



**THE REALIZATION OF IDEATIONAL MEANING IN KHALIL GIBRAN'S  
WORK "THE PROPHET"  
THESIS**

Submitted in partial fulfillment of the requirements  
for the degree of Magister Pendidikan in English Language Education

by

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**ENGLISH LANGUAGE EDUCATION**

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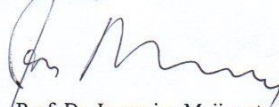
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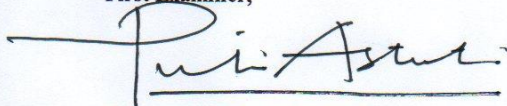
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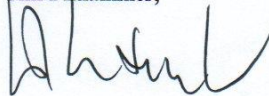
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## ABSTRACT

**Kristiani**, Isti. 2018. The Realization of Ideational Meaning in Khalil Gibran's work "The Prophet". Supervised by Dr. Djoko Sutopo, M.Si., and Prof. Dr. Warsono, DIP. TEFL, MA.

**Keywords:** ideational meaning, transitivity, poetry

This study investigated ideational meaning in Khalil Gibran's work "The Prophet". The writer focused on process and circumstance. This study used the theory of ideational meaning by Halliday. The transitivity systems analysed the language of speakers and writers and it is the study of the structures of sentences, which were represented by process, participant, and circumstances. The objectives of this study were to explain the processes of transitivity realized in Khalil Gibran's work "The Prophet", and to explain the circumstance of transitivity realized in it. This study was qualitative research. The source was the book entitled "The Prophet" and the objects of the research were 28 poems from the book. The units of analysis were the clauses or words in the lines of poetry. The data collections were analyzed into several stages, those were by classifying 28 poems into the lines of poetry, classifying the data into observation sheet based on types of processes and circumstances of transitivity, interpreting and inferring the whole data.

The findings of the study showed that all processes of transitivity were realized in Khalil Gibran's work "The Prophet", and material processes were dominant among processes. It indicated that the author presented the poetry process related to doing something physically, bodily, or materially. Regarding the circumstance of transitivity, the result showed only four circumstances were realized in Khalil Gibran's work "The Prophet". The circumstance of location was dominant among circumstances. It meant circumstance of location construed the location of the unfolding of the process in space-time. The writer also concluded that circumstance of manner, contingency, role, matter, and angle were not realized in the Khalil Gibran's work "The Prophet". Based on the findings, the writer suggested that the teacher who wants to teach poetry use transitivity as the tool to get meaning of poetry. It can help the teacher in the teaching process to increase students understanding in making meaning. For the next researcher, this study can be a reference to analyse kinds of literature by using transitivity.

## **MOTTO**

- ❖ Tranquility can be found when we are with God. (unknown)
- ❖ Every successful person must have a failure, do not be afraid to fail because failure is a part of success. (unknown)

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*Isti Kristiani*

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## **CHAPTER I**

### **INTRODUCTION**

#### **I. INTRODUCTION**

This chapter presents the introduction which covers background of the study, reason for choosing the topic, research questions, objective of the study, significance of the study, scope of the study, definition of key terms, and outline of the research.

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

A literary work is one of many ways to express the feelings of an author, and poetry is one of unique literary works. Poetry is a kind of verbal or written language with structure rhythmically and it is tell a story or express an emotion, and idea. Literary language is the link between fellow members of society in social and cultural activities, and the style of language in literature is different from the language in daily conversation. According to Darta (2011), literature is a verbal art which is composed of language, while the object of structuralism is language.

Literary language is different from the language of political speech, the language of newspapers, or the language of textbooks. According to Said (2013 reading literary work is a process which is sometimes differently conceptualized. Ollila and Joe (2006) states that poetry is a literary work that has a distinct language and words different from drama and prose, although there are some prose and drama that use

poetry language. Poetry is used to achieve this artistic expression in several ways. The language of poetry is representative of the writer's feelings therefore many poems tend to be expressive. Poetry is a form of literature which is used beautiful words and it is rich in meaning. According to Anindita, et al. (2017) the language in poetry uses intensity, rhythm, and sound, developed in many possible meanings. Septiaji (2018) states that poetry has an important role in presenting the poet's feelings and thoughts over the various phenomena that occur through imaginative language implying meaning and it is arranged systematically in typography.

Study of language has become imperative and it is very important to interpret the meaning of language. Systemic functional linguistics is a theory of language and socially oriented. Halliday (1985) states a language is interpreted as a system of meaning. We should understand the meaning of language by interpreting a system of meaning. The richness of meaning in poetry is caused by the synthesis of all elements of language and he also stated there are three major functions of language, namely, ideational, interpersonal and textual meaning (2005).

In addition, Fairclough (2001) states that language "is a material form of ideology, and language is invested by ideology". Moreover, Fairclough (2003) also stresses discourse is a powerful vehicle in the construction of social reality, a vehicle shapes points of views through dominant ideologies and constructs the realities of living and being. In other words, the study of language is really complex, and reinforces attitude, beliefs, identities, activities, values, and ideologies.

According to Halliday (1994) each situation type made up of three components, there are the process itself, participants in the process, and the circumstances associated with the process.” The process is realized by a verb and it is the central part of the situation. The participant is realized by a nominal group and circumstance is realized by adverbial groups or prepositional phrases. According to Halliday (2004) language provides a theory of human experience. The ideational function allows language users to present their experience through the lexico-grammatical choices as part of the transitivity system.

The system of transitivity or process types are divided into six types, namely; material, mental, relational, behavioural, verbal, and existential. Furthermore, there are nine types of circumstances, those are extent, location, cause, manner, contingency, accompaniment, role, matter, and angle. According to Hasan (1988) transitivity is concerned with a coding of the goings on: who does what in relation to whom/what, where, when, how, and why.

In order to deal with the condition and situation mentioned above concerning poetry as part of a literary work, the writer took some previous studies related to the study. According to Wahyuni (2011) the study of literature has an essential role in the English language because it is beneficial to the learner in linguistic development. Wahyuni also mentioned, the work of Indonesian literature since the Dutch era ranging from Balai Pustaka to the work literature nowadays (contemporary) contained the values of nationalism. This study will be recommended for teacher to



enhance student's literary knowledge and understanding. Furthermore, Surastina (2016) states in her result of the study, most students have low skills in reading poetry as indicated by the high percentage of students making errors. She suggested those findings can be used as reference to evaluate student's skills in reading poetry especially in Indonesian poetry. Then, Imtihani (2010) states Meanings are always exchanged in interactions between people and the socio-cultural groups they represent.

Based on the some previous studies above, I thinks problems should be fixed, nowadays literary work has been considered not important in teaching and learning process. Sometimes, I found poetry only as requirement in competition, whereas as stated in the previous study before the literary work has a nationalism value from the colonial era up to now and certainly poetry has nationalism value also. Then, students' interest in reading poetry is low as stated in previous studies. Those findings above make me found problems and to fix those problems I used transitivity as a tool in analysis. However, the focuses of the research were the process and circumstance types. Hopefully, this study will be valuable and will be able to prove that the result of this study has an important role in Khalil Gibran's work "The Prophet".

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

This study investigated the realization of ideational meaning in Khalil Gibran's work "The Prophet". There were two reasons why I conducted this study. First, in ideational meanings, language acts as an advocate of ideas, the essence of the

speaker's talking, discussing, asking, and proposing. The language that we use every day certainly has an idea or subject. More specifically, we can review the choice of words or other language features. The ideational meaning involves two main systems, and transitivity is one of them. Transitivity explains how a meaning is represented in a sentence and it has a role in showing how humans describe their thoughts about reality and how they combine experience with the reality around them. However, in linguistics, transitivity is related to the meaning of proportional and the function of semantic elements.

For the second reason, the wealth of meaning in poetry is caused by the compaction of all elements of the language. The language of the poetry is different from the daily conversation. Khalil Gibran's work "The Prophet" made in 1923 is a way for him to understand the wise and mature world of religious devotion. It is written in Arabic, but not published and it developed again to be rewritten in English in 1918- 1922. The Prophet is Khalil Gibran's most famous book and it is translated into 20 languages, there are 28 poems. The language in poetry is a sign deviating from true meaning or semantics, having multi-meaning, and figurative language. Based on the explanation above, I did the research related to poetry and transitivity.

### **1.3 Research Questions**

Based on the background of the study above, the research questions have discussed in this study are:

1. How is the process of transitivity realized in Khalil Gibran's work "The Prophet"?

The question above is supported by the following sub-research questions:

- a. How are the material processes of transitivity realized in Khalil Gibran's work "The Prophet"?
  - b. How are the behavioural processes of transitivity realized in Khalil Gibran's work "The Prophet"?
  - c. How are the mental processes of transitivity realized in Khalil Gibran's work "The Prophet"?
  - d. How are the verbal processes of transitivity realized in Khalil Gibran's work "The Prophet"?
  - e. How are the relational processes of transitivity realized in Khalil Gibran's work "The Prophet"?
  - f. How are the existential processes of transitivity realized in Khalil Gibran's work "The Prophet"?
2. How is the circumstance of transitivity realized in Khalil Gibran's work "The Prophet"?

The question above is supported by the following sub-research questions:

- a. How is the circumstance of extent transitivity realized in Khalil Gibran's work "The Prophet"?

- b. How is the circumstance of location transitivity realized in Khalil Gibran's work "The Prophet"?
- c. How is the circumstance of manner transitivity realized in Khalil Gibran's work "The Prophet"?
- d. How is the circumstance of cause transitivity realized in Khalil Gibran's work "The Prophet"?
- e. How is the circumstance of contingency realized in Khalil Gibran's work "The Prophet"?
- f. How is the circumstance of accompaniment transitivity realized in Khalil Gibran's work "The Prophet"?
- g. How is the circumstance of role transitivity realized in Khalil Gibran's work "The Prophet"?
- h. How is the circumstance of matter transitivity realized in Khalil Gibran's work "The Prophet"?
- i. How is the circumstance of angle transitivity realized in Khalil Gibran's work "The Prophet"?

#### **1.4 Objectives of the Study**

Based on the research questions above, the objectives of this study have discussed in this study are:

1. To analyse the process of transitivity in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.

The objective above is supported by the following sub-objectives of the study:

- a. To analyse the material processes in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.
  - b. To analyse the behavioural processes in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.
  - c. To analyse the mental processes in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.
  - d. To analyse the verbal processes in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.
  - e. To analyse the relational processes in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.
  - f. To analyse the existential processes in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.
2. To analyse the circumstance of transitivity in Khalil Gibran's work "The Prophet" in order to explain the way it is realized.

The objective above is supported by the following sub-objectives of the study:

- a. To analyse the extent of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized
- b. To analyse the location of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized

- c. To analyse the manner of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized
- d. To analyse the cause of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized
- e. To analyse the contingency of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized
- f. To analyse the accompaniment of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized
- g. To analyse the role of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized
- h. To analyse the matter of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized
- i. To analyse the angle of circumstance in Khalil Gibran's work "The Prophet" in order to explain the way it is realized

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

There are several benefits of conducting this research. The results of this study are expected to have the following advantages:

1. The result of this study is expected for the teacher to have linguistic knowledge of ideational meaning in literary work especially poetry. Theoretically, in the teaching and learning process, it will help to get meaning and understanding of poetry. Practically, knowing the parts of ideational meaning will help to

understand the meaning of poetry. Pedagogically, it will help the teacher in teaching and learning process because knowing ideational meaning, especially in teaching poetry will increase the understanding of literary enthusiast.

- 1) The material processes realized in Khalil Gibran's work are explained. Theoretically, the result of this study is expected to get understanding by proses doing something. Practically, it is expected to catch the meaning by word or line in poetry. Pedagogically, teacher and student will get the meaning of the process doing something and meaning of poetry.
- 2) The behavioural processes realized in Khalil Gibran's work are explained. Theoretically, the result of this study is expected to feel, think and get the meaning of poetry. Practically, the student will get the meaning of the process of physiological and psychological behavior. Pedagogically, the teacher will help the student to understand the process of physiological and psychological behavior.
- 3) The mental processes realized in Khalil Gibran's work are explained. Theoretically, the result of this study is expected to get understanding all things that individuals can do with their minds. Practically, the student will catch easily the meaning of poetry by using their perception and thinking. Pedagogically, the teacher finds the easy way to teach their students to understand the meaning of poetry by using perception and thinking.

- 4) The verbal processes realized in Khalil Gibran's work are realized. Theoretically, the result of this study is expected to understand the symbol, and the code in poetry. Practically, the student will understand of all codes of expressing and indicating. Pedagogically, teacher and student will find the way to learn the meaning of codes and symbols of expressing and indicating.
  - 5) The relational processes realized in Khalil Gibran' work are explained. Theoretically, the result of this study is expected to understand the relation of line by line or word by word in poetry to catch the meaning. Practically, it is expected to know of processes with being, possessing or becoming. Pedagogically, the teacher will understand and get the meaning to help their student.
  - 6) The existential processes realized in Khalil Gibran's work are explained. Theoretically, the result of this study is expected to get understand in the process of making meaning of poetry
2. The result of this study is expected to understand poetry and transitivity by circumstances components. Circumstance is encoding the background against which the process takes place, time or space. Theoretically, teacher and student will understand deeply in analysis poetry, understand thoroughly about transitivity. Practically, learning the parts of ideational meaning makes understanding of poetry more clear and detailed. Pedagogically, it is very useful to study the overall ideational meaning for analyzing a literary work.



## **1.6 Scope of the Study**

To avoid misperception of this study, I limited the scope of the study, including the object of the research and theory for the analysis. I just focused on analysing the poetry which has been collected in the book of Khalil Gibran's work. Then, I used ideational meaning theory by M.A.K Halliday as the theory of the analysis.

## **1.7 Definition of Key Terms**

Some terms used in this study are:

### **a. Poetry**

Poetry is a written art form with aesthetic quality language and it has a profound meaning. Poetry is an outpouring of one's heart and written in meaningful words and a single word or syllable which is continue to be repeated. According to Ollila and Joe (2006) poetry is a kind of verbal or written language, structure rhythmically, and it tells a story, or express as emotion, or idea. Poetry is used to achieve the artistic expression in several ways.

### **b. Transitivity**

Transitivity is the grammatical system with an aim to describe the option of ideational meaning. Transitivity generally refers to how meaning is represented in the clause. According to Halliday (2004), there are three components in the transitivity system: the process types, their participants and the circumstantial elements.

c. The Prophet by Khalil Gibran

The prophet is a book of 28 poems and written in English by Khalil Gibran a Lebanese-American artist, philosopher, and writer. It was published in 1923 by Alfred A.Knopf. It is Gibran's best-known work, and there are 40 different languages translations of The Prophet. The book begins with a man named Almustafa who lives on the island of Orphalese. The locals think of him as a wise man, but he comes from somewhere else and has waited for 12 years until the right ship arrives to take him home where he came from.

### **1.8 Outline of the Research**

In order to present the thesis systematically, I present some chapters including an introduction, reviews of the literature, research methodology, research finding, discussion, and suggestion.

The first chapter presents the introduction which covers the background of the study, reason for choosing the topic, research questions, objective of the study, significance of the study, scope of the study, definition of key terms. In the background of the study, poetry is a kind of verbal or written language and structured rhythmically and it tells a story or express of emotion, or idea. According to Ollila and Joe (2006) poetry is used to achieve the artistic expression in several ways. Meanwhile, According to Halliday (1985), there are three major functions of language, namely, ideational, interpersonal, and textual meaning. The language of

poetry is a sign deviating from its true meaning or semantics, having multi-meaning, and figurative language. Then, transitivity explains how a meaning is represented in a sentence. Transitivity has a role in showing how humans describe their thoughts about reality and how they combine that experience with the reality around them. In research questions of the study, there were two research questions. The objective of the study explains how to answer the research problem, and there are some objectives following the research questions. The significance of the study is the benefit of conducting the research, and scope the study is the limitation of the research to avoid misperception in the research and the last is the key terms which explain some terms in this study such as poetry, transitivity and the source of the data “The Prophet”.

The second chapter presents the review of the literature of the research. The subs of this chapter are previous studies, theoretical review and theoretical framework. In review of the previous studies, presents some previous studies related to the topic of the study which were conducted several former researchers presented as follows. Transitivity and poetry are the concern of the writer in this research to support the ideational meaning of Khalil Gibran’s work “The Prophet”. Review of theoretical study is the explanation of some theories related to the study, which includes systemic functional linguistics, transitivity, and poetry.

Systemic functional linguistic introduced by Michael Halliday (1985), which refers to a new approach of the study of grammar and language as resource for

making meanings, and creating meaning. A systemic grammar is one of the classes of functional grammars, and semantically motivated, or 'natural'. According to Halliday (1994) language enables human beings to build a mental picture of reality, to make sense of what goes on around them and inside them. Transitivity system is the experiences we go through life which consist of 'goings-on' happening, doing, sensing, meaning, being and becoming (1995). In the transitivity, the verbs can be classified into six processes that are material, mental, behavioral, verbal, relational, and existential. Poetry tends to make more concentrated use of formal elements and it displays a tendency for structural, phonological, morphological and syntactic, a concept which originated in formalist and structural criticism. According to Hollander (2001) poetry uses elements such as sound patterns, verse, and metre, rhetorical devices, style, stanza form or imagery more frequently than other types of text. Obviously, not all poems use all these elements and not all verse is poetry. Theory and research problems are introduced and describes in the theoretical framework.

The third chapter includes research assumptions, subject and object the study, type of data/unit analysis, the instrument for collecting data, procedures for collecting data, procedures for analyzing data, technique of reporting data and triangulation. In this chapter, presents the methodology and process to analyze the research. In research assumption, there are some assumptions related to this study. First, I assumed transitivity as part of ideational meaning will help the reader to understand

deeply the meaning of the poetry because ideational meaning involves looking for the process in the text and usually refers to what is happening. Second, I assumed that the processes of transitivity have the positive effect in developing understanding and knowledge of poetry.

The research design of this study was descriptive qualitative method and the writer analysed and identified the phenomena from the data to complete her aim of the research. The object of the study is transitivity phenomenon which is broken down into some parts as follows, the processes, and the circumstance of transitivity realized in the Khalil Gibran's work "The Prophet". There are 28 poems in Khalil Gibran's work. I have two roles as the data collector and data analyst. The data of this research were taken from Khalil Gibran's work "The Prophet", which consists of 28 poems. Unit of analysis of this research is the types of processes and circumstances of the clauses in Khalil Gibran's work "The Prophet". The instrument for collecting data consists of two instruments, there were the theory of transitivity proposed by M.A.K Halliday, and observation sheet used by the writer to analyse the poetry. Procedures of collecting data were library research, searching poetry on the internet, choosing the collection of poetry in the book of the prophet by Khalil Gibran, and downloading the collection of poetry in Khalil Gibran's work "The Prophet".

I used some procedures to analyze the data, first reading the data, interpreting the data, identifying the data and categorizing the data. In this study, I used expert's

judgment from the person who is considered an expert in the field of this research. After the data were analysed by the writer, the data were validated by two expert's judgments.

The fourth chapter sets out to analyze the data gathered and discuss the findings of the study. The discussion is related to the theories proposed in chapter two. Each phase of the discussion is presented to discover the answer to the research questions outlined in the first chapter of this study. At the end of the chapter, a summary of the study findings are also presented. The result showed that material processes were the highest frequency followed by mental processes, relational processes, verbal processes, behavioural and the last was existential. Furthermore, the result of second question showed that circumstance of location was the highest frequency, followed by circumstance of accompaniment, circumstance of extent and the circumstance of cause and there was no frequency in the circumstance of manner, contingency, role, matter, and angle.

The last chapter gives the summary, suggestion, and conclusion of the research. It is expected that the readers get some point of view of this research. The suggestion is the recommendation that can be drawn from both process and findings of the study. I concluded all processes of transitivity were realized in Khalil Gibran's work "The Prophet" and I found there were no frequency in circumstance of manner, contingency, matter, role, and angle. I concluded only four circumstances were

realized in Khalil Gibran's work "The Prophet". By learning the ideational meaning, teacher and student will be able to interpret every meaning in poetry. Teaching literature is a process which is given intentionally through the design of lessons designed by the teacher must, and the teacher must pay attention to the character of students so that learning outcomes can be obtained maximally.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter presents the review of the literature of the research paper. The subs of this chapter are review of previous studies, theoretical review and theoretical framework.

#### **2.1 Review of the Previous Studies**

This review of previous studies gives an explanation about some previous studies which are related to the topic of the study conducted by several previous researchers.

##### **2.1.1 Systemic Functional Linguistics**

Systemic functional linguistics is an approach that considers language to be social semiotic. I took those previous studies to develop my research, there are a number of studies. Previously, Rasna, et al. (2010) conducted Aji Blegodawa text (TAB) in the perspective of functional systemic linguistics. The result of this study showed that the most dominant was circumstance of location. Meanwhile, Sutama, et al. (2010) conducted Marriage Ritual Text of Balinese Traditional Community: The Marriage Ritual Text of Balinese Traditional Community (Teks Ritual‘Pewiwahan’ Masyarakat Adat Bali, hereon abbreviated to TRPMAB) was analysed in the perspective of linguistic studies using the functional systemic linguistic theory.



Anggraeningrum (2012), Emilia and Fuad (2015) and Noprianto (2017) their study had some similarities about school areas but their focus was different. Anggraeningrum focused on the student's number with two majors in one school. The result showed that the similarities between both departments occur in experiential and textual meaning. Meanwhile, Noprianto focused on student's descriptive text writing and the result showed that there were three aspects, those were inability in adjusting the social function of the text, difficulty in writing the descriptive text with the chronological schematic structure, and the difficulty in filling the text with appropriate language feature such as the use of unspecific participant. It is recommended to get more information by conducting further research with larger samples and recommended also that SFL can be implemented in other subject areas and contexts.

Englishtina (2012) conducted study deals with discourse on gender and sexuality in Indonesia. The method of research is making use of discourse analysis in the perspective of systemic functional linguistics, particularly highlighting the strand of interpersonal, experiential and textual meanings of the text. The findings of this study suggest that in achieving the objectives above the writer refers to Systemic Functional Linguistics approach.

Danish (2014) conducted the investigation of inventory of linguistics components, types of discourses or texts and their arrangement in the text. The

finding showed that the application of Halliday's model had demonstrated the language of the poem supports the splendor and the grandeur inherent the mystical poetry of Bullay Shah. For the next research, this research was influenced us to use the various source as the object of the research. Hopefully, it will become a reference. Nurani (2014) conducted the study about register analysis of the conversations among petroleum engineers. This research investigated register in the conversations which are viewed from the aspect of the field. The result showed that in the field of discourse, all terms of register found in the experiential domain analysis function as technical terms, the two major forms of nouns and verbs are the most frequent categories identified among other kinds of technical terms. It could the reference to give an important insight and valuable information for educational practitioners in investigating the theoretical underpinnings of language variations.

Sudarsono, et al. (2017) in his research investigated the teachers' professional competence by investigating the report texts written by three English teachers in a junior high school. This study was a qualitative case study design. The results of this research showed that generally the three English teachers had demonstrated sufficient ability in applying appropriate schematic structures, linguistic features relevant to the criteria of a report text and also some improvements in understanding and writing a report text, especially in terms of schematic structure, linguistic features, and theme progressions.

### 2.1.2 Ideational Meaning

There were a number of studies about ideational meaning. The ideational meaning is the use of language to express content and to communicate information. Mulatsih (2007) the study conducted about the realization of ideational meaning in the students' texts specially recounts. The result showed that in organizing the ideational meanings in their recounts, the students used sequences figures the elements of figures, process, participant, and circumstances and the realization of those elements in lexico-grammar kinds of sequence, the student mostly made in their recount were enhancement, and extension, the result of this study had similarities with my research, process and circumstance were found in the study. San, et al. (2007) in his study tried to reveal the ideology and the process of ideational meaning behind the advertisement found in a female magazine. The results showed that the advertisements were dominated by beauty ideology and relational process. We have different of result, San's result show that relational processes were dominant but in my result, material processes were dominant.

Anggraeni (2015) explained the experiential meanings of participant, processes, and circumstance element realized in the students' recounts. The result showed that the dominant element of experiential meanings was participant element. Anggraeni (2017) in her study explained aspects of existing ideational meaning in the video of the introduction of students in the speaking class, and this study was qualitative. The

result showed that the participant, processes, and circumstance aspects were realized in the video. Priyanka (2013) investigated ideational meaning realized in transcript meanwhile Hidayat (2014) reported the analysis on the ideational meaning realized in the written discourse in an online newspaper. In Pahlevi, et al. (2018) the main objective of the study was to explain the realization of ideational meaning both in written text and visual image. This study was qualitative. The findings showed that the narrative process in the ideational meaning of image was higher use than the conceptual process. The image-text relation analysis showed that most of the texts have elaborating relationship with the images because they gave detail information about text so this could help the students to expand their critical thinking and interpreting multimodal texts, also the benefit of this study was to improve teacher awareness of the importance of different making-meaning resources in the textbook.

### **2.1.3 Transitivity**

Some researchers already conducted a research about transitivity. Transitivity structure of the texts is how someone explains about the field of the situation is being constructed. Previously, Emili (2010) identified the student's ability and difficulties in writing an English undergraduate thesis in a state university in Indonesia. The study used a case study method, and the results showed that despite their good control in the discourse semantic level, students in general still need a lot of instruction and guidance in writing a data presentation and discussion chapter. It was thus

recommended that all the subjects of writing in the research site should allow students to have the capacity needed in writing a thesis. Setiawan, et al. (2011) the results of this study were to perform the data storage process, save the data analysis process from an article, the classification of phrase in the sentence in the article and could minimize the risk of calculation errors that occur in the analysis.

Nguyen (2012) investigated the application of Halliday's theory of transitivity in the construction of personality. The findings showed that transitivity analysis gives more detailed and more support to the reader's responses to "Heroic Mother". This study would contribute towards an understanding of how linguistic analysis of a text could use to interpret meanings in a literary text. Alfiana (2012) concentrated on the analysis of process types in transitivity system, which is a very important branch of Halliday's Systemic Functional Grammar. The writer turns to this theory because of its belief that language can be considered as human representation of the world or reality. From the analysis, the writer hopes that the ones who are interested in this study can learn how language represents the world.

Suyastrawan (2013) investigated the transitivity of English verb in brave a mother's love movie storybook. The research objective of this journal was focused on transitivity verbs found in storybooks. This theory of the study used transitivity. The method used qualitative and quantitative method. Based on the results of the

analysis, there were 22 words, 6 verb process categories, and 12 verbs action. It could be the reference for the future, by following the movie and using transitivity.

Zahoor and Fauzia (2013) conducted the transitivity patterns used in the popular song "I am Malala". The study was a close textual analysis of the selected text with a special focus on the portrayal of the main character in the text. The results of the study revealed the scope of transitivity analysis was the better understanding of the construction of characters in a "tributive song" composed to pay tribute to important public figures. It could be the reference for the next researcher that transitivity analysis could provide a comprehensive linguistic evidence for the readers regarding to arrive at a better understanding of the characters in a literary text.

Hariswari (2014) classified the types of verbs found in a story entitled Tangled and she classified and analysed the lowest and highest transitivity parameters of the verb in the story, the method was a qualitative method. It could be the reference for the teacher by using the story to learn the type of processes in the transitivity.

Msuya (2014) investigated about verbal transitivity process of two main characters- Xuma and Leah- of Peter Abrahams mine boy. The result showed that the verbal process was the most significant part of the verbal process for two reasons. This study can be recommended for the next research because verbal processes represent the art of saying and its synonyms such as grumbling, arguing, shouting, whispering, jeering, to mention but a few.

Suryatini (2014) investigated the transitivity process and explained the most dominant process in the narrative text of the main narrator in the novel. This study used the literature study, and data analysis methods used were descriptive qualitative as well as quantitative. The finding showed that all process types found in the narrative text. Material process became the most frequent process. By using transitivity process in the text, we could explain how the field of the situation was being constructed.

Wati and Ariyaniti (2014) analysed the headlines newspaper in APEC news event, and this study was descriptive qualitative. The result showed that word choice in headlines was written in the simple present tense form to show the immediate past happening and the processes of the verbs were mostly material processes. The circumstances of the headlines were written by the noun phrase and verb phrases. For the future, the study hopes the deeper investigation in critical analysis by using newspaper.

Senjawati (2016) investigated the students' recount texts based on its criteria and to investigate the students' problems in writing the texts. The findings show that all students were aware about the social purpose of recount text and how recount text should be written based on its criteria, appropriate schematic structure and linguistic features. Therefore, teachers should be more aware in students' problems in writing and also should help the students to enhance their writing skills. Johari (2017)

described the transitivity realized in *Wasiat Renungan Masa Pengalaman Baru* and its relevance to Indonesian language learning at senior high school. The research was designed by employing qualitative descriptive re-search method. The findings showed that among 112 clauses obtained, the dominant type of process was material processes by number realization were 100, mental processes were 49 grains, rational processes were 11 gains, behavior processes were 10 grains, existential processes were 8 grains.

Juramli (2017) described the most dominant type of transitivity system in Daqaaiqul Akhbar text and illustrate the relevance of the findings with discourse learning in senior high school. The result showed that the types of transitivity system found in the text of Daqaaiqul Akhbar, consists of 86 clauses, including process items 84 participants 149 items and circumstance 87 items, this study have similarities with my result showed that all process and circumstance realized. Meanwhile, Rokhayatun (2017) conducted transitivity in the translation of Banyu Hurung text. The objective of the article was to identify the dominant of the transitivity process and to describe the result of the study to Indonesian language learning in Junior High School. The research indicated that the most dominant process was material processes with 71 clauses. This study has similarity with my study, material process was dominant among the processes. The values implied in the dominant process within Banyu Hurung text were the value of struggling, sacrifice, courage, and courtesy. It could



referenced as teaching material and using Indonesian language teaching material in expressing moral or social value.

Sujatna (2009) and Mahdi (2017) conducted same focus, material process but in different areas. Sujatna focused on English clause. This research used the descriptive method. The result of this research showed that the verbs run, kill, make, destroy, give, sing, play, break, go, snore, sleep, buy, bit, put, paint, and consider were categorized into the verbs of material process, the participants involve in the material processes can be an agent, affected, effected, recipient, beneficiary, range, and instrument; and intransitive, monotransitive, ditransitive, and complex transitive is the clause patterns of material process. Meanwhile, Mahdi (2017) conducted the study to find out material processes in Besemah language and to analyze the elements of material processes found in the language. This research discusses three main points. The approach applied in this study was Functional Grammar Approach (FGA) using descriptive method, employing data from the book *Bahasa Besemah 2*, which show the elements of material processes.

Munalim (2017), this exploratory study proposed the transitivity model in systemic functional linguistics (SFL) to generate the mental processes from reflection papers. Results show that teachers are still boxed within the default material and relational processes. Results demonstrate that they employed higher mental types of sensing such as cognitive and desiderative. Based on the Phenomena, the top themes include: (1) commendations for the course professor, (2) writing process, its

challenges, nature, and concepts, and (3) actual classroom experiences, learning, and the subject. This exploratory study suggests that the Phenomenon in the mental processes may be an ideal site of looking into teachers' human internal affairs as reflective practitioners.

Usman (2017) conducted the systemic functional linguistic study on west Lombok regent's speech. This research focused on analysing the transitivity systems, and interpersonal meaning in West Lombok regent's speech. The research was descriptive qualitative approach. The results showed that the dominant process realized in texts was mental processes and the dominant basic action was the statement action with range.

Meanwhile, Isti'anah (2018) stated in mental processes of the main character in Jhumpa Lahiri's interpreter of maladies investigated the main characters of the delicate angles to observe in literary work. The analysis showed that the narrator's description was dominated by perceptive, cognitive, and affective, while desiderative appears the least in the main character. Future researchers could focus on the use of material process in the story, or on the same process and compare it to the present findings.

Anggun (2016) investigated the descriptive texts in an English textbook meet its criteria in terms of purposes, schematic structures and linguistic features using a qualitative case study. The result showed that in terms of social purpose, three out of

four descriptive texts met the purpose of the descriptive text. In schematic structure, one text met the criteria as descriptive text included personal comment; two texts met the criteria of descriptive text. Emilia, et al. (2017) investigated gender of EFL Classroom: Transitivity Analysis in English Textbook for Indonesian Students. The paper focused on the discussion of gender in classroom materials (English textbooks). The research employed a qualitative descriptive. The findings suggested that the gender roles were presented in an asymmetrical manner. The paper provides the recommendation in terms of how both teachers and students can develop gender awareness in the classroom practices through the use of the textbooks.

Isti'anah (2017) in her result showed that most of the students used material process in their learning journal, while mental and relational processes did not appear often in the journal. This article concluded that the student's practice of their knowledge in their social life affects their achievement in class. For the next researcher, observing students' learning journal was suggested by evaluating students' language use adopting the theory of Appraisal Analysis.

Qasim, et al. (2018) investigated linguistic choices in Hamid's moth smoke, and how meanings were construed in a literary text. The focus of the study was the identification of transitivity patterns associated with the main characters of the novel. The findings of transitivity constructions showed that all types of processes were found in MS. Male characters were ascribed with more material and verbal processes

while females were drawn as having mental and attributive process clauses. It recommended this because only ideational Interpersonal and textual was applied for understanding the meanings of a literary text.

Harahap and Sumarsih (2012), Oktifati, and Adam (2014), Alaghbary (2017) investigated same focus, transitivity in the political area about Obama's speech. Their similarities showed that the most dominant process was material process, the most dominant of the participant was actor and the most dominant of circumstance was location. The study concluded that such leadership characteristics could be possible reasons that led to his political success in his next period as his record on good governance, human rights, and political tolerance. Based on political as the object of their research, hopefully, the deepest investigation in studying critical analysis to be better.

#### **2.1.4 Poetry**

There were some other studies conducted about poetry analysis. Previously, Nugroho (2009) investigated systemic stylistic analysis of a poem in terms of systemic functional linguistics and verbal art semiotics. This study used library research, and qualitative data. It was indicated that the subject matter is about daily works, the literary meaning was about the complete severance and the theme was about the personal relationship.

Yektiningtyas and Modouw (2009) conducted the study about introducing Helaehili an oral poetry from Sentani, Papua. The results found the composition, formula, theme, and notation of Helaehili. It was represented the moral values in teaching the singing in the schools, and conducting singing dramatization shows.

Sanyal (2010) in trailing the growth from nativism to africanity in lusophone african poetry. This study used library research by analyzing the impact of the printing press, public education, and freedom of expression emergences toward literary activities in Portuguese colonies in Africa. The literature emergence in Portuguese produced by the African writers and the use of African ethno-cultural elements become relevant as part of resistance literature in the sense of literary autonomy.

Hartono, et al. (2005), Wahyuni (2011), Ismawati (2018) their study had some similarities about literature has an essential role in the English language because it had beneficial to the learner linguistic development and there was a correlation between English reading habit and students' achievement in the subject. For the teacher, motivation, interest, self-study, environment, facilities were the factor to increase literature enthusiasm. It recommended for the teacher to enhance students' literary knowledge and understanding.

Zaman (2012) utilized structural and psychological approaches. The type of this research was descriptive qualitative. The first result of the study, Frost has two

problems, he wanted to enjoy the beautiful scenery at the middle of the woods, and the duties and responsibility that he had to do in his life. The second result, after deep consideration about the positive and negative effect in the future life. If the readers want analysis this poem for his/her research at the future, they are able to do a comparative analysis of the other poem or with the other literary works but still in the same theme that is a dilemma.

Based on Bidu (2013), and Ridwansyah (2013)'s study, their similarities were object of the study, and oral poetry as their focus. For the reader, by using oral poetry we would increase our creativity in literature especially poetry. Pramudianti (2013) conducted escapism as a manifestation of unfulfilled dreams in Carl Sandburg's poems dream in the dusk and waiting. This study concluded that the poet cannot reach his dreams. It recommended for the reader because the poet tries to tell that people should not feel sad and disappointed because of failure or being unsuccessful in reaching the dreams.

Sigroha (2014) analysed the reason for the presence of the elements of death, despair, nostalgia and a yearning for the past and the role that religion plays in her acceptance of the inevitability of death in the poetry of Toru Dutt. Ahmed (2015) in his result showed that the arab poets engage the natural environment in their poetry as a powerful means for shaping human force and resistance to regain their lost homeland. For the reader, by incorporating the Arab viewpoints and voices we had

shown how eco-criticism is instrumental in meeting its targeted scope as a multinational, multi-vocal, multicultural area of scholarship.

Based on Fattaqun, et al. (2015)'s studies, Kamaludin and Zainal (2015) their similarities were poetry as their object of the study. In Fattaqun., et al.'s studies, (2015) their result of the study proved that the losing soul had been discovered through characters and behavior of the narrator's companion which appeared in the poem. Meanwhile, Kamaluddin and Zainal investigated the humanity messages revealed in the poem using a content analysis and structuralism genetic approach. The result showed that the poem reveals messages and values for humanity in terms of sobriety or calm mind/heart and soul clarity for being prepared for death. In addition, the author asked the readers to continually clean themselves from bad intentions, words, and deeds.

Kurnia (2015) in his research used library research that carried out by applying descriptive analytical methods. Results of this paper were the writer of poetry wants to warn people that womanhood in the patriarchal society can create many problems, and the only remedy for those problems is motherhood. The article also showed that a writer does not have to be a feminist to produce a literary text which discusses the issue of women, which has become the focus of feminism. In Nazurty and Zainal (2015)'s study was qualitative that employed content analysis. The results showed that tale poem consists of sampiran phrase, the rhyme/ sound

phrase, and content. This research will improve our knowledge of various forms of poetry and how to use them in accordance with the local culture.

Dewi (2016) explored the application of this reading method. The discussion showed in order to preserve the postcolonial strategies of writing back to the colonial ideology; the translation took into account language, culture, the re-conceptualization and reconstruction of people, instead of literal rendering from the source language to the target language. It was given the reality of the post-colonial society, translation of any cultural text like poetry requires constant dialogue, re-conceptualization, and reconstruction, language, and culture.

Fitriani, et al. (2016) focused on one subculture in Japan known as Otaku. The result obtained that Otaku distinctiveness lied in their tendency to not be able to escape media and technology. Surastina (2016) described the students' common errors in reading a famous Indonesian poetry entitled "Aku" by Chairil Anwar. This study was a descriptive research. The result of this study showed that most students have low skills in reading poetry as indicated by the high percentage of students making errors. Different student dialect was making the error in articulating, meanwhile error in stressing-intonation were affected by low ability in interpreting poetry and their tendency in reading with specific pattern. These findings can be used as a reference to evaluate student skills in reading Indonesian poetry.

Lida (2017) discussed how L2 writers can develop their voice through poetry writing in the L2 composition classroom. This article had explored the potential of



multi writing haiku pedagogy as a way to develop and express the voice in the EFL classroom. Practical guidelines for multi-writing haiku pedagogy described in this article are applicable to any contexts and it can allow L2 writers to become more engaged. The writer believed that the teaching of haiku writing can enable L2 learners to explore and better understand themselves and make their language learning more personal, humanistic and meaningful.

Muliadi (2017) investigated religious multicultural values in the religiosity experiences in Husni Djamaludin's Poetries. This research attempted to deliver an idea about a model of multicultural study by utilizing the poetry texts as the data source. This research was qualitative where the data were words, lines, and paragraphs in the chosen poetries. The data were subjected to analysis of the Ricoeur hermeneutic approach. Jeharu and Teguh (2018) the result of this study showed that the poetry set contains meaning related to Manggarai's people lives, such as unity and union meaning created in inter-relationship and social environment, empirical meaning bind from ancestors' relationship, and patriotism. For the teacher, this research will help the student to know meaning poetry by using theoretical and methodological approach. So it can be recommended for the next research. Mulyono, et al. (2018) the purpose of this study explained the formal aesthetics of the poems, which includes the word, line, and discourse aesthetics. The results show that the formal aesthetics of the poems were found in the aspects of words, sentences or lines, and discourse. The formal aesthetics were created by means of Javanese, Arabic

(foreign), and synonymous vocabulary. In the aspect of a sentence or a line, the formal aesthetics was created through a means of the question, inversion, and long as well as short sentences. Here, I investigated ideational meaning in Khalil Gibran's work "The Prophet".

Based on previous studies above, I concluded most of the researcher used transitivity only focused on whether six types of processes or not exist in the data and some researcher only describe the dominant types of processes without explanation clearly. Then, after reading the whole previous study I only saw some researcher using circumstance as part of their study to analysis the data. Furthermore, phenomenon of poetry as part literature work has been considered not important and student's enthusiasm in poetry was low. Then, the reason why conducted this study because I saw this as an opportunity to fill the gap. I look at this study was important because not only focus on types of processes, and circumstance, but also explain the reason of the realization of processes itself, and it hopes the result of this study based on explanation clearly will help to increase teaching and learning enthusiast in poetry. Objectives of this study were analysing the poetry in order to explain the way transitivity was realized. So, I fill the gap in the literature by explaining the way it is realized because the explanation of the way will give the deepest understanding of meaning poetry.

## **2.2 Review of Theoretical Studies**

This review of theoretical background will give an explanation about some theories related to the study, which includes systemic functional linguistics, transitivity, and poetry.

### **2.2.1 Systemic Functional Linguistics**

Systemic functional linguistics is a theory of language centred on the notion of language function. It places the function of language as central, and SFL accounts for the syntactic structure of language. In systemic functional linguistics, language is a process of making. SFL itself introduced by Halliday (1985) refers to a new approach of the study grammar and language is a resource for making meanings, and a resource for creating meaning. A systemic grammar is one of the classes of functional grammars and it is semantically motivated, or 'natural'. Systemic Functional Grammar is a model developed by Michael Halliday in which language is from a functional perspective. According to Halliday (1994) language is "a network of systems or interrelated sets of options for making meaning".

In systemic functional linguistic, fundamental is the notion of choice and paradigmatic relations are regarded as primary. It can capture descriptively by organizing the basic components of the grammar in interrelated systems of features representing the meaning of language. A language is a system and to specify the

choices involved the process of instantiating of meaning potential in actual texts through the resources available for expression in the language is the linguist's task. Eggins (1994) cited in Trinh et al. (2017) introduces the principles and techniques of the functional approach to language. This approach views language as a strategic, making-meaning resource, systemic linguistics, and offers the analysis of authentic, everyday texts. In addition, it asks both how people use language to make meanings, and how language itself is organized to enable those meanings to be made.

Systemic functional linguistics is concern with people using language to interpret meaning. Language is a social means to help humans deliver meaning, but this meaning cannot be reach if words are delivered in isolation. If words are not addressing specific, people cannot achieve a communicative purpose. Based on the explanation by experts above, the writer concluded that systemic functional linguistics is the study of grammar, knowledge to understand the meaning of word, and language is the resource. Halliday (1994) states that language as a resource, and the resource for creating meaning. In the process of making meaning, we should describe clearly to get understanding and meaning.

### **2.2.2 Transitivity**

The ideational meaning involves two main systems, but in this research the writer focused on transitivity only. Transitivity is normally understood as the grammatical feature. A clause as the representation that has the function to construe the world of

experience, and it is concerned by the option of transitivity. Transitivity structure of the texts is someone can explain how the field of the situation is being constructed. It is a semantic system specifying different types of processes which form separate semantic categories on the basis of which experience is reflected in language. Halliday (1985) states that to enable the analysis of the experiential function of people's perception of the world through the way they use language, and the lexicogrammatical category of transitivity, which is part of systemic-functional grammar.

According to Halliday (1994) language enables human beings to build a mental picture of reality, to make sense of what goes on around them and inside them. The main of the transitivity system is that the experiences we go through life consist of 'goings-on' happening, doing, sensing, meaning, being and becoming (1995). In the transitivity, the verbs can be classified into six processes that are material, mental, behavioral, verbal, relational, and existential. The transitivity system of language is to analyse the language of speakers and writers. Transitivity is the study of the structures of sentences, which is represented by processes, the participants involved in these processes, and the circumstances in which they are involved.

According to Eggins (1994), there is one major system of grammatical choice involved in this kind of meaning. This is the system of transitivity. There are three semantic categories which explain in a general way, how the phenomena of the real world are represented in linguistic structures. These are the process, participants in

the process, and circumstances associated with the process. According to Næss (2003), transitivity is a complex, clause-level phenomenon, fundamental to the structure of major clause types. Defined as a type of grammatical relationship encoding the distinctness of participants in a situation described by the clause Represent experience is one of the functions of a clause, in the systemic functional linguistics model, there are three representations of experience; the first is process: what kind of event/state is being described, the second is participants: the entities involved in the process, and the third is Circumstances: specifying the when, where, why, and how of the process.

Based on the explanation above, it can be concluded transitivity is part of the ideational meaning and it is a semantic system divided into different types of processes which form separate semantic categories. According to Halliday (1995) the main of the transitivity system is the experiences we go through life consist of 'goings-on' happening, doing, sensing, meaning, being and becoming. In the transitivity, these are the process, participants in the process and circumstances associated with the process. Based on Halliday (2004) transitivity is an important notion of Systemic Functional Grammar which is widely used as a tool for Discourse Analysis. "Transitivity is a system of the clause, affecting not only the verb serving as Process but also participants and circumstances.

### 2.2.2.1 Process

Process is central in transitivity and part of the clause that is realized by the verbal group but also it can be regarded as what ‘goings-on’ are represented in the whole clause. Material, mental, behavioral, relational, verbal, and existential are six types of transitivity system.

Table 2.1 Types of processes

Process Type	Category Meaning	Participants Material
Material :	‘doing’	Actor, Goal
Action	‘doing’	
Event	‘happening’	
Behavioral	‘Behaving’	Behaver
Mental:	‘Sensing’	Senser,
Perception	‘Seeing’	Phenomenon
Affection	‘Feeling’	
Cognition	‘Thinking’	
Verbal	Saying	Target

Relational:	‘Being’	Token, Value
Attribution	‘Attributing’	Carrier, Attribute
Identification	‘Identifying’	Identified, Identified
Existential	‘Existing’	Existent

(Halliday, 1994: 106)

#### **2.2.2.1.1 Material Processes**

Material processes are processes of doing. It expresses the notion that some entity physically does something. The participant called as actor and it is the entity that does something. Goal is an entity which may be done too. Material processes also have two other participants, those are range and beneficiary and there are two kinds of beneficiary, those are recipient and client.

#### **2.2.2.1.2 Mental Processes**

Mental processes are processes indicating a perception of verbs refers to seeing, feeling, desiring, thinking, and emotion. There are four types, those are affective or reactive (feeling), cognitive (thinking), inclination, and perceptive (perceiving through five senses). Senser and phenomenon are the participants in mental processes. The senser is a conscious being, and the phenomenon is that which is sensed, felt, thought or seen.



### **2.2.2.1.3 Behavioural Processes**

Behavioral processes are processes of physiological and psychological behavior like breathing, dreaming, snoring, smiling, looking, watching, and listening. Behavioral processes have only one participant who is behaving labelled as behavior. Behavior is also conscious being like a sensor, it is not sensing but the process is one of doing and there is also range that is the scope of the process.

### **2.2.2.1.4 Verbal Processes**

Verbal processes are processes of saying, and symbolically of signalling. There are two distinct clauses: the projecting clause encodes a signal source and signalling “verbal process” and the other projected clauses. The participants are sayer, target, receiver, and verbiage. Sayer is the signal source, target is the one acted upon verbally, receiver is the one to whom the verbalization is addressed, and verbiage is a name for the verbalization.

### **2.2.2.1.5 Relational Processes**

Relational processes are processes of being and having. It can be classify to assign a quality or identify something. There are two modes in relational processes, the first mode is attributive. Attributive is processes which assigns a quality and the participant roles are carrier and attribute. In identifying processes, the clause can be reversed in order and the semantic relationship is still hold. Meanwhile, the second

mode is identifying processes which establish an identity, the participant roles are token and value. There are two modes in relational, those are attributive relational and identifying relational.

#### **2.2.2.1.6 Existential Processes**

Existential processes are processes that represent something exist or happened, it can be said processes about the existence. The processes are expressed by verbs of existing, such be, exist, arise and it is signalled by 'there'. The participant of this process called existent.

#### **2.2.2.2 Circumstances**

Circumstance is a kind of contingent fact or subsidiary situation which is associated with the process or the main situation. Usually an optional, it could be temporal, special or causal, however not usually directly involved in the process and tend to adjuncts in form.

Table 2.2.Types of circumstantial element

Type	Categories
Extent	a) Distant b) duration
Location	a) place

		b) time
	Manner	a) means b) quality c) comparison
	Cause	a) reason b) purpose c) behalf
	Contingency	a) condition b) concession c) default
	Accompaniment	a) comitative b) additive
	Role	a) guise b) product
	Matter	
	Angle	

(Halliday, 1994: 149)

#### 2.2.2.2.1 Extent

Extent constructs the extent of the unfolding of the process in space-time the distance in space over which the purpose unfolds or the duration in time during which the process unfolds.

#### **2.2.2.2.2 Location**

Location describes the location of the unfolding of the process in space-time the place where it unfolds or the time when it unfolds. The source, path, and destination of movement are included of place not only location. Then, time is included not only static location in time, but also the temporal analogy of source, path, and destination.

#### **2.2.2.2.3 Manner**

Manner describes the way in which the process is actualized. Manner comprises four sub-categories, those are means, quality, and comparison.

#### **2.2.2.2.4 Cause**

Cause is something that tells about why. There are three types of cause, which construes the cause why the process is actualized. Reason tells what causes the process, purpose tells the purpose, behalf tells for whose sake.

#### **2.2.2.2.5 Contingency**

Contingency specifies an on which the actualized of the process depends on what. There are three subtypes. It divided into three type, those are condition, concession, and default. Condition construes circumstances that have to obtain something in order for the process to be actualized. Concession construes frustrating cause, with the sense. Default has the sense of negative condition.

#### **2.2.2.2.6 Accompaniment**

Accompaniment tells about with or without who or what and it can be probed by who or what else. There are two types of Accompaniment. They are comitative and additive. Comitative represents the process as a single instance of a process. Additive represents the process as two instances.

#### **2.2.2.2.7 Role**

Role tells about to be and become. It has two categories named guise and product.

#### **2.2.2.2.8 Matter**

Matter describes about „what“ or „with reference to what“ and is probed by what about? Matter related to mental process, especially the cognitive subtype, and verbal process since it is the circumstantial equivalent of the verbiage which is described, referred to, or narrated.

#### **2.2.2.2.9 Angle**

Angle is related to the sayer of a verbal clause, with the sense of ‘as.....says’ or to the Senser of a mental clause, with the sense of „as ... thinks. The former is called as the source since it is used to represent the source of information. It is expressed by complex prepositions such as according to and in the words of.

### 2.2.3 Poetry

Poetry is a literary form and expression of the poet with language is tied to rhythm, rhyme, the composition of lyrics and stanzas, and full of meaning. Poetry is the poet's thoughts and feelings imaginatively and composed by concentrating the power of the language with its physical structure and inner structure. Pramita, et al (2016) states that poetry as one type of literary works is a kind of imaginative art that does not only have function to entertain readers but also to give some kind of education or knowledge of certain things.

Poetry uses formal elements to make more concentrated; it displays a tendency for structural, phonological, morphological and syntactic, a concept which originated in formalist and structuralist criticism. It is prioritized sounds, shapes and also meaning to be conveyed which meanings as evidence of good poetry if there is deep meaning by compressing all elements of language. Klarer (2004) states that the genre of poetry is often subdivided into two major categories of narrative and lyric poetry. Narrative poetry includes genre such as the epic long poem, the romance and the ballad, which tell stories with clearly developed, structured plots. The shorter lyric poetry, the focus of the following comments, it is mainly concerned with one event, impression or idea. According to Anggraini and Wahyuni (2013) a piece of writing that partakes of the nature of both speech and song, and that is usually rhythmical and metaphorical. People can explore what they feel in writing anything.

The focus on interesting and motivating topics opens to multiple interpretations. It is difficult to understand because the language of poetry is indirect.

Actually, there are many ways to enjoy poetry; this reflects the many different styles and objectives of poets. According to Ollila and Joe (2006) poetry is written through feelings and emotions. One must sit down and open up, the free verse from the heart and get ideas onto a paper with those ideas completely thought out they can begin to form and structuralize their work. A theme and purpose will slowly emerge further and further throughout the thinking process. We may accept the foregoing definition of the beautiful as accurate for practical purposes.

Jewell (2011) states that reading a poem requires a strategy that is different from reading other kinds of texts. We might skim a newspaper or a magazine article, moving through it once quickly and coming away with a good sense of what the author means. The language in these types of texts is normally straightforward and clear, lending itself to quick reading. Every time you read a poem your understanding of its meaning, of the tone and mood the author evokes, deepens. Your enjoyment of the poem also increases the more you read it. Wahyuni (2012) in her research states that active reading is generally understood as a strategy that gets the reader engaged in material can be a great help.

Based on the explanation above, the writer concluded that poetry is a language form of expression in which every word, sound, and image carries important

meaning. Because every word in a poem is significant, we have to pay careful attention to them. We have to read slowly and we have to read the poem more than once. According to Ayassrah and Ali (2017), poetry is taken as the field of the study because it is full of the aesthetic expressions, especially rhetorical ones.

### **2.2.3.1 Elements of poetry**

Poetry is the art of expressing, uses few words to convey its message. It is meant to read aloud and using imagery, figures of speech to express feelings or create an idea.

There are some elements in poetry:

- a. Line is a group of words together on one line of the poem, open organized into stanzas
- b. Stanza is the group of lines; it develops and emphasizes one idea. Kinds of the stanza: couplet is two lines stanza, Triples is three lines stanza, Quatrain is four lines stanza, Quintet is five lines stanza, Sestet is six lines stanza and Octave is seven lines stanza.
- c. Rhyme is if they sound alike, poems often use rhymes at the end of lines, the rhyme scheme is the pattern of rhymes in a poem. Poet uses rhymes to add a musical sound in their poems. Types of rhyme: alliteration; consonance is the repetition of the intermediate or final consonant sound; assonance is the repetition of vowel sound.



- d. Rhythm is the pattern of beats or a series of stressed and unstressed syllables in poetry, poets create rhythm by using words in which part is emphasized or not emphasized.
- e. Meter is the measure of a line in poetry and foot is the grouping of two or more syllables making up a basic unit of meter.
- f. Mood is the feeling that a poem creates in a reader, it can be positive or negative. Mood can be made with the lengths of the sentences and word sound
- g. Tone is the attitude a writer takes towards the subject of the poem.
- h. Imagery is language that appeals to the five senses; help the reader to experience familiar things in a fresh way using the senses.
- i. Figure of speech is a mode of expression in which words are used out of their literal meaning or out of their ordinary use in order to add beauty or emotional intensity or to transfer the poet's sense impression by comparing or identifying one thing with another that has a meaning familiar to the reader. There are some kinds of the figure of speech: simile, metaphor, personification, metonymy, symbol, allegory, and irony.

### **2.3 Theoretical Framework**

This study is guided by some theoretical assumptions related to systemic functional linguistics, transitivity, and poetry. The transitivity used in this research as a tool to

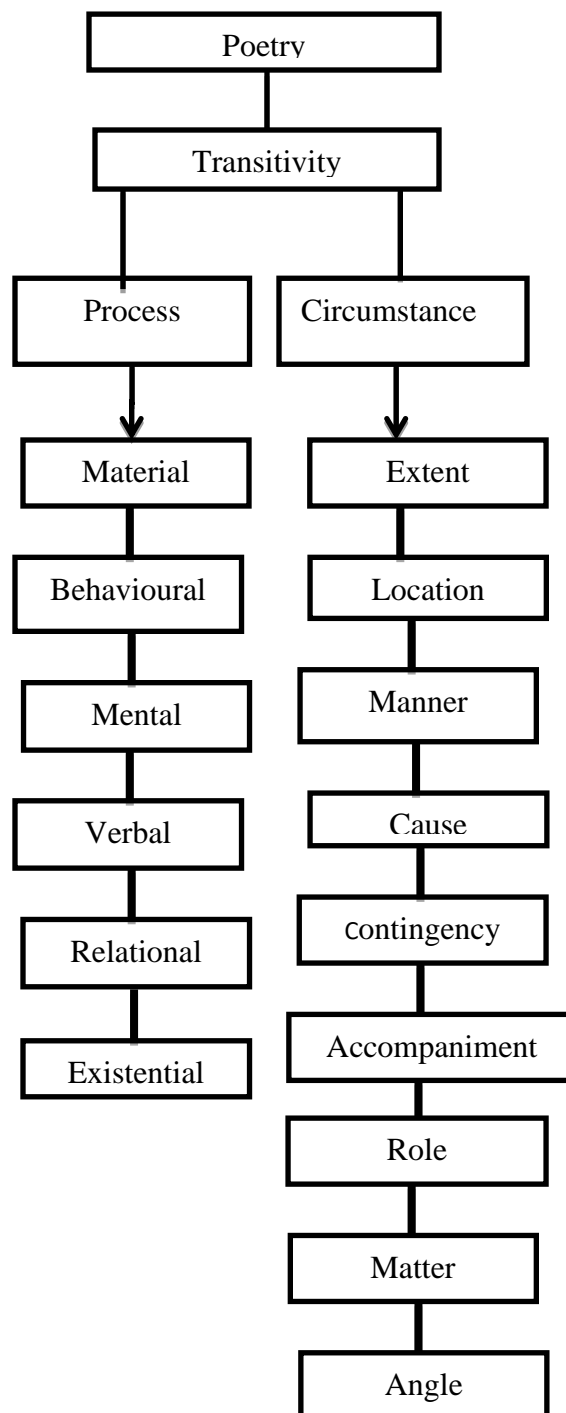
analyse the poetry of Khalil Gibran, these systems interpret and represent the phenomena presented in the prophet.

First, poetry is use to describe poet's feeling, thinking, idea, and it can express by verbal or written language. The style of language in poetry is different from the language in drama, and prose, even though sometime the poet uses poetry language. Poetry is a form of literature that uses beautiful words and it is rich in meaning. Learning how to read poetry is like learning a new language, we need time and some strategies. According to Ollila and Joe (2006) poetry allows the people who utilize it to express themselves rhythmically. Through the beauty of language, poets project their emotions, thoughts, and ideas to their readers. Usually the words in poetry are connotative words, which contain many interpretations and insights

Transitivity system is part of ideational meaning and it explains how a meaning is represented in a sentence. It has a role in showing how humans describe their thoughts about reality and how they combine experience with the reality around them. There are three components of transitivity, process, participant, and circumstance. The participant is realized by a nominal group and circumstance is realized by adverbial groups or prepositional phrases. The processes of transitivity are divided into six types namely material, mental, relational, behavioural, verbal, and existential. Furthermore, there are nine types of circumstances, extent, location, cause, manner, contingency, accompaniment, role, matter, and angle. In this case, I

used theory from Halliday (1995) to describe the process of realization of transitivity in Khalil Gibran's work. Theoretical framework of this study can be illustrated in this following figure.

*Figure 2.1 Theoretical Framework*



## CHAPTER V

### CONCLUSION AND SUGGESTION

After analyzing and interpreting the data in the previous chapter, the conclusions and the suggestions can be drawn in this chapter. The conclusion refers to the finding and discussion in the previous study. The conclusion answered two research questions with sub-research questions which were stated in the first chapter of this thesis.

#### 5.1 Conclusion

Based on the two research questions and sub-research questions proposed in this study, there were two conclusions must be presented. The conclusion was elaborated to draw some more detailed conclusion. In the first research question, the realization of processes of transitivity realized in Khalil Gibran's work "the prophet" found that material processes was the highest frequency with total 609, material processes were dominant among processes, followed by mental processes with total 516, relational processes with total 234, verbal processes with total 199, behavioural processes with total 59, and the last was existential processes with total 19. Based on the result, I concluded all processes of transitivity were realized in Khalil Gibran's work "The Prophet".

In the second research question, the realization of circumstance of transitivity realized in Khalil Gibran's work "The Prophet" showed circumstance of location has the highest frequency with total 170, and indicated location construes the location of

the unfolding of the process in space-time: where the place unfolds or when the time unfolds, circumstance of location was dominant among circumstances, followed by circumstance of accompaniment 13, circumstance of extent 10, circumstance of cause 5. I find there were no frequency in the circumstance of manner contingency, matter, role, and angle. I concluded only five circumstances were realized in Khalil Gibran's work "The Prophet".

Based on the whole data analysis and the results, I concluded there were two weaknesses of this study. The first one was about the product of the study, there were from 28 poems in Khalil Gibran's work "The Prophet". I concluded that there were some poetry not found the process and the circumstance although can be concluded all processes were realized in Khalil Gibran's work "The Prophet". I found in behavioural processes were realized only in 17 poetry, mental processes were realized in 25 poems, relational processes were realized in 25 poems, existential processes were realized in 9 poems only. Furthermore, circumstance of location was realized in the whole of poetry but in other circumstance only less than 5 poems were realized. The second one was about the process, the weakness of this research is because the analysis was carried out by the writer herself, so it could not be concluded that the research was truly valid, and even though the validation process used expert's judgment but it could not ensured the validity of this study, because there was no guarantee that the validation process was carried out to whole thesis or just take conclusions based on certain parts of this thesis.

## 5.2 Suggestion

In ideational meaning, language acts as a conveyor of ideas. By learning the ideational meaning, teacher and student will be able to interpret every meaning in poetry. Teaching literature is a process which is given intentionally through the design of lessons designed by the teacher must pay attention to the character of students so that learning outcomes can be obtained maximally. In poetry writing, there is a compaction of words with various forms of language power. Based on the explanation in the previous section, transitivity is the study of the structure in the sentence and it can help to make meaning in analyzing of poetry. For the student, enjoying and learning poetry is to broaden horizons, refine manners, and improve knowledge and language experience.

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# APPENDICES



