this point of view it can be seen that different processes make different order of meaning. For example, *to write* a funny story, *to tell* a funny story and *to hear* a funny story, are three different orders of meaning.

The different types of processes can be decided through the conformity between the common sense of goings on that we can identify and the grammar.

Nominal group realizes the participants in a process in the grammar. A participant can be a person, a place or an object (Thompson 1996:77).

Adverbial groups or prepositional phrases realize the circumstances in a process in the grammar. Circumstances function to illuminate the process in some way. Among other things, they may locate the process in time or space, suggest how the process occurs or offers information about the cause of the process.

## **2.6 Types of Processes**

A process is typically expressed by the verbal group in the clause, and is the central component of the message from the ideational perspective. Halliday in Gerot and Wignell (1994:54) identified that there are 7 different process types, those are: material, mental, behavioral, verbal, relational, existential and meteorological processes.

### 2.6.1 Material Process

Material processes express the notion that some entity physically does something- which may be done to some other entity (Gerot and Wignell 1994:55). The process of doing something can be seen.

Material clauses construe doings and happenings, concrete and abstract phenomena (Martin, Matthiessen and Painter 1997:103). The material clauses show the changes in material world such as motion in space and changes in physical make up.

Example:

She	drove	down the coast.
Actor	Pr: material	Circ: place

  

Prices	fell	throughout this period.
Actor	Pr: material	Circ: time

(Martin, Matthiessen and Painter 1997:103)

The participants involve in material clauses are Actor, Goal, Beneficiary and Range. Actor is the one doing the material deed. Any material process has an actor, even though the Actor may not actually be mentioned in the clause. It can happen by the choice of a passive clause.

Example:

The oil	is added	drop by drop.
Goal	Pr: material	Circ: manner

(Thompson 1996:81)

However, the Actor may also be inanimate or abstract entity.

Example:

The fire	had destroyed	everything.
Actor	Pr: material	Goal

(Thompson 1996:80)

The second participant is called the Goal that is a participant impacted by a doing (the one done to or with). According to Gerot and Wignell (1994:55), the Goal is an entity to which the process is extended or directed. The Goal is brought into existence by the doing or it exists prior to the doing. There is also participant benefiting from the doing (the one given to or done for) called Beneficiary. It occurs in clauses without a Goal. Gerot and Wignell (1994:63) state that the Beneficiary is the one to whom or for whom the process is said to take place. In material processes the Beneficiary is either the *Recipient* or the *Client*. The recipient is the one to whom goods are given. The client is the one for whom services are provided.

Example: I sold the car to John.

Actor	Pr: material	Goal	Recipient
-------	--------------	------	-----------

They threw a farewell party for Jane.

Actor	Pr: material	Goal	Client
-------	--------------	------	--------

(Gerot and Wignell 1994:64)

Range is a participant specifying the scope of a happening. The Range in material process typically occurs in the middle clauses, those with Actor only, no Goal.

Example: She dropped a curtsy.

Actor	Pr: material	Range
-------	--------------	-------

(Gerot and Wignell 1994:64)

Another distinction is that material process with Goals can take resultative attributes, while material process with Range cannot.

Example: Kelly shot Fuller dead.

Actor	Pr: material	Goal	Resultative Attribute
-------	--------------	------	-----------------------

She	dropped	a curtsy.
Actor	Pr: material	Range

(Gerot and Wignell 1994: 65)

Also, in material process with Goals, the Goal can be changed into an appropriate pronoun and still make sense in context, while in material process with Range it does not work.

Example:

Kelly	shot	Fuller	dead.
Actor	Pr: material	Goal	Resultative Attribute

Kelly	shot	him	dead.
Actor	Pr: material	Goal	Resultative Attribute

He	dropped	a curtsy.
Actor	Pr: material	Range

He	dropped	it.
Actor	Pr: material	

Gerot and Wignell (1994:65)

According to Gerot and Wignell (1994:56), there are two types of material process:

a. Creative type

In creative type, the process brings about the goal.

Handle	wrote	the Messiah.
Act	Pr: material	Goal

b. Dispositive type

In dispositive type, there are doings and happenings.

The gun	discharged.
Actor	Pr: material

Gerot and Wignell (1994:56)

### 2.6.2 Mental Process

Mental clauses construe a person involved in conscious processing, including processes of perception, cognition and affection (Martin, Matthiessen and Painter 1997:105). The participants are Senser and Phenomenon. Senser is the participant sensing who involved in conscious processing. The second participant is Phenomenon. The Phenomenon being sensed can be any kind of entity entertained or created by consciousness.

For example: The man           knew           too much  

Senser	Pr: mental	Phenomenon
--------	------------	------------

(Martin, Matthiessen and Painter 1997:105)

The Phenomenon may represent the content of sensing. However, this content is not always represented as a participant within the clause. It may also be represented by a separate clause.

Example: David           thought           the moon was a balloon.  

Senser	Pr: mental	Phenomenon
--------	------------	------------

(Martin, Matthiessen and Painter 1997:106)

Gerot and Wignell (1994:58) divide mental processes into three types:

- a. Affection or reaction or feeling

Mark           likes           new clothes.  

Senser	Mental: affection	Phenomenon
--------	-------------------	------------

- b. Cognition (thinking, process of deciding, knowing, understanding, etc.)

I           realize           the difficulties.  

Senser	Cognitive	Phenomenon
--------	-----------	------------

(Gerot and Wignell 1994:58-59)

c. Perception (perceiving through the five senses, seeing, hearing, etc.)

He	couldn't see	anything.
Senser	Perceptive	Phenomenon

(Thompson 1996:85)

In mental clauses, there is at least one human participant. Even if an inanimate participant is represented in the clause, a degree of humanness is given on that participant. The Phenomenon in mental clauses can act as participant in a material clause. It can be a person, a concrete object, an abstraction and so on.

Moreover, many mental clauses are reversible, that is, it is equally possible to have the subject role filled either by the human participant or by the Phenomenon.

Mental clauses have the potential to project. Projection occurs when a clause suggest that something was thought or said (the projecting clause) and another separate clause indicate what it was, thought or said (the projected clause). The projecting or projected clauses are each analyzed in their own right.

For example: I know the man who called on you.

The Projecting Clause		Projected Clause			
Senser	Ment: cog	Phenomenon			
Senser	Ment: cog	Phenomenon	Actor	Material	Goal

(Gerot and Wignell 1994:60)

### 2.6.3 Behavioral Processes

Behavioral clauses construe behavior including mental and verbal behavior (Martin, Matthiessen and Painter 1997:109). Saying and sensing are construed as activity in behavioral clauses. behavioral processes are like mental ones in that

one participant is endowed with human consciousness, that is the *Senser* in the case of mental process. It is called *Behaver*.

Behaviorals include categories reflecting the mental and verbal ones: perception, cognition, affection and verbal. These also include more material-like subtypes. The border area between material processes and behavioral ones is covered by two main types, physiological processes-twitch, shiver, tremble, sweat, etc.-and social processes-kiss, hug, embrace, dance, etc. Both of these shade into the verbal type, from different angles physiologically: cough, gasp, stutter, etc. and socially: chat, talk, gossip, etc.

There is another participant that typically functions as *Complement*, but it occurs only in some clauses. This is the *Range*, which is not a real participant but merely adds specification to the process.

For example:

She	waved	her hands	helplessly.
Behaver	Behavioral	Range	Circ: manner

(Thompson 1996:100)

#### 2.6.4 Verbal Processes

Verbal clauses represent process of 'saying', but this category includes not only the different modes of saying, but also semiotic processes that are not necessarily verbal (Martin, Matthiessen and Painter 1997:108). In one way, verbs are intermediate between mental and material processes: saying something is a physical action, which reflects mental operation.

Halliday (1994:140) states that verbal processes are processes of saying and are expressed by verbs such as, say, tell, ask, reply, or more accurately, of symbolically signaling. The ‘content’ of saying may be represented as a separate clause (a locution) quoting or reporting what was said. This quoted or reported clause is called a projected clause.

The central participant is the Sayer -the participant saying, telling, stating, and so on. It can be a human or human-like speaker, but it can also be any other symbolic source. A verbal clause represents the addressee of a speech interaction as the Receiver. The Receiver is a verbal beneficiary, and can often be marked by ‘to’, while the target is one acted upon verbally (insulted, complemented, etc.). Another participant is the Verbiage that is a named for the verbalization itself.

For example:

John	told	Jenny	a rude joke.
Sayer	Verbal	Receiver	Verbiage

(Gerot and Wignell 63)

She	keeps rubbishing	me	to the other people	in the office
Sayer	Verbal	Target	Receiver	Circ: place

(Thompson 1996:98)

### 2.6.5 Relational Processes

Relational clauses construe being (Martin, Matthiessen and Painter 1997:106).

There are two relational clause types, with different sets of participant roles:

#### a. Attribute Clauses

Attribute clauses are clauses with carrier and attribute.

For example: Maxim is energetic.

Carrier	Attributive	Attribute
---------	-------------	-----------

(Martin, Matthiessen and Painter 1997:106)

#### b. Identifying Clauses

Identifying clauses are clauses with token and value.

For example: Maxim is the goalie.

Token	Identifying	Value
-------	-------------	-------

The goalie is Maxim.

Value	Identifying	Token
-------	-------------	-------

(Martin, Matthiessen and Painter 1997:106)

The easiest way to distinguish them is that identifying process is reversible.

It is also possible for relational clauses to involve an additional meaning feature, possessive or circumstantial.

For example:

Max has lots of enemy.

Carrier/ Possessor	Pr: attributive&possessive	Attribute/Possession
--------------------	----------------------------	----------------------

Max owns the property.

Token/ Possessor	Pr: identifying&possessive	Value/Possession
------------------	----------------------------	------------------

The trees are around Mary.

Carrier	Pr: attributive	Attribute/Location
---------	-----------------	--------------------

The trees surround Mary

Token	Pr: identifying&circ.	Value
-------	-----------------------	-------

(Martin, Matthiessen and Painter 1997:107)

### 2.6.6 Existential Processes

Existential clauses construe a participant involved in a process of being, but differ from relational ones that there is only one participant, the Existent, which is thereby introduced into the text (Martin, Matthiessen and Painter 1997:109).

Existential processes are expressed by verbs of existing: 'be', 'exist' and the

Existent can be a phenomenon of any kind. Gerot and Wignell (1994:72) state that existential processes are processes of existence.

For example: There will be a real bunfight at the next meeting.

Existential	Pr: existential	Existent	Location : temporal
-------------	-----------------	----------	---------------------

(Martin, Matthiessen and Painter 1997:109)

### 2.6.7 Meteorological Process

Meteorological clauses construe a participant involved in the earth's atmosphere and its changes, used especially for forecasting weather. Also, they can be used to indicate time.

For example: It's windy

Meteorological
----------------

It's five o'clock

Meteorological
----------------

(Gerot and Winell 1994:73)

In meteorological processes there is only one participant, 'Meteorological' and the word 'it' has no representational function, but does provides a subject.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

#### **3.1 Object of the Study**

The object of the study in this final project is news in the topic of Tsunami happened in Nangroe Aceh Darussalam taken from the Jakarta Post, published in December 27<sup>th</sup> - January 3<sup>rd</sup> 2005. These texts are the 22<sup>nd</sup> year of publishing and the episode numbers are 238-244. The Jakarta Post is a daily newspaper, published 20 pages.

#### **3.2 Unit of Analysis**

The unit of analysis in this final project is the clauses in the news. Eggins (1994:220) states that the organization of the clause will realize experiential meaning, instead of ideational and textual meaning. I focused my analysis on the clauses that represent experience.

#### **3.3 Research Approach**

To search the answers for the objectives of the study, that is to find the verb processes as the result of analyzing its register, I have chosen to use qualitative research.

Qualitative research is designed to obtain information concerning the current status of phenomena. They are directed towards determining the real situation, as it exists at the time of the study. The aim is to describe the result of

the analysis of a certain condition or situation in terms of qualitative description. In other words, the administration is not testing a hypothesis but is seeking information to assist in decision-making.

The most appropriate type of the study for this analysis is a case study. Case study is the study about many social sciences, including education (Creswell 1994:147). The study concerns only one particular case. The source of data was in the form of documents, that is the news taken from the Jakarta Post, a daily newspaper.

Qualitative research presents the data and research in the form of qualitative description. Analysis of this type is done with words to describe conclusion.

### **3.4 Procedures of Collecting Data**

In this final project I did several steps in collecting the data.

#### a) Seeking

In this first step, I sought the topic in the newspaper that is the Jakarta Post. The topic chosen was Tsunami happened in NAD.

#### b) Selecting

After seeking the topic, I selected the most interesting titles in the newspaper, especially, which were being the headlines news of the newspaper. The selected episodes were news published in December 27<sup>th</sup> 2004 – January 3<sup>rd</sup> 2005 vol. 22 No. 238 – 245. The selected titles can be found in Appendix 2.

c) Reading

Reading the selected news was the next step. Reading was intended to understand the content of the news. Also, reading was aimed to collect the data.

d) Identifying

After reading the selected news, I identified the verbs or verb clauses found in the news by marking them. Then, the marked data were numbered.

e) Reducing

In this step I reduced the data into a small number. The reduced data was organized by displayed them, so the conclusions can be drawn.

f) Inventorying

Inventorying is making a detail list of the simplified data. The inventoried data can be found in Appendix 3.

g) Reporting

Finally I reported the data in written form and can be found in the Appendices.

### **3.5 Procedures of Data Analysis**

Qualitative research consists of three current flows of activity: data reduction, data display and conclusion drawing or verification (Miles and Huberman 1994:10-11). It occurs continuously throughout the life of any qualitatively oriented project until final conclusion can be drawn and verified.

The analysis took place in the following steps:

a) Exposing

In this step I displayed the selected data according to the system of transitivity.

The displayed data can be seen in Appendix 4.

b) Explaining

I gave some description about each type of processes, including the explanation of the displayed data.

c) Tallying

Tallying was corresponding the type of processes to know the dominant process found in the news (See Appendix 5).

d) Comparing

I compared between the theories and the analysis to get some proofs that the dominant process is used to develop a certain genre.

e) Arguing

Arguing means giving reasons based on the comparison of the theories and the analysis that a certain dominant process develops a certain genre.

## CHAPTER IV

### RESULTS OF THE DATA ANALYSIS

In this chapter I present the result of the data analysis of types of processes found in the Jakarta Post news in the topic of Tsunami in Aceh. Then, I discuss the dominant process and its role in developing the news. Finally, I present the genres found in the news based on the dominant process.

#### 4.1 Types of Processes found in the Jakarta Post News

After analyzing the Jakarta Post in the topic of Tsunami published in December 27<sup>th</sup> 2004-January 3<sup>rd</sup> 2005, I found five types of processes that develop the news. Those are, material processes, mental processes, verbal processes, relational processes and existential processes.

##### 4.1.1 Material Process

Material processes are processes represent doings and happenings. The processes tell about action.

As vendors opened their stalls.

Actor	Material	Goal
-------	----------	------

Data no.117

The function of the first participant (vendors) is the Actor, who is the one doing the material deed. What the Actor 'do' is the material processes (opened). The second participant function as the Goal (their stalls). If we ask a question like

‘what happened (happens, etc.) to Y?’ Y will be the Goal. In the clause above the goal is ‘their stalls’.

There are also material clauses with three participants, one of them is:

National Christmas committee has pledge Rp 500 million to Aceh and North  
Chairwoman and Minister of (us \$55,555) Sumatra  
Trade, Mari Pangestu each in disaster  
aid

Actor	Material	Goal	Recipient
-------	----------	------	-----------

Data no.17

In the example above, ‘National Christmas committee chairwoman and Minister of trade, Mari Pangestu’, is the Actor and ‘Rp 500 million (US \$55,555) each in disaster aid’ is the Goal. The third participant is the one who receives the Goal. This participant is called the Recipient. Another participant is called the Client (the one for whom services are provided). It can be found in Data no. 5

The search continues for victims across affected towns in the two provinces

Actor	Material	Client	Circ. Place
-------	----------	--------	-------------

Data no.5

The material clauses from the examples above are ‘opened, has pledge and continues’. Each clause expresses ‘doing’. ‘Opened’ expresses doing of opening something. The changes of material processes can be seen. In the ‘opened’ clause, the process of opening something can be seen. It happens in the past, so the clause uses past tense. This rule is also valid for other material clauses.

### 4.1.2 Mental Process

Mental processes represent anything deals with human senses. Affection, cognition, and perception are three types of mental processes.

I            don't know            how            get            the aid

Senser	Mental : cog	Carrier	Attributive	Attribute
--------	--------------	---------	-------------	-----------

Data no. 65

Mental process clauses normally have at least one participant representing the one who thinks, sees, likes and so on. This participant must always be animate and is usually human. It is known as the Senser. In the example above, the Senser is 'I' who does the process of sensing, that is knowing.

Mental processes also have second participant that is Phenomenon. For example:

Latest figures    estimated            a death toll of about 4,000    in Indonesia alon

Senser	Mental: cognition	Phenomenon	Circ: place
--------	-------------------	------------	-------------

Data no.3

In the example above, the Phenomenon is 'a death toll of about 4,000' which becomes the fact, which is thought. Mental clauses in the example above express cognitive mental processes (knowing and estimating).

### 4.1.3 Verbal Process

Verbal processes are processes of saying, for example:

We            shouted            His name –Laa Ilaahaillallah

Sayer	Verbal	Verbiage
-------	--------	----------

Data no.91

The first participant is called Sayer. In the example above, the Sayer is 'we' who does the process of saying (shouted), while the content of saying (His name – Laa Ilaahaillallah) is also a participant called Verbiage.

In addition, a verbal clause may also represent the addressee of a speech interaction. This participant is called Receiver, as in example:

A nurse	told	the <i>Jakarta Post</i>
Senser	Verbal	Receiver

Data no.131

The Receiver in the example above is 'the *Jakarta Post*' that becomes the one toward whom the verbal process (told) is directed. The verbal clauses above represent different mode of saying, those are shouting and telling.

#### 4.1.4 Relational Process

Relational processes tell about what things are, what they are like and what they possess. There are two types of relational processes, attributive relational process (assign attribute of something) and identifying relational processes (identify one participant by equating it with another participant).

The quake, measuring 8.9 on the richter scale as reported by the U.S geological survey 6.8 according to the National Meteorology and Geophisics Agency	is	Indonesia's worst natural disaster	After the 1883 eruption of Mt. Krakatau
--	----	------------------------------------	---

Carrier	Attributive	Attribute	Circ: time
---------	-------------	-----------	------------

Data no. 8

The first participant of the attributive relational clause above is the Carrier (The quake,...Agency). While the second participant is called Attribute which is

typically expressed by a noun or noun group (Indonesia's worst natural disaster).

A relational process, called Attributive, links the Carrier and the Attribute. In the clause above the Attributive is 'is'.

The example of identifying relational clause is:

As fuel and food became increasingly scarce

Token	Identifying	Circ: manner	Value
-------	-------------	--------------	-------

Data no. 68

The participants in the identifying relational clauses are Token and Value. In the clause above, the Token is 'fuel and food' and the Value is 'scarce'.

It is also possible to involve an additional meaning feature in relational clauses, as in clause:

They only had enough food for a day

Carrier		Attributive & Possessive	Attribute	Circ: time
---------	--	--------------------------	-----------	------------

Data no. 76

The additional meaning for the relational clause is possessive relational process.

#### 4.1.5 Existential Process

Existential processes are processes of existence.

There is this shout

Existential	Existent
-------------	----------

Data no. 79

The Existent is the only participant of existential clause. In the above clause 'this shout' is the Existent. While the existential process expressed by verb of existing 'is'.

‘There’ in the clause above, does not function as a location circumstance, it is required because of the need for a subject in English.

#### 4.2 The Dominant Process

The processes mostly appear in the analysis of ideational meaning are material processes. There are 89 material process clauses found in the text or about 63% from 140 data taken from the text. It means that the text is telling about a sequence of happenings and experiences. It is based on Martin, Matthiessen and Painter’s statement (1997: 103) that material clauses construe doings and happenings. Prototypically, these are concrete: changes in material world that can be perceived. However, such concrete material processes have also come to serve as a model for construing our experience of change in abstract phenomena. Thus, ‘material’ covers both concrete and abstract processes. For example:

As vendors opened their stalls

Actor	Material	Goal
-------	----------	------

Data no. 117

The process ‘opened’ is a concrete process. The process of opening something (their stalls) can be seen. The abstract material process can be found in data no. 46

The Tsunami	brought	all daily activities	to an abrupt stand still	leaving behind people wandering through the wrecked city	in search of loved one – dead or alive – among the debris
Actor	Material	Goal	Recipient	Circ : matter	Circ : cause

Other process clauses found in the text are mental processes (7 clauses), verbal process (23 clauses), relational processes (18 clauses) and existential processes (3 clauses).

#### **4.3 Material Processes in the texts**

The texts in this analysis, newspaper reports, inform to the readers about Tsunami happened in Aceh on December 26<sup>th</sup> 2004. It is one of the biggest disasters in the world. The purpose of this text is to describe the happening of Tsunami chronologically in its own language. There are many participants involve in the text. The participants found in the text are human and inanimate participants. Moreover, the dominant process found in the text is material process. Another processes found in the news are mental, verbal, relational and existential processes. This is in line with Gerot and Wignell's statement (1994:200) that processes in recount text, mainly news, are usually material (acting, behaving text) with some verbal (saying) and mental (feeling, thinking) processes. The use of material process is appropriate to the structure of the news, that is elaborating the events. To elaborate the happening of Tsunami, the material processes are used, since the material process is process of doings and happenings (Martin, Matthiessen and Painter 1997:103). Material processes are used in retelling the events, what happened to the participants involve in the news in certain circumstances. The circumstances found in the text are circumstantial time, place, manner, etc., while the happening events in the news, which expressed in material processes are elaborated in past tense. However, it is possible to find newspaper articles are not elaborated in past tense. For example articles of this coming events

will be elaborated in future tense, critical report of social interaction will be elaborated in present tense.

In addition to my analysis, I found that the texts I analyzed are elaborated in past tense, but the title of each text is in present tense. It is because the title is what might be read first by the readers. The title is intended to raise the readers' curiosity about the news. Also, the title will lead readers mind about the content of the news.

#### **4.4 The Dominant Genre in Tsunami Discourse**

When we read a certain text, we need to understand what is the text talking about and what is the purpose of the text. In understanding the text, we also need to understand the context. Every text has different context, which produces certain text-type or genre. Gerot and Wignell (1994:17) defined genre as a culturally specific text-type, which result from using language (written or spoken) to (help) accomplish something.

Butt, Fahey, Spinks and Yallop (1995:17) said that when sets of text share the same purpose, they will often share the same obligatory and optional structural elements and so they belong to the same genre. Genre has a specification. Each genre has particular purposes, particular stages and particular linguistic features. As in tsunami discourse, the texts I analyzed, it has certain purposes, those are giving information that there was a big disaster happened in Aceh in December 26<sup>th</sup> 2004, retelling the events chronologically to give a description to the readers how the quake measuring 8.9 the Richter Scale wreaked havoc with massive Tsunami in the morning after Christmas brought tragedy to Aceh and North

Sumatra as well as to Asian countries bordering the Indian Ocean. The events are expressed through the use of material processes, which dominate the processes found in the text. The text describes the Tsunami discourse, since the disaster started, how it swept away every thing and how the government handled this disaster. These processes are expressed in past tense. The use of material processes and past tense verbs in retelling past events are typical of a recount. This recount genre is found in headlines. Beside recount, the most dominant genre found in the text is news item genre. News item text is as well as recount, retelling the event in past tense using material processes. However, the news item sources that is the comments by participants, witnesses or authorities' expert differ news item and recount.

## **CHAPTER V**

### **CONCLUSION AND PEDAGOGICAL IMPLICATION**

This last chapter preserves the important points from whole discussions in the study. Besides it also suggest some recommendations for the readers and for academic teaching as well as for further research.

#### **5.1 Conclusion**

The discussions from the previous chapters are to be summarized to accomplish the objective of the study. The summary may be concluded as follow:

- 1) After analyzing the types of process in the text, I found five types of processes: those are material, mental, verbal, relational and existential process.
- 2) By classifying the processes, I found that material process is the dominant process used to develop the text.
- 3) The purpose of a news item is to reconstruct past experiences by retelling events and incidents in the order in which they have occurred according to the comments by participants, witnesses or the experts. Thus, the material process is used because it is the process of doings and happenings. The process is being the expression of the event.
- 4) In the text of Tsunami discourse, the process, mainly material process, expresses the events. It reconstructs past experiences by retelling the events and incidents according to the sources, so past tense verbs are used

to develop the text. Comments by participants, witnesses or authorities' expert, the use of material process and past tense dominate in developing the text of Tsunami discourse and are typical of a news item.

## **5.2 Pedagogical Implication**

Some recommendations in this section are addressed to the students who want to do the same study, they must concern to the characteristic configuration of genres in order to recognized kinds of genre. I also recommend that the analysis of the same issue be conducted to improve learners' an teachers' attention to transitivity analysis of written texts.

## REFERENCES

- Anderson, M. and Anderson, K. 1997. *Text Type in English*. Australia: Macmillan Education Australia Pty Ltd
- Berg, B. L. 1989. *Qualitative Research Method for the Social Science*. Massachusetts: Allyn and Bacon
- Butt, D., Fahey, R., Spinks, S., and Yallop, C. 1995. *Using Functional Grammar An Explorer's Guide Revised Edition. National Center for English Language Teaching and Research*. Sydney: Macquarie University
- Coulthard, R. M. 1985. *An Introduction to Discourse Analysis*. London: Longman
- Cresswell, J. W. 1994. *Research Design Qualitative and Quantitative Approaches*. California: Sage Publications, Inc
- Eggs, Suzanne. 1994. *An Introduction to Systemic Functional Linguistics*. London: Pinter Publishers Ltd
- Gerot, L. and Wignell, P. 1994. *Making Sense of Functional grammar*. Australia: Gerd Stabler
- Halliday, M. A. K. 1994. *An Introduction to Functional Grammar*. London: Longman
- Halliday, M. A. K. and Hassan, R. 1985. *Language, Context and Text: Aspect of Language in Social-Semiotic Perspective*. Australia: Deakin University
- Lock, G. 1996. *Functional English Grammar an Introduction for Second Language Teachers*. Cambridge: University Press
- Martin, J. R., Mathiessen, C. M. I. M. and Painter, C. 1997. *Working With Functional Grammar*. London: Longman
- Mc Carthy, M. 1993. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press
- Miles, M. B. and Hubberman, M. 1994. *Qualitative data Analysis: An Expanded Source Book Second Edition*. USA: SAGE Publication Inc
- Robins, R. H. 1980. *General Linguistic An Introductory Survey*. London: Longman
- Thompson, G. 1996. *Introducing Functional Grammar*. Great Britain: JW Arrosmith Ltd

Webster, M. 1990. *Websters Ninth New Collegiate Dictionary*. USA: Merriam-Webster Inc

Yule, G. 1985. *The Study of Language*. Cambridge: Cambridge University press