CHAPTER II

THEORETICAL REVIEW

This chapter explains about the theories that are used including supporting theories. The writer uses the theory of Halliday and Matthiessen (2004) as main theory, Halliday and Matthiessen (2014), Gerot and Wignell (1994), and Suzanne Eggins (2004) as supporting theories.

2.1 Functional Grammar

As the main base of the research, functional grammar shows many phenomena about the meaning in a text. It focuses how a text works based on grammatical units, and it explains the meaning that contained in a text. According to Halliday and Matthiessen:

> *"The grammatics- the model of grammar- should be as rich as the grammar itself because the functional grammar is complex in making and understanding of meaning".* (2014: 24).

From the quotation above, functional grammar expresses many phenomena based on the use of language itself. Functional grammar focuses the use of language to show comprehensive meaning in text. It can be seen that in the use of language, there are some grammatical features to get relation between text and context. To construct the meaning in functional grammar, there are three grammatical features of the language to get the relation between text and context. Those three grammatical features involve human role in make and understand the meaning.

2.2 Three Functional Components of Meaning

Functional components of meaning are discussed by Halliday and Matthiessen (2004) as a combination of three different structures.

> *"The three functional components of meaning: interpersonal, experiential, textual) are realized throughout the grammar of language, but whereas in the grammar of the clause each component contributes a more or less complete structure, so that a clause is made up of three distinct structures combined into one."(2004:320)*

From the quotation above, three functional components of meaning: interpersonal, experiential, and textual determine the structural shape in the clause. From these components, a clause is made by three different structures. Moreover, a clause has three different meanings based on components that contain in it.

2.2.1 Interpersonal Meaning (Clause as an exchange)

Clause as an exchange is clause that uses speech role to explain about meaning. Halliday and Matthiessen stated (2004: 106) that simultaneously with its organization as a message; the clause is also organized as an interactive event involving speaker, or writer, and audience. It means that the speaker selects a speech role to give the information to the addressee (listener or reader), there are two types of speaker in speech function, which are *give* and *demand*. *Give* means inviting to receive; the speaker gives some information to the addressee. When the speaker demands information, it means that he or she invites the addressee to give information.

In addition, Gerot and Wignell states, "*the interpersonal meanings are realized in the lexicogrammar through selections from the system of mood."* (1994: 22). They add that the interpersonal meaning has mood element to analyze every role in a text. Interpersonal meaning is also known as clause as an exchange, it shows speaker's attitude and judgments. Additionally, it explains clause role as a verbal exchange between speaker/writer and audience. Interpersonal meaning is divided into two elements, which are mood and residue. Mood consists of subject and finite, whereas residue consists of predicator, complement and sometimes an adjunct.

a. Mood

Mood is the first element in interpersonal component. Eggins particularly stated (2004: 149) the component that gets bandied back and forth is called mood element of the clause. It means clause, which can be placed in the beginning is called mood; it also consists of subject and finite. The subject is realized by nominal group, while finite is part of the verbal residue. In finite, there is also predicator fusing with another element that will change into residue element.

a.1 Subject

A subject is one of two main parts of a sentence. According to Halliday and Matthiessen, *"The subject may be any nominal group"* (2004: 111). Subject provides the person or thing in whom is vested the success or failure of the proposition. In other word, subject is about a person or thing, which has main role in a clause.

a.2 Finite

The second constituent from mood element is finite. Finite is the first of verbal elements that makes a proposition in a way that we can argue about it. Gerot and Wignell particularly stated (1994: 26) the finite element is one of a small number of verbal operators expressing tense or modality. Refers to the function, there are two kinds of finite verbal operators:

a.2.1 Temporal

Temporal finite verbal operators are the words that refer to time. It indicates tense to the finite such as past (was), present (is), or future (will).

a.2.2 Modal

Modal is not the word that refer to time but it refers by modality. Modal consists of low (could), median (would), and high (must).

In addition, there are four types of verb if the finite element and the lexical verb are fused. Those types consists of simple past (ate = did eat) or simple present (eats = does eat), active voice (they eat pizza = they do eat pizza vs pizza is eaten), positive polarity (they eat = they do eat vs they don't eat), and neutral contrast (go away = do go away).

The clause below is the example of subject. Moreover, it has temporal finite verbal operator, which is past (was):

Lily	was	reading	a book
subject	finite (past)		

In the clause above, *Lily* has a role as subject because it is a nominal group providing the person. The word *was* is temporal finite verbal operator since it is a part of verbal group. Since both are part of mood, the speech function shows a statement gives information. The speaker wants addressee (listener or reader) to receive the information, which is about *Lily was reading a book*.

b. Residue

Gerot and Wignell states," *The remainder of each clause, if there is a remainder, is called the residue"* (1994: 25). The residue element is a part of a clause. It is somehow less essential to the variability of the clause than mood element. Residue is the next part of the interpersonal component that consists of predicator, complement and adjunct.

b. 1 Predicator

The predicator is a content part of verbal group, it tells about action or the process being discussed. Halliday and Matthiessen (2004: 121) stated that the predicator is present in all major clauses, except those where it is displaced through ellipsis. The predicator can be fused with finite in mood element, but there is also non-finite containing predicator. For example:

Lily	was	reading	a book
		predicator	

b.2 Complement

Complement is used to predicate a description of the subject or object of the clause. Halliday and Matthiessen (2004: 122) stated that complement is element, which has the potential for being given the interpersonally elevated status of modal responsibility. The complement is element that completes the structure of clause. It has potential to be subject. For example:

Lily	was	reading	a book
			complement

From these three analyses, the structure of residue element can be identified in the clause below:

meanwhile	Lily	was	reading	a book
			predicator	complement
			residue	

c. Adjuncts

Halliday and Matthiessen states, *"An adjunct is an element that has not got the potential of being subject."* (2004: 123). Adjunct does not always appear in a clause, but some kinds of adjunct appear in interpersonal component analysis. There are three kinds of adjunct, which are conjunctive adjunct, circumstantial adjunct and mood adjunct.

c.1 Conjunctive adjunct

Halliday and Matthiessen (2004: 132) particularly stated that conjunctive adjunct operate in the clause as part of theme. These are adverbial groups

or prepositional phrases, which relate the clause to the preceding text. For example:

meanwhile	Lily	was	reading	a book
conjunctive adjunct				

c.2 Circumstantial adjunct

Halliday and Matthiessen states, *"circumstantial adjunct occurs in the end of clause because they function as circumstances in transitivity structure."* (2004: 125). For example:

Lily	was	reading	a book	in the backyard of her home
				circumstantial adjunct

c.3 Mood adjunct

Gerot and Wignell (1994: 35) stated that mood adjuncts, on the other hand, both express interpersonal meanings and do fall within mood element. It means that the position of mood adjunct is next to finite verbal operator, either before or after subject. For example:

actually	she likes him
mood adjunct	

d. Mood Types

Halliday and Matthiessen mentions *"the mood types, declarative and yes/no interrogative are terms of in the systems of indicative type"* (2004: 134). Mood types declarative and yes/no interrogative are terms in the systems of indicative type and interrogative type.

d.1 indicative

Gerot and Wignell state, *"indicative mood is realized by the features of subject + finite"* (1994: 38). The order of the subject and finite realized declarative and interrogative.

- declarative

  the type of declarative consist of subject and finite.

  For example:

we	can	wait	until next week
subject	finite (modal)	predicator	complement
the type of mood is indicative in declarative type			

- interrogative

  Halliday and Matthiessen (2004: 145) stated that the WH-element is a distinct element in the interpersonal structure of the clause. Its function is to specify the entity that the questioner wishes to have supplied, if it is conflacted with the subject, it is part of mood element.

polar (yes/no question)

should	I	be using	my phone?
finite	subject	predicator	complement
mood		residue	

wh-question

who	killed		her?
subject/ wh	finite (past)	predicator	complement
mood		residue	

d.2 imperative

Gerot and Wignell (1994: 41) stated that in imperatives the mood element may consist of subject + finite, subject only, finite only, or they may have no mood element. For example:

look at me
no subject or finite

2.2.2 Experiential Meaning (Clause as representation)

Eggins states, *"Experiential meaning is expressed through the system of transitivity or process type, with the choice of process implicating associated participant roles and configurations"* (2004: 206). Experiential meaning explains about phenomena and things (living and non-living, abstract and concrete). It is

typically some processes with associated participants and circumstances. Those processes called as transitivity element.

The experiential meaning shows the relation of experiential reality such as the world of actions. In the clause, experiential meaning always construes a relationship of significant between words that represented and expressed. Experiential meaning have three important parts to represent and express the relationship: processes, participants and circumstances.

Transitivity System

a. Process

According to Gerot and Wignell: *"processes are central to transitivity that are realized by verbs"* (1994: 54). The quotation means most important part in transitivity consists of verbs, but verbs do not always express about doing something. In several cases, verbs express being or having. The processes explain about the relation between experiences that have happened. The experience can consist of perception, emotion, imagination and it is about action and event.

Halliday and Matthiessen states, *"the system of process type has six terms, which are material, behavioural, mental, verbal, relational and existential"* (2004: 174). Each type expresses the differences in order of doing or being and with the process of types. It can be seen how the world of actions and relation give content to the conversation.

a.1 Material Process

Material process is a process of doing or happening. Eggins stated (2004: 215) that material processes are processes about doing, about action that

involve actor and other participants. From the quotation, material process is one of the main types in transitivity system. It expresses how an actor in physically or materially does something to some other entity. For example:

The doctor	gave	Lucy	some medicine
	Material process		

a.2 Mental process

Mental process is a process of sensing, feeling, and thinking. According to Halliday and Matthiessen; *"Mental processes are concerned with our experience of the world of our own consciousness"* (2004: 197). Mental process is what we think or feel. It has similarity with material process, which uses the subject as speaker. For example:

I	hate	curly hair
	mental process	

a.3 Verbal Process

Verbal process is a process of saying. Gerot and Wignell states, *"verbal processes are processes of saying, or more accurately, of symbolically signalling"* (1994: 62). When the clause encodes a signal source to responsible for the verbal process, it can be projected clause as indirect speech, which is used to reporting or quoting. For example:

Tony	called	me the story
	verbal process	

a.4 Relational Process

Relational process is a process of being and having. Gerot and Wignell states, *"Relational process involves states of being and having"* (1994: 67). This quotation suggested that relational process used to identify something or to assign a quality to something. Moreover, relational process has three types whether they are attributive or identifying, which are intensive, possessive, and circumstantial. For example:

Relational process of attributive intensive

A rose	is	a flower
	relational process: attributive intensive	

Relational process of attributive possessive

Alvin	has	a car
	relational process: attributive possessive	

Identifying process of circumstantial identification

Today	is	independence day
	identifying process: circumstantial identification	

a.5 Behavioral processes

According to Eggins: *"Behaviourals are typically processes of physicological and psychological behavior"* (2004: 233). Behavioral process is a process between material and mental. Meanwhile, the process is not sensing but doing because it is in part about action. For example:

She	screams	loudly
	behavioral process	

a.6 Existential Processes

According to Halliday and Matthiessen: *"Existential process represent that something exists or happens"* (2004: 256). Existential process uses the word *there* that has no representational meaning. The word *there* is used to indicate the feature of existence and as subject role in mood analysis. For example:

There is	a fly	in my soup
existential process		

b. Participants

b.1 Material: actor, goal, beneficiary (recipient and client), scope, attribute

In material process, an actor is the entity who or which does something. According to Halliday and Matthiessen: *"actor is the source of the energy bringing about the change"* (2004: 179). The actor is typically a subject, it is the constituent of the clause who does the deed or performs the action.

In addition, Eggins states, *"The goal is that participant at whom the process is directed, to whom the action is extended"* (2004: 216). In traditional grammar, the goal is also known as direct object and has role as complement in mood analysis.

Additionally, Gerot and Wignell states, *"The beneficiary is the one to whom or for whom the process is said to take place"* (1994: 63).

Beneficiary is one of participant, which may occur in a material process and consists of two kinds: a recipient (the one to whom something is given) and a client (the one for whom something is done).

Meanwhile, Halliday and Matthiessen (2014: 239) stated that the scope of material clause is not in any way affected by the performance of the process. The scope indicates an entity of process.

The last participant in material clause is attribute. Halliday and Matthiessen particularly stated (2014: 242) the attribute may be used to construe the resultant qualitative state of the actor, or goal after the process has been completed.

b.2 Mental: senser, phenomenon

In mental process, there are two kinds of participant, which are senser and phenomenon. Gerot and Wignell states, *"The senser is by definition a conscious being"* (1994: 58). The senser is only conscious human who can think or feel. Whereas, Gerot and Wignell also states, *"The phenomenon is that which is sensed, felt, thought or seen*" (2014: 58). The phenomenon is all reactions that are sensed by conscious senser.

b.3 Verbal: sayer, receiver, verbiage

In verbal process, the participant is sayer. According to Eggins: *"The sayer is the participant responsible for the verbal process that encodes a signal source"* (2004: 235). The sayer is used as marker to signaling (verbal process) and projected clause. In addition, Gerot and Wignel states, *"receiver is the one to whom the verbalisation is*

addressed" (1994: 62). It shows to whom the verbal process is given and occurring with or without a preposition depending on position in the clause. They also declared (1994: 62) that verbiage is a name for the verbalisation itself, it is a nominalized statement of the verbal process.

b.4 Relational: Attributive: carrier, attribute

Identifying: token, value

Relational process consists of two kinds, which are attributive and identifying. In attributive process, there are carrier and attribute. According to Eggins: *"The carrier is always realized by a noun or nominal group"* (2004: 239). From the quotation, it can be seen that carrier as the one which does relational process. She also states, *"Descriptive epithet (attribute) is assigned to a participant (carrier)"* (2004: 239). Attribute is used as participant in the form of nominal group.

Meanwhile, in identifying process, there are token and value. Eggins particularly stated (2004: 242) a token stands for what is being defined and a value defines about token. It can be indicated that token is a sign whereas value gives meaning about the role of token.

b.5 Existential: existent

Eggins states, *"The only obligatory participant in an existential process which receives a functional label is called the existent"* (2004: 238). This participant has position after dummy subject such as *there is* or *there are*. It shows phenomenon of any kind such as fact or event.

c. Circumstances

Eggins states, *"Circumstantials are realized by adverbial groups or prepositional phrase"* (2004: 222). Circumstance can occur with all process types, and answer questions such as how, where, and when. It is consists of three types, which are:

c.1 Time

I	Delivered	it	three times
			Circ. time

c.2 Place

I	Delivered	it	to the school
			Circ: place

c.3 Manner

I	Delivered	it	by uses the taxi
			Circ. manner

2.2.3 Textual Meaning (Clause as message)

According to Halliday and Matthiessen: *"The clause is organized as a message by having a distinct status assigned to one part of it"* (2004: 64). Textual meaning express the relation of language to its environment, including both in the verbal environment (what has been said or written), and the non-verbal, situational environment. These meanings are realized through theme and cohesion. Theme structures express the organization of the message that is how the clause relates to

the surrounding discourse. The theme is one part of the clause that is combined with rheme as the remainder so that the two parts together construes a message.

a. Theme

Theme is the beginning information from a message. It is old information or the information that has known before. Halliday (1996: 64) stated that the theme is the element, which serves as the point of departure of the message; it is which locates and orients the clause within its context. From the quotation, it can be seen that theme is the first element that appears in a clause, which relates from text to the context. In other words, theme is the beginning of information that explains the content of that information, which contained the first nominal group. For example:

Lily	can speak English
Theme	

From the example above, *Lily* has role as theme because it is a subject in nominal group. As the beginning of the information, theme is not always nominal group. The theme has categories based on the first word that appears in a clause, it can be divided into three categories, which are:

a.1 Ideational theme

According to Gerot and Wignell:

> *"Ideational or topical theme is usually but not always the first nominal group, a topical theme which is the subject is called as unmarked topical and if it is not the subject is called as marked topical theme"* (1994: 104).

From the quotation, ideational or topical theme consists of unmarked and marked topical theme. A topical theme is called unmarked topical theme if there is nominal group in the beginning of clause. However, if it is not nominal group is called marked topical theme.

- Unmarked topical theme

  Unmarked topical theme is nominal group that is also the subject. For example:

Lily	can speak English
Unmarked topical theme	

In example above, it can be seen that the first nominal group is unmarked topical theme.

- Marked topical theme

  Marked topical theme may be consists of adverbial, prepositional and complement. For example:

Adverbial as theme:

down	Lily fell
theme	

Prepositional as theme:

up the hill	Lily went
theme	

Complement as theme:

her coffee	she drank
theme	

From all the examples, several categories of ideational theme can appear to differentiate the functions in the element.

a.2 Textual theme

Gerot and Wignell states: *"textual themes relate the clause to its context and they can be conjunctive adjuncts and conjunctions"* (1994: 105). The textual theme expresses how the signal can affect the addressee (listener or reader) in the beginning of conversation to the context of speaking. It consists of conjunctive adjuncts and conjunctions, which the example below:

Conjunctive adjunct:

meanwhile	she	said
conjunctive adjunct		
textual theme		

Conjunction:

and	he	said
conjunction		
textual theme		

a.3 Interpersonal themes

Gerot and Wignell states, *"interpersonal elements occurring before topical theme and consists of modal adjunct and vocative"* (1994: 107). It means that interpersonal elements appear before subject in topical theme, they may be modal adjunct or vocatives. Modal adjunct express the point of view from the speaker or an attitude about the content of the message. For example:

Modal adjunct:

Perhaps	Lily	Decided
modal adjunct		
interpersonal theme		

Whereas, vocatives express a personal name or nickname and used to address someone. For example:

Vocatives:

Lily,	we	wait until Monday
Vocative	topical	

b. Rheme

Rheme is the remainder of the clause. According to Gerot and Wignell:

> *"The rheme points both backwards and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before"* (1994: 103)

From the quotation, rheme is the part where the theme can be developed. Rheme can be indicated as new information to complete the theme and develops the content of information. For example:

Lily	was reading a book
	Rheme