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OSCAR WILDE'S WRITING STYLE IN "THE HAPPY PRINCE" IN VIEW OF TRANSITIVITY ANALYSIS

A final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Sastra*

in English

by

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APPROVAL

This final project entitled *Oscar Wilde's Writing Style in "The Happy Prince" in View of Transitivity Analysis* has been approved by the Board of Examination of the English Department of Faculty of Languages and Arts of State University of Semarang on April 2019
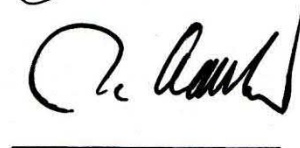
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DECLARATION OF ORIGINALITY

I, Monica Intan Sari, hereby declare that this final project entitled *Oscar Wilde's Writing Style in "The Happy Prince" in View of Transitivity Analysis* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, January 2019

Monica Intan Sari

MOTTO AND DEDICATION

Happiness begins when you stop comparing

(Meir Ezra)

To my super parents, my sister, and myself, I dedicate this final project.

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This final project is still far from perfection. Therefore, I need some constructive suggestions to make it better. I hope that it will be useful for the readers and be a reliable reference for the other researchers who are concerned with this study.

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Semarang, January 2019

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ABSTRACT

This study was aimed to discover the types of processes used and how they influence the author's writing style in Oscar Wilde's short story entitled "The Happy Prince". The methodology used in this study was descriptive-qualitative so the analysis was presented in the form of words, phrases, sentences, and utterances. The study focused on discourse analysis employing ideational function approach, which analyzed the short story from the point of view of linguistics especially Transitivity, a theory developed by M. A. K. Halliday. As a result, there were seven types of processes found in the story namely material, mental, behavioral, verbal, relational, existential, and meteorological. The results of the study showed that material process was the most frequently used process (37%) conducted by the author. Yet, the six others were each employed for about 1% - 25%. This indicated that the use of the type of process influenced the writing style of the author in constructing the story where the different process emphasized different portrayal. The use of material process as the most dominant process might reflect the author's eagerness to do what he cannot do in his real life. However, it was also supported by the author's previous career and achievement as a journalist, editor, and critic before he wrote the story. Ultimately, the researcher found that Oscar Wilde's writing style incorporates the vivid descriptions, aesthetic appearance, conversational style, repetitive pattern, simple and clear language.

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CHAPTER I

INTRODUCTION

Chapter I presents background of the research, reasons for choosing the topic, research questions, research purposes, significance of the research, and outline of the research report.

1.1 Background of the Research

Language basically functions as a medium of communication in which people convey any kinds of ideas to get each other's understanding. In conveying the ideas, either in speaking or writing people must produce a text. Text refers to any instances of language, in any medium, which makes sense to someone who knows the language (Halliday and Hasan, 1976). In line with this, we need a theory of grammar to help us understand how texts work. There is Functional Grammar which views language as a resource for making meaning (Halliday's Introduction to Functional Grammar 4th Edition, p.22).

Gerot and Wignell stated that functional grammar is not only concerned with the structures but also with how those structures construct meaning. It attempts to describe language in actual use and focuses on texts and their contexts. There are three broad aspects of functional grammar which are called metafunctions namely ideational function, interpersonal function, and textual function (Halliday, 1994).

Written and spoken texts can be more understandable with these metafunctions analysis because readers will know the processes that take place in

the clauses. While the type of metafunction analyzed here is ideational metafunction. This metafunction is concerned with the phenomena – what or do what, about goings-on - whose relationship is divided into three elements: process, participant, and circumstance. (Gerot and Wignell, 1994)

In *Making Sense of Functional Grammar* (1994:54), Gerot and Wignell remark: "Processes are central to transitivity. Participants and circumstances are incumbent upon the doings, happenings, feelings, and beings." Hence this situation points out that there are different kinds of goings on, which will automatically involve different kinds of participants in various circumstances. The grammatical system which concerned with this figure is Transitivity. In the transitivity system, the world of experience is represented through seven processes, namely material process, mental process, relational process, behavioral process, verbal process, existential process, and meteorological process. By learning these processes, it helps the reader revealing the meaning of a particular genre of literary works. Language acts as an expression form of register while genre is related to social processes which are the sites of social struggle and of social change.

In M.A.K. Halliday's functional grammar, transitivity is the system that is concerned with how entities and actions in a situation are coded in the language. Different transitivity choices made in a text can serve a variety of stylistic functions, including marking point of view, setting up text subworlds, differentiating the different components of narrative structure, and representing characters as powerful and responsible or the reverse. Because of these functions,

transitivity analysis is especially useful to researchers in the areas of discourse analysis and stylistics.

The stylistic analysis of the patterns of clause structures, in terms of the configurations of subject/object/verb and adjuncts meaningful positions (configuration of process types and participant roles) and patterns of these configurations, the selected passages, is investigated for the meanings associated with the process of characterization of the main character and other important characters within the context constructed in the short story.

The concept of transitivity in Halliday's theory is grammatical system which is a powerful tool for analyzing the meanings expressed in clauses. In this final project, all the clauses were taken from the short story by Oscar Wilde entitled "The Happy Prince", which was published in 1888. As it is known that a short story is one of literary works, a kind of brief written text as a result of the author's ideas which is aimed at conveying messages or moral value and meaning to the readers. Using transitivity system as the theory to analyze the story is the researcher's choice to help readers understand how a situation in society is revealed by the author through his writing style. Oscar Wilde's works especially the short stories always serve a simple plot with acceptable values that can easily understood by the readers. Although most of the short stories are fairy tales, which are commonly targeted to children, the flow of informations in the story can still be enjoyed by adults especially if they want to take a look at another story behind the story written, there must be something to learn. Physically, the story

written by Oscar Wilde is usually presented with figurative language, so it is challenging to read and analyze his work.

Some previous researches have been conducted related to transitivity analysis, such as Pattama J.P. (2008), Jesu´s Moya Guijarro (2007), Wahyu Dwi (2010), Bonifacio T. Cunanan (2011), Hanh Thu Nguyen (2012), Zijiao Song (2013), Asad Mehmood et al (2014), Laya Heidari Darani (2014), Humphrey Kapau (2015), Niyati Wulandari (2016), Monika Kavalir (2016), Arina Isti'anah (2018). Most of them are focused on news items, novels, poems, speeches, and other short stories, which specifically did not discuss the connection between the processes found and the author's writing style in the text. Meanwhile, there are only several kinds of researches conducted on Oscar Wilde's work with the relation between the processes used in the short story and his writing style since the researchers were mostly focused on the others perspective to analyze his works such as Feminism, Marxism, Psychoanalysis, and Deconstruction.

Therefore, I conduct this research to reveal how the field of the situation is being constructed in the story through the identification of the types of existing processes. What processes are mostly presented and how the processes influence the writing style of the author by analyzing Oscar Wilde's "The Happy Prince" by using the Transitivity system of Halliday.

1.2 Reasons for Choosing the Topic

The author successfully leads readers to understand the story by presenting the simple plot involving the characters both living creature and non-living creature.

The main character, The Happy Prince, is a great statue of a prince of Sans Souci Palace, who has passed away. And, another character is the Prince's new friend, a Swallow who is very faithful in accompanying and helping the Prince till the end. One day, due to their sacrifices to make things right, both of them are in the worst physical condition, and are dead. The plot and the story presented about their friendship especially the struggle and the sacrifices, make the researcher be interested in analyzing the story because those values seem to be intended to represent other profound messages. So that the researcher wants to know the meaning of what the writer really wants to convey to the readers.

For readers of literary texts, to read and to interpret literary works by using the theory of literature is interesting. But, to analyze literary works using the theory of linguistics is necessary to do since functional grammar is literally needed to reveal the meanings and the context of a text. Besides, there are few similar studies that discuss this topic since most of the previous studies used theories of literature in analyzing the same short story. So the researcher wants to analyze the short story by using transitivity system.

1.3 Research Questions

The problems that are related to the topic will be discussed in the question as follows:

1. How does Transitivity System reveal the field of situation in Oscar Wilde's *The Happy Prince*?

2. How does the process used in the story influence the writing style of the author?

1.4 Research Purposes

The objectives of this study include:

1. To explain how Transitivity System reveals the field of situation by identifying the types of processes used in "The Happy Prince" by Oscar Wilde.

2. To explain how the process used in the story influences the writing style of the author.

1.5 Significance of the Research

The result of this study is expected to give benefits as the following:

1. For the researcher:

   The researcher is expected to enhance one's ability in doing ideational metafunction analysis of literary works especially short stories by applying the system of transitivity to get a better understanding of the text.

2. For the readers:

   The readers are expected to know more about ideational meaning and transitivity system, which can be applied in literary analyses.

3. For the university:

   The result of this study can be used as a reference for other further researches on the same topic.

1.6 Outline of the Research

To give the readers a complete description of what this research is about, the researcher presents a general outline as follows:

Chapter I presents the introduction, which consists of six subchapters: background of the research, reasons for choosing the topic, research questions, research purposes, significance of the research, and outline of the research.

Chapter II presents the review of related literature, which consists of two subchapters. The first is the previous studies that discuss transitivity analysis and topic about ideational meanings which have been conducted by some scholars. The second is the theoretical background that explains about the theory that the researcher uses to analyze the object of the study.

Chapter III presents the research methodology. This chapter consists of five subchapters: research design, object of the research, roles of the researcher, type of data, method of data collection, procedure of data collection, and procedure of data analysis.

Chapter IV is findings and discussion. This chapter provides the detailed data about findings and discussion on the ideational metafunction in the short story.

Chapter V presents conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the theory underlying the topic of the study. It consists of three parts. The first is the review of the previous studies with the similar topic. The second is theoretical background that covers the general ideas of the theories. The last is the theoretical framework of the present study.

2.1 Previous Studies

To support the reliability of this research, the researcher picked some studies as the references in the process of doing this research. These previous studies pointed out the transitivity in any kind of written texts such as novel, short story, poem, and news item.

Hanh Thu Nguyen (2012) by applying Halliday's theory of transitivity conducted a linguistic study entitled *Transitivity Analysis of "Heroic Mother" by Hoa Pham* which is basically aimed at identifying and explaining how the main character's personality is portrayed and represented through language used in the text. Hanh asserted that transitivity analysis successfully brings a better interpretation of the story to the readers since it gives a detailed information. The analysis of processes and the participants involved in the processes have shown specifically on the main character; heroic mother that is described as one who is suffering from the loneliness, boredom, and inadequate consideration from her family.

Another research on transitivity analysis was conducted by Mehmood et al. (2014) entitled "Representation of Love in Oscar Wilde's The Nightingale and The Rose". The transitivity analysis in this research shows how Wilde balances the concept of love which upon a cursory glance, appears to tilt towards the protagonist, the nightingale, with the arousal of sympathy.

The similarity of the previous study and the present study is that both studies discuss the same author with the same theory analysis namely transitivity. Compared to this study, the current study focuses on the types of processes taking place in the story which deals with the writing style of the author. Since the previous study talked on extracting the meaning through language stylistically, the present study talks about how transitivity influences the writing style of the author. What the author of the previous study wanted to achieve was that he focused on finding out the representation of love of related characters in "The Nightingale and The Rose". What the present study wants to achieve is the major processes, which are related to the tendency of the author's writing style.

Next research is entitled "Transitivity System in Two Versions of Cinderella Stories: A Systemic Functional Perspective" conducted by Niyati Wulandari in 2016. This research is focused on finding out transitivity elements in two versions of Cinderella stories and exploring how such transitivity choices enact ideational metafunctions of text. This research is such a comparative study in which the researcher used two similar texts by different authors to analyze. As a result, the researcher discovered that the most dominant process type in two versions of *Cinderella* stories is material process. The most dominant participant

is actor and the most circumstance elements used is location. In addition, the researcher also found 6 grammatical features of narrating; action verbs and temporal connectives, past tense, mental verbs, action verbs metaphorically, rhythm and repetition, and one word or short phrase.

Zijiao Song (2013) in his paper, adopts transitivity theory of Systemic Functional Linguistic (SFL) to study on a short story written by William Faulkner entitled "A Rose for Emily". The study analyzed six processes in it and explained their functions of constructing theme and shaping characters. The writer wanted to present Emily's image of anti-tradition and pursuing love as well as people's emotion to Emily by conducting transitivity analysis. It is found that those processes function well to illustrate the theme.

Monika Kavalir (2016) through her linguistics study of James Joyce's *Eveline* that uses Hallidayan Systemic Functional Linguistics as a model of stylistic analysis investigated the contribution of both the ideational and the interpersonal metafunctions to the meaning of the text. The study showed that both the ideational metafunction and the interpersonal metafunction play an important role, the ideational metafunction dealing with the choice of process and participant, while the interpersonal metafunction with its attendant modal meanings. The writer believed that this kind of study can help explain how certain stylistic effects are achieved, and can further act as support for some interpretations.

A stylistic study of characterization was also conducted by Humphrey Kapau in 2015. The study reveals that transitivity patterns serve different stylistic purposes in the characterization of characters. The implication of the findings is that transitivity patterns enhance characterization and that the transitivity model can dig up aspects of characterization in a literary work. The conclusion from the study is that transitivity patterns not only exist in process-types attributed to characters in *Ticklish Sensation*, but also have stylistic significance in the characterization of characters in the novel. This proves that the transitivity model as a framework in SFG can be used to study characterization.

A study by Bonifacio T. Cunanan (2011) concerned with transitivity and stylistic analysis of Virginia Woolf's "Old Mrs. Grey". The study explained how stylistic analysis could help the readers understand the text by considering the author's linguistic choice. Using transitivity as a framework can help the reader to unlock and probe what flows directly through mind of the persona. He stated that by using this framework, the sensations and thought impressions of Mrs. Grey become the reader's, making the bond between linguistic choices and enjoyment of the literary less impressionistic, reinforced, and more appreciated. As a stylistic analysis of a literary work, Cunanan concluded that the paper has demonstrated how literature teaching can be linguistically informed by applying the systems of categorization in vocabulary, syntax, and semantics

Meanwhile, Pattama J.P. (2008) conducted a research concerned with transitivity analysis on advertisements. This study explored system of transitivity resources for construing human experiences. The analysis was based on

experiential clause grammar which showed that human experience is construed by different process types that involve different participant roles. The findings revealed that material processes are selected more frequently than any other process types, which means that talisman advertisements are largely concerned with actions and events. By conducting this research, it can be concluded that different stages are typically featured by different favorite process types.

Throughout the researches above, the researchers show us how transitivity system works on any kind of written text. Therefore, those researches are closely related to my research about the ideational metafunction analysis with Transitivity system on a short story by Oscar Wilde entitled "The Happy Prince" to discover the types of processes used and how they influence the writing style of the author.

2.2 Theoretical Studies

2.2.1 Discourse Analysis

Discourse refers to the study of language use in speech or writing in order to produce meaning. It is used to describe a number of approaches to analyzing written and spoken language use beyond the technical pieces of language, such as words and sentences. Therefore, discourse analysis focuses on the use of language within a social context.

According to Wallace (2003), discourse analysis is fundamental in helping students identify aspects such as the field, tenor, and mode of discourse (topic, characters, context of situation, and channel of communication).

The discourse analysis tells how texts relate to contexts of situation and context of culture, and how texts are produced as a social practice. It is the study of the relationship between language and its intertextual, social and intercultural contexts in which it is used; i.e., it is the linguistic study of the interaction between text and discourse (Cook, 1989; Fairclough, 2003; McCarthy, 1991). Therefore, the ultimate goal of discourse analysis is to show how the linguistic elements enable language users to communicate.

2.2.2 Narrative

One of the basic units of analysis for discourse analysis is text. Texts are construed as the meaningful example of written and spoken language use. There is a category of artistic, musical, or literary composition characterized by a particular style, form, or content namely genre (Merriam Webster). Genre has two general purposes namely transactional and interpersonal. The transactional purpose is to get something done, while the interpersonal purpose is for different purposes of communication.

In this case, the researcher used one of literary genres called narrative. According to Rebecca Lukens (2003), a narrative relates to a series of logically, and chronologically related events that are caused or experienced by some factors. She, furthermore, states that the key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate to each other.

The features of narrative text according to Gerot and Wignell focus on specific and usually individualized participants. In addition, the term narrative

also refers to use of past tenses, and it oftentimes uses material processes, relational processes, and mental processes.

In line with this, Derewianka (2002) mentioned the language features of narrative are; 1) Specific, often individual participants with defined identities, (2) Mainly use actions verbs (material processes), but also many verbs which refer to what the human participants said, or felt, or thought (verbal and mental processes), (3) Normally use past tenses, (4) There are many linking words to do with time, (5) Dialogue incorporating the tense may change to the present or future, (6) Descriptive language is chosen to enhance and develop the story by creating images in the reader's mind, and (7) Can be written in the first person (I, we) or third person (he, she, they).

2.2.3 Grammar

Gerot and Wignell (1995) stated that grammar is theory of language, of how language is put together and how it works. Or more particularly, it is the study of wordings. Grammar is validated by its usefulness in describing and explaining the phenomenon called language.

According to Gerot and Wignell (1995) there are three kinds of grammar which have major influences in this century, those are traditional grammar, formal grammar, and functional grammar. Traditional grammar focuses on rules for producing correct sentence. Formal grammar is concerned to describe the structure of individual sentences. While functional grammar attempts to describe language in actual use and so focuses on texts and their contexts.

2.2.4 Ideational Metafunction

Halliday mentioned that the ideational metafunction is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as representations. Malinowski's influence seems clear here: the ideational metafunction relates to the context of culture.

Ideational meanings are concerned with what the sentence means. We can answer by explaining what it is about. This is known as experiential meaning. This represents our experience of the world as well as thoughts and feelings. Concerned with how we talk about actions, happenings, feelings, beliefs, situations, states, etc.

In additions, Halliday also stated that experientially, the clause construes a quantum of change as a figure, or configuration of a process, participants involved in it and any attendant circumstances.

In ideational metafunction, a clause is analyzed into processes, participants and circumstances, with different participant types for different process types (as in Case Grammar). As Gerot and Wignell stated that ideational meanings are meanings about phenomena-about things (living and non-living, abstract and concrete), about goings on (what the things are or do) and the circumstances surrounding this happenings and doings. These meanings are realized in wordings through participants, processes, and circumstances.

Participants, processes, and circumstances are semantic categories which explain in a general way how phenomena of the real world are represented as

linguistic structures. Processes deal with what kind of event/state is being described. Participants are the entities involved in the process, e.g., actor, sayer, senser, etc. Circumstances specify the when, where, why and how to conduct the process.

Clauses that have function to construe the world of experience are called clauses as representations. They are concerned by option of transitivity. By analyzing the transitivity structure in the texts someone can explain how the field of the situation is being constructed. There are many kinds of processes in the transitivity system, because processes are central to transitivity.

In the experiential meaning, as stated in *An Introduction to Systemic Functional Linguistics* (Suzanne Eggins, 1994:228), "There is one major system of grammatical choice involved in this kind of meaning. This is the system of transitivity (process type)". In line with this, Halliday (1994) stated that transitivity is a semantic concept belonging to the ideational metafunction of functional grammar. The meaning of clause as representation is essential in the transitivity system, which construes the world of experience into a manageable set of process type.

2.2.5 Types of Processes

The transitivity system construes the world of experience into a manageable set of process types in which each type provides its schema for construing a particular domain of experience as a figure of a particular kind. There are seven different types of processes identified by Halliday in Gerot and Wignell (1994: 54):

2.2.5.1 Material Process

Gerot and Wignell (1994) state that material processes are processes of doing, which express the notion that some entities physically do something which may be done to some other entities. So, clauses with a material process must have a doing (process) and a doer (participant).

For instance:

Table 2.1 example of material process

They	came out	of the cathedral
Participant	Process	Circumstance

Material Processes refer to physical actions in the real world. The participants dealing with this process are divided into four; 1) actor, refers to the one who does action, 2) goal, refers to the one who is affected by the action, 3) beneficiary, refers to the one for whom something, it can be the recipient or the client, 4) range, refers to the element specifying the scope or domain of the process.

For instances:

1) Actor

Table 2.2 Example of Actor

Jack and Jill	went	up the hill
Actor	Material	Circ: place

The participant involve in table 2.2 above is Actor, the one doing the material deed. It is represented by *Jack and Jill* who do the action as a material process *went*, completed by the circumstance of place *up the hill*.

2) Goal

Table 2.3 Example of Goal

Jack	dismissed	Jill
Actor	Material	Goal

Based on table 2.3, there are two participants involved; Actor and Goal. The second participant is labeled as Goal, the one who is affected in a clause (usually by the first participant). As the example above, *Jill* is affected by *Jack* as the first participant, *Jill* was dismissed by *Jack*.

Table 2.4 Example of Goal

Jill	was dismissed	by Jack
Goal	Material	Actor

In material process, the position of the phrase does not change the analysis, which means that the classification of the participants will be the same, both in the active and passive voice.

3) Beneficiary

Table 2.5 Example of Beneficiary

I	sold	the car	to John
Actor	Material	Goal	Recipient

Table 2.6 Example of Beneficiary

They	threw	a farewell party	for Jane
Actor	Material	Goal	Client

Another type of participant in material process is called Beneficiary, which is divided into two; Recipient and Client. Recipient is the one to whom the goods are given, while Client is the one for whom the services are provided. Table 2.5 shows that *the car* is given to *John,* so *John* becomes the Recipient of the clause. Meanwhile, in table 2.6 there is *a farewell party* which is provided for *Jane*, so *Jane* becomes the Client in the clause. According to Eggins (2000), both Recipient and Client may occur with or without preposition depend on their position in the clause.

4) Range

Table 2.7 Example of Range

She	dropped	a curtsy
Actor	Material	Range

(Gerot and Wignell, 1994)

In table 2.7, *a cursty* plays a role as the Range, which is not an entity that can be seen or touched by the Actor. It is just the extention of the verb *dropped* to specify the process happening.

2.2.5.2 Mental Process

Mental process is a process of perception, cognition, and affection. These processes are mental, covert kinds of goings-on. People often talk not about what they are doing, but about what they think or feel. Halliday (1985) defines processes which encode meaning of thinking or feeling as mental processes. These processes tend to be realized through the use of verbs like think, believe, understand, know, feel, smell, hear, see, want, like, please, admire, repel, enjoy, fear, frighten, etc.

Basically, according to Gerot and Wignell (1995), there are three types of mental process, namely 1) affective or reactive (feeling) which is recognized through the use of verbs of liking, fearing, 2) cognitive (thinking) which is recognized through the use of verbs of thinking, knowing, understanding, and 3) perceptive (perceiving through the five senses) which is recognized through the use of verbs of seeing, hearing.

Example:

1) Affective

Table 2.8 Example of Affective

Mark	like	nice clothes
Senser	Mental: affective	Phenomenon

Table 2.8 Example of Affective

Nice clothes	please	Mark
Phenomenon	Mental: affective	Senser

The first subtype of mental process is affection, which expresses the meaning of feeling as it is shown by *like* in the first table and *please* in the second one. Each verb shows what feelings that want to depict from Senser to Phenomenon and vice versa. These examples also show that the participant who can feel the sense is only human, so that *Mark* always be the Senser of the clause, and *nice clothes* is always the Phenomenon as well.

2) Cognitive

Table 2.9 Example of Cognitive

I	don't understand	this stuff
Senser	Mental: cognitive	Phenomenon

Table 2.9 Example of Cognitive

This stuff	baffles	me
Phenomenon	Mental: cognitive	Senser

The second subtype of mental process is cognition. A clause can be categorized as cognitive mental process if the verb is identified as a meaning of thinking such as *understand* in the first clause and *baffles* in the second clause.

3) Perceptive

Table 2.10 Example of Perceptive

She	smelled	the lovely flowers
Senser	Mental: perceptive	Phenomenon

(Gerot and Wignell, 1995)

Perception is the next subtype of mental process that encode the meaning of perceiving. This kind of meaning can be easily identified by knowing the

involvement of human five sense. Table 2.10 expresses the meaning of perceiving, where *smelled* can be sensed by nose.

4) Desiderative

Table 2.11 Example of Desiderative

The foundation	agreed with	the teachers' request
senser	mental: desiderative	phenomenon

In addition, Halliday and Matthiessen (2004:210) explain another type of sensing namely desiderative verb. This type of sensing expresses the subject's desire or intention to perform the act denoted by the other verb.

The participant roles in mental process are "senser" and "phenomenon". Senser refers to the one who does the mental action, while phenomenon refers to the thing that is perceived, thought, or appreciated. The examples are as follows:

1)   Senser:

Table 2.12 Example of Senser

Mark	**understood**
Senser	Mental: cognitive

2)   Phenomenon:

Table 2.13 Example of Phenomenon

Loneliness	**hurts**
Phenomenon	Mental: affective

3) Clause with senser and phenomenon:

Table 2.14 Example of Clause with Senser and Phenomenon

Mark	likes	new clothes
Senser	Mental: affective	Phenomenon

(Gerot and Wignell, 1995)

The tables above show that the formula of mental clauses can be divided into three, the first is Senser and the process only, the second is Phenomenon and the process, and the last is Senser + mental process + Phenomenon. The Senser is defined by a conscious being that can feel, think, and see. Meanwhile the Phenomenon is usually defined by a thing or a fact.

2.2.5.3 Behavioral Process

Behavioral clauses are processes of (typically human) physiological and psychological behavior, like breathing, coughing, smiling, dreaming, and staring. They are partly like the material and partly like the mental (Halliday and Matthiessen, 2004). The participant is labeled as *behaver* which is a conscious being like a senser. The difference is that the process is one of doing, not sensing.

Example:

Table 2.15 Example of Behavioral Process

He	Snores	Loudly
Behaver	Behavioral	Circ: manner

Behavioral processes are almost always in the middle. The most typical

pattern is a clause with *behaver* and process only, for instance:

Table 2.16 Example of Behaver and Process

No one	is listening
Behaver	Behavioral

(Halliday and Matthiessen, 2004)

The boundaries of behavioral processes are indeterminate, but we can recognize

the kinds set out in the following table:

Table 2.17 Examples of Verbs Serving as Process in Behavioral Clauses

(i)	Near mental	Processes of consciousness represented as forms of behavior	Look, watch, stare, listen, think, worry, dream
(ii)	Near verbal	Verbal processes as forms of behavior	Chatter, grumble, talk, gossip, argue, murmur, mouth
(iii)	-	Physiological processes manifesting states of consciousness	Cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod
(iv)	-	Other physiological processes	Breathe, sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
(v)	Near material	Bodily postures and pastimes	sing, dance, lies (down), sit (up, down)

(Halliday, 2004: 251)

2.2.5.4 *Verbal Process*

According to Halliday (2004), verbal processes are processes of saying, or more accurately of symbolically signaling. They contribute to the creation of narrative by making it possible to set up dialogic passages. Verbal clauses are often used to develop accounts of dialogue on the model of "x said then y said" together with quotes of what was said.

Verbal processes are oftentimes realized by the projecting clause which encodes a signal source (*sayer*) and a signaling (*verbal process*), and the other is projected clause which encodes what was said. Either projecting or projected clause is each analyzed. Example:

Table 2.18 Example of Verbal Processes

she	said
Sayer	verbal

I	don't like	brussel sprouts
senser	mental: affect	phenomenon

Table 2.18 Example of Verbal Process

she	explained	that
Sayer	verbal	

she	didn't like	brussel sprouts
senser	mental: affect	Phenomenon

(Gerot and Wignell, 1994)

Participants involved in these processes are divided into four as follows:

1. Sayer is the central participant responsible for the verbal process.

2. Receiver, refers to the one to whom the saying is directed.

3. Verbiage/range is a name for the verbalization itself.

4. Target, refers to the entity that is targeted by the process of saying.

For instances:

Table 2.19 Example of Receiver and Verbiage

John	told	Jenny	a rude joke
Sayer	Verbal	Receiver	Verbiage

Table 2.20 Example of Target

Keating	slurred	Howard
Sayer	Verbal	Target

(Gerot and Wignell, 1994)

Verbal process has also Beneficiary as the participant involved in material process, but it is called Receiver, the one who received things to be told to as table 2.19 explained. And, *a rude joke,* the thing that being the topic of the talk would be a Verbiage. While table 2.20 shows another participant involved that is Target, where in this case *Howard* becomes the one who being slurred by *Keating* as the Senser.

2.2.5.5 Relational Process

Halliday and Matthiessen (2004:210) stated that relational processes serve to characterize and to identify. They involve states of being including having, which can be classified into two namely identifying process and attributive process. Identifying process is a process that establishes an identity. Attributive process is a process that assigns a quality.

Both identifying and attributive processes have their own characteristics of participants. There are carrier and attribute for attributive process. While there are token and value for identifying process.

1. Attributive process: carrier and attribute

   Table 2.21 Example of Attributive

A whale	is	a mammal
Carrier	Attributive	Attribute

2. Identifying process: token and value

   Table 2.22 Example of Identifying

The nucleus	is	the brain of the cell
Token	Identifying	Value

(Gerot and Wignell, 1995)

Gerot and Wignell (1995:67) mentioned that relational processes can be further sub-classified according to whether they are intensive, possessive, or circumstantial.
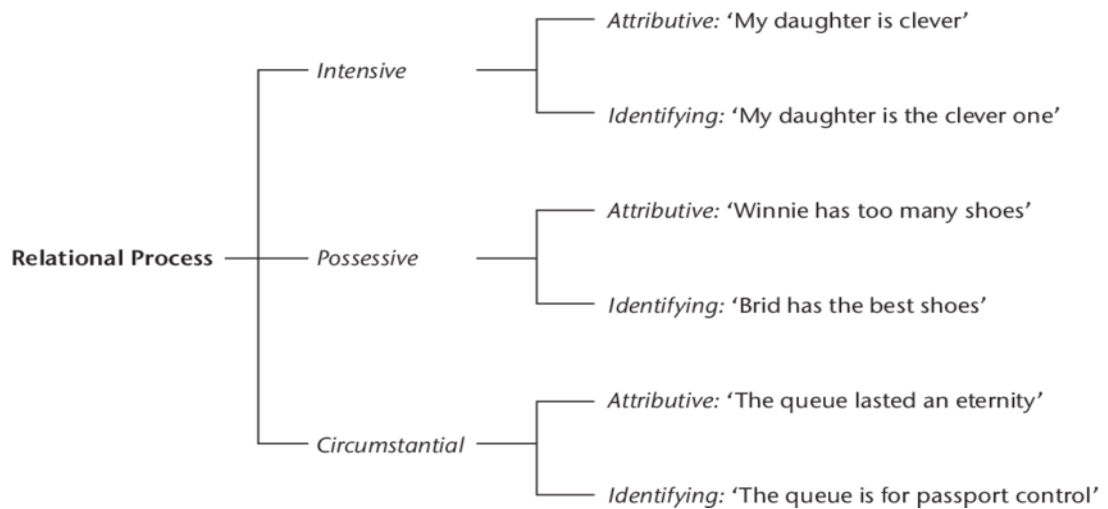
Figure 2.1 Framework of Relational process

From the figure 2.1 above, we can see the formula as follows:

1. Intensive, establishes a relationship of sameness between two entities: 'x *is* a'

2. Circumstantial, defines the entity in terms of location, time, and manner: 'x *is at* a' (is at stands for is at, in, on, for, with, about, along, etc)

3. Possessive, indicates that one entity owns another: 'x *has* a'

For examples:

Table 2.23 Example of Intensive

Whales	are	sea-living mammals
Carrier	Attributive: intensive	Attribute

Table 2.24 Example of Circumstantial

The yolk	is	in the center
Carrier	Attributive: circumstantial	Attribute

Table 2.25 Example of Possessive

Paul Keating	has	dark hair
Carrier	Attributive: possessive	Attribute

Compared to other processes, the relational process may present more difficulty since it is divided into two similar types, identifying and attributive. The easiest way to distinguish between them is that identifying processes are reversible (Gerot and Wignell, 1994). For example:

Table 2.26 Example of Identifying (is reversible)

Barry Tuckwell	may be	the finest living horn player
Token	Identifying: intensive	Value

Table 2.26 Example of Identifying (is reversible)

The finest living horn player	may be	Barry Tuckwell
Value	Identifying: intensive	Token

Relational process plays a role to identify someone or something, especially by using the type of identifying process. It helps the process of identification by describing the specific thing. As the two tables above showed through the use of superlative degree as the Value, so that the identifying process can be reversible.

2.2.5.6 Existential Process

Existential processes involve existential constructions which are introduced by an empty *there* in subject position. They are processes of existence (Gerot and Wignell, 1995: 72). They only have one participant in an existential process that is *the Existent*.

For example:

Tables 2.27 Example of Existential Process

There	**is**	**a unicorn**	**in the garden**
(Existential)	Existential	Existent	Circ: place

(Gerot and Wignell, 1995)

There in the sentence above has no representational function; it is required because of the need for a subject in English.

2.2.5.7 Meteorological Process

According to Halliday and Matthiessen (2004), meteorological process is on the borderline between the existential and the material which is a special category of processes to do with the weather. It construes a participant involved in the earth's atmosphere and its changes, used especially for forecasting weather.

For examples:

Table 2.28 Example of Meteorological Process

It	's hot
	Meteorological

It	's five o'clock
	Meteorological

(Gerot and Wignell, 1995:73)

From the examples above, it can be stated that meteorological process can also be an indication time, and the word "it" has no representational function since they provide subjects of the sentences.

2.3 Theoretical Framework

In conducting this research, the theoretical framework used is based on the library research which includes reading of literature that is the short story entitled ""The Happy Prince"" by Oscar Wilde and reading the related materials such as journals, articles, essays, dictionaries, and theoretical books.

In analyzing the data to answer the statements of the problem, the researcher uses transitivity theory by focusing on analyzing the ideational metafunction. Afterwards, by using this theory, the process types used in the short story will be revealed as the main point of the research. They will be helpful to find the other finding. In brief, it can be seen in the following figure:

Figure 2.2 Framework of Analysis

```
                    ┌─────────────────────────┐
                    │  Short Story "The Happy  │
                    │  Prince" by Oscar Wilde  │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │  Ideational Metafunctions │
                    └─────────────────────────┘
                                 │
         ┌───────────────────────┼───────────────────────┐
         ▼                       ▼                       ▼
   ┌───────────┐          ┌───────────┐          ┌───────────────┐
   │Participants│          │ Processes │          │ Circumstances │
   └───────────┘          └───────────┘          └───────────────┘
         │                                               │
         └───────────────────────┬───────────────────────┘
                                 ▼
                    ┌─────────────────────────┐
                    │ Transitivity System Theory by │
                    │      M.A.K. Halliday     │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │ The Process Types Influence to │
                    │  Oscar Wilde's Writing Style │
                    └─────────────────────────┘
```
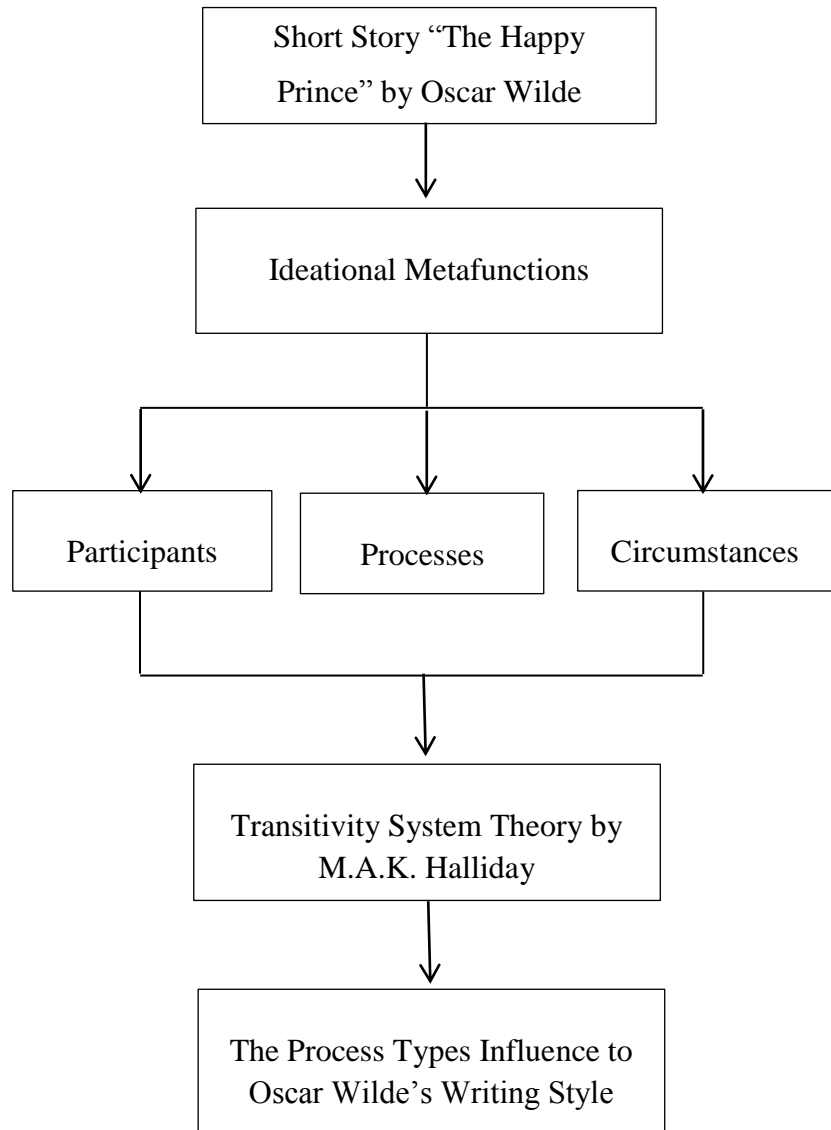
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Reading and analyzing Oscar Wilde's "The Happy Prince" by focusing on Transitivity aspects bring some findings. Here are some conclusions that the researcher draws from the analyses.

5.1 Conclusion

Based on the analysis and discussion of the research findings in chapter 4, there are two conclusions of the raised research questions.

First, by conducting Transitivity analysis, the context of the situation constructed is represented in the form of type of process found in the story. The situation of emotions, settings, characters and characterizations, which the author wants to tell are revealed by those process types. The researcher found that there are seven types of processes used in the story namely material process, mental process, behavioral process, verbal process, relational process, existential process, and meteorological process. The researcher also found that in developing the story, material process is the most frequently used process by the author. It indicates that Oscar Wilde, in constructing the story, wants to point out the actions of the characters and the happenings around them. This might reflect the world of experiences of the author as it can be seen that his style of writing in portraying the entire story was influenced by his early life including the previous career and achievement before he wrote the story of *The Happy Prince*.

Second, as mentioned earlier that the story of *The Happy Prince* serves as a reflection of Oscar Wilde's world of experiences, the researcher found that the use of the seven types of processes influences Wilde's writing style especially in presenting vivid descriptions to his readers. He employs different processes to emphasize a different portrayal so that it is not only providing explicit content but also constructing aesthetic values. The most frequently used process, material process, is also an influential matter since it seems to be a choice for delivering his eagerness to do what he cannot do in the real life. In addition, Wilde's style of writing is also influenced by his career and achievements in the early life as a journalist, editor, and critic. This can be seen from the moral values implied by the story of "The Happy Prince". The story teaches the readers to always do good and be fair to anyone because everything we do, it will bring back any consequence to ourselves.

Furthermore, the researcher found that Oscar Wilde's writing style incorporates the vivid descriptions, poetic features, conversational style, repetitive pattern, simple and clear language.

5.2 Suggestions

Meaning is an important thing to be revealed in a story. People need a medium to interpret how the meaning of a story is construed. In this case, Transitivity can be an answer. Finally, the researcher suggests other researchers could further analysis of this topic by examining the same short story or using other literary texts especialy in view of transitivity system.

In addition, the researcher also suggests the students who will conduct their research on the same topic to pay more attention to the characteristics of the author of the literary works. They should also consider any historical background that surrounds a fictional work in order to get a better understanding of it.

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