CHAPTER II

THEORETICAL REVIEW

This chapter consists of several theories that support this research. In this research, the writer uses the theory of Halliday (1985), Thomas Bloor and Meriel Bloor (2004), and Gerot and Wignel (1994).

2.1 Functional Grammar

According to Halliday (1985: xiii):

> *Functional grammar is essentially a natural grammar, in the sense that everything in it can be explained, ultimately by the reference to how language is used.*

The quotation means language can be expressed by the meaning called by a semantic system that constructs grammar perfectly. Halliday proved (1985:xvii) the meaning are encoded in wordings. Wordings are abstract pieces of code; you cannot see or hear them. This means language that uses grammar as well can be expressed by indicating how we produce the meaning itself.

In the functional grammar, Halliday declared (1985:36) that there are three functional concepts to make a different type of meaning in clause; clause as an exchange, clause as a representation, and clause as a message. These three concepts are represented to analyze the different meaning in the structure of clause. On the other hand, each of these concepts of meaning is expressed by function in every single concept of clause.

2.1.1 Clause as an exchange

Clause as an exchange is clause that explains about a meaning which is shown by speech role. Halliday particularly stated (1985:68) the clause is also organized as an interactive event involving speaker, or writer, and audience. That means there is an exchange between speaker and listener that give interrelation in speaking. In other word, the speaker not only does something by himself, but also requires something of the listener. The example about it is presented in the table below:

<table>
<tr><td>Speaker</td><td>Listener</td></tr>
<tr><td colspan="2">Verbal</td></tr>
<tr><td>When did you last see your father?(Halliday, 1985:68)</td><td>Last week I meet him.</td></tr>
<tr><td colspan="2">Non-verbal
For the example, the listener says something to the speaker with the purpose of getting the speaker to do something for the listener.
Kiss me!(1985:68)</td></tr>
</table>

2.1.2 Clause as a representation

Dealing with Thomas and Meriel Bloor (2004:132), the meaning of the clause as a representation is meaning in the clause that is shown up by three elements; the process, participant, and the circumstance. In addition, Halliday

saidthat *"clause as a representation is meaning in the sense of content"(*1985:103). He adds that the clause is the largest grammatical unit that functions as representation process. The representation process is a process that is shown by human beings to figure out their feeling, happening, and being to create a sense of experience. Those three elements and an example of these elements are given in the table below: (1985:102)

Process	Participant	Circumstance
Verbal process	Nominal group	Adverbial group or prepositional phrase

The lion	*chased*	*the tourist*	*lazily*	*through the bush.*
Participant	process	Participant	circumstance	circumstance
Nominal group	Verbal group	Nominal group	Adverbial group	Adverbial group

2.1.3 Clause as a message

Clause as a message is clause that has message in the context of clause. The clause is classified by having a message in any structure of clause. Furthermore, the context of this clause is focused on clause and clause complex. Yet, in this research, the writer only concerns with clause complex. The message

that is resulted in any structure of clause called as clause complex. In this part, the writer discuses about clause and clause complex and all things related to it.

2.2 Clause and Clause Complexes

According to Halliday(1985:21):

> *The mode of interpretation adopted here is functional one, in which the grammatical structure is being explained by reference to the meaning; and there is general participle in language whereby it is the largest unit that functions more directly in the realization of higher-level patterns.*

The statement above tells that the clause is the largest grammatical unit that has its function and there is meaning in every structure of clause. In the functional grammar, in explaining the meaning in the structure of clauses, it provides information where a clause complex is one type of complex structure that has main clause and sub clause. In other word, the clause complex is a combination of clauses that are related to the relation of clauses. The relation of clauses is called the interpretation where it has two dimensions in the interpretation, namely interdependency or also known as taxis system and logico-semantic system. The explanation of those is described in the next part.

2.2.1 Taxis Relation

Interdependency or also known as taxis system is usually called member of complex. There are two members; parataxis and hypotaxis which generally means about the structure of the clauses.

2.2.1.1 Parataxis

As mentioned above, the clause complex has two features in complex structure. There are parataxis and hypotaxis. Parataxis is a combination of initiating clause and continuing clause. The parataxis structure is symbolized by '1' for the initiating clause, and '2' for the continuing clause. The examples are given in this table below:

She was not a show dog; I did not buy her as a show dog. (Halliday, 2004:398)	
She was not a show dog;	*I did not buy her as a show dog*.
The initiating clause: 1	The continuing clause: 2
John said: "I am running away". (2004:380)	
John said:	*I am running away.*
The initiating clause: 1	The continuing clause: 2

2.2.2 Hypotaxis

Halliday (1985:198) stated that *"hypotaxis is the binding elements of unequal status. The dominant element is free, but the dependent element is not"*. That means hypotaxis is a combination of a dependent and its dominant. In this term, the primary clause is the dominant clause and it is symbolized by 'α', the secondary clause is the dependent clause. It is symbolized by 'β'. The examples of the hypotaxis structure are as in table below:

When the gap is correct, the feeler blade should just fall by its own weight. (Thomas and Mariel Bloor, 2004:178)	
When the gap is correct,	*the feeler blade should just fall by its own weight.*
The dependent clause: β	The dominant clause: α
Haeckel thought that the Origin had one grave defect. (Thomas and Mariel Bloor, 2004:196)	
Haeckel thought	*that the Origin had one grave defect.*
The dominant clause: α	The dependent clause: β

2.2.2 Logico-Semantic Relation

There is logico-semantic relation in the clause complex relation. As stated before, in the clause complex relation, they have two features; parataxis and hypotaxis. Those refer to the members of complex that related as primary and secondary. The primary is the initiating clause and continuing clause is the secondary clause. In parataxis clause, the primary is independent clause and the secondary is independent clause. It is similar to the hypotaxis clause complex. The primary is dominant clause and the secondary is dependent clause. For further information, Halliday proves (1985:196):

> *Logico-semantic relation is a wide range of different logico-semantic relations any of which may hold between primary and secondary member of clause complex. But it is possible to group these into a small number of general types, expansion and projection.*

On the information above, it is explained that the logico-semantic relation is a relation that is related to the primary and secondary clause and the logico-semantic relations have two general types, expansion and projection. Those two general types will be more explained in the sub-chapter below:

2.2.2.1 Projection

Halliday proved (1985:196) "*Projection is the secondary clause is projected through the primary clause, which instates it as a locution and an idea".* It means that projection have one process is projected through another by quoting (locution) or reporting (idea).

The example of projection is below:

Haeckel thought that the Origin had one grave defect. (Thomas and Mariel Bloor, 2004:196)	
Haeckel thought	*that the Origin had one grave defect.*
The primary clause: α The dominant clause The projecting clause	The secondary clause: β The dependent clause The projected clause
α^β	

The example above, *Haeckel thought that the Origin had one grave defect* is hypotaxis projection that are related to idea. *that the Origin had one grave defect* is the secondary clause that is projected by the primary clause *Haeckel thought.*

Recognizing the small types of projection, like mentioned above, projection has two categories. They are locution and idea. These two categories will be further explained below:

a. Locution

Halliday (1985:197) generally proved *"locution is one clause is projected through another, which presents it a locution, a construction of wording"*. He mentioned that locution has another name that is usually called by 'says'. As mentioned before, says is in this term regularly called with verbal process; process of saying. Thomas and Meriel bloor (2004:122) literally said that inner speech is a kind of verbalization of thoughts. Thus, the meaning of this type that comes out from verbal process is called by locution or says. To describe this type, locution is always symbolized by double quotes (") and will be given an example as in table below:

John said: "I am running away". (2004:380)	
John said:	*"I am running away".*
The primary clause: **"**1 The projecting clause	The secondary clause: 2 The projected clause
1^"2	

In the example above, the projecting clause is a process of verbal – someone of saying, and the projected clause represents that what John was said. The projecting clause or *John said* gives the information about what he is doing directly. It means that there is something that is produced by John and it follows

form what John was said. So, the word is *said* is a verbal process that represents the locution projection clause.

b. Idea

Thomas and Meriel bloor said that thing that comes out from a process of mind or one of cognition, is called by mental process. In addition, Halliday (1985:197) assumed *"idea is one clause is projected through another, which presents it as an idea, a construction of meaning".* The idea is similar to thinks – the things that related to process of mind, for the examples, feel, felt, believed, think, and hope.

In the projection idea, the secondary clause is projected by the primary clause where the projecting clause produces an idea and the projected clause produces a construction of meaning. Generally, the idea is symbolized by single quote (‘). This is the example of locution of projection

Dr Singleman always believed that his patient would recover. (Halliday, 1985: 230)	
Dr Singleman always believed	*that his patient would recover*
The primary clause – the dominant clause	The secondary clause – the dependent clause
The projecting clause: 1	The projected clause: ‘2
1^‘2	

The example above tells that the projecting clause produces a mental process. The projecting clause projects the projected clause. It means that the projected clause is reported by *Dr Singleman* or the projecting clause. In other word, the projecting clause can be called as reporting speech or *Dr Singleman* reported something.

2.2.2.2 Expansion

Expansion is *"secondary clause increases primary clause, by elaborating, extending, and enhancing"* (Halliday, 2004: 377). Those are specifically types of expansion. When the data show up some conjunctives, it refers to the logico-semantic relation of expansion. In combining the clause complex, it could be easily recognized by showing the conjunctives. The example of expansion is in the table below:

I went to school in New York City and then we lived up on the Hudson for a while, then moved to Connecticut. (Halliday, 2004:378)		
I went to school in New York City	*and then we lived up on the Hudson for a while,*	*then moved to Connecticut.*
1	x2	x3
1^x2^x3		

The data are clause complex of the expansion type. Those data give some conjunctions that are related to expansion, where the data could be identified by the conjunctions. Those conjunctions have a meaning in every combining the

clause complex. To identify the conjunctions more specific, these are the types of expansion.

2.2.2.2.1 Elaborating

Elaborating is to elaborate the meaning in one clause to another by specifying or describing the clause. In combining the clause complex of elaborating, there are three types of it, exposition, exemplification, and clarification. These types of elaborating are symbolized by '='.

a. Exposition

Exposition is a clause that restates the secondary clause through the primary clause to present it from another point of view, or reinforce the message. These are several examples of exposition that are in the table below:

<table>
<tr><td colspan="2">She was not a show dog; I did not buy her as a show dog. (Halliday, 2004:398)</td></tr>
<tr><td>She was not a show dog;</td><td>I did not buy her as a show dog.</td></tr>
<tr><td>1</td><td>=2</td></tr>
<tr><td colspan="2">1^=2</td></tr>
<tr><td colspan="2">The second clause repeats the first clause by using the repetition or synonymy to reinforce the message. The word of a show cat in the first clause is reused in the second clause to reinforce the message. That is because in this example one uses the repetition. It means that the second clause is functioned to give specifying in great detail through the primary clause.</td></tr>
<tr><td colspan="2">I probably need that; it was very healthy. Halliday (2004: 398)</td></tr>
</table>

I probably need that;	it was very healthy.
1	=2
1^=2	
In this data, the second clause repeats the primary clause through the synonymy words. The word of *need* links to the word of *healthy*. It means that the second clause gives a message through the primary clause. It is concluded, thus, that *I really need it to become healthy.* The information in greater detail is given by the second clause.	

b. Exemplification

Exemplification is the primary clause that is developed by the secondary clause to become more specific about it, or referring to a definite example. The example of exemplification is in the table below:

You are too old for that game; for instance you could not bend over. Halliday (2004: 398)	
You are too old for that game;	*for instance you could not bend over.*
The initiating clause	The continuing clause
The primary clause	The secondary clause
1	=2
1^=2	
There are two clauses in this data. These clauses consist of the initiating and	

the continuing clause. In other word, this clause is called by parataxis. In the data, there is conjunctive in the continuing clause – for instance that gives information about the real example of someone who is too old for a game, and finally he could not bend over. The secondary clause, thus gives a real example by becoming more specific through the primary clause.

c. Clarification

Clarification is the second clause clarifies the primary clause by giving the information or comment. The example of clarification is in the table below:

They used to work over here; that is how we met. (Halliday, 1985: 398)		
They used to work over here;	*that is*	*how they met.*
1	2	=3
1^2^=3		

The second clause in this data explains about the primary clause by giving the comment *that is*, where the third clause refers to the primary clause. Therefore, the speaker is supposed to give the comment for clarifying the primary clause.

2.2.2.2.2 Extending

In explaining about extending, it extends the meaning of one clause to another by adding something new to it (Halliday, 2004:405). Moreover, there are

conjunctives that connect the clause complex and what is added might be an addition – one process usually adjoins to another. Hence, there is usually the conjunctives such as additive positive (and), additive negative (nor), and adversative (but – and conversely); replacement – there is a clause is presented in total replacement of another. Conjunctive variationsfall into two sub-types: replacive (instead) and subtractive (except), or the last is an alternative – one clause is linked to another alternative one. The conjunctives include conversely, alternatively, on the other hand. Beside that, not only the meaning of one clause by adding something new to it, but also the symbol that always uses to present its extending. In fact, extending is symbolized by '+'.

There are some examples of clauses that are linked by the meaning of extending as can be seen in the table below:

<table>
<tr><td colspan="3">He is not only good at math and history but also stands out in sports.
(ffyl.uncu.edu.ar)</td></tr>
<tr><td>He is not only good in math and history</td><td>but also stands out in sports.</td><td rowspan="2">Addition</td></tr>
<tr><td>1</td><td>+2</td></tr>
<tr><td colspan="3">The second clause adds something new to give the additional information about the primary clause. It explains that 'he' is not good in math and history, but also he stands out in sports. That is why the clause is called by addition.</td></tr>
<tr><td colspan="3">1^+2</td></tr>
<tr><td colspan="3">I will watch movie this evening, instead of seeing him at my home.</td></tr>
</table>

<table>
<tr><td>I will watch movie this evening,</td><td>instead of seeing him at my home.</td><td rowspan="2">Replacement</td></tr>
<tr><td>α</td><td>+β</td></tr>
<tr><td colspan="3">The secondary clause presents a replacement in the primary clause.</td></tr>
<tr><td colspan="3">1^+2</td></tr>
<tr><td colspan="3">Besides doing embroider and playing tennis, she sings in choir. (ffyl.uncu.edu.ar)</td></tr>
<tr><td>Besides doing embroider and playing tennis,</td><td>she sings in choir.</td><td rowspan="2">Alternation</td></tr>
<tr><td>+β</td><td>α</td></tr>
<tr><td colspan="3">+β^α</td></tr>
<tr><td colspan="3">In this clause, the second clause gives the alternation of the primary clause. In other word, she has another skill, not only good in doing embroider and playing tennis, but also good in singing.</td></tr>
</table>

2.2.2.2.3 Enhancing

According to Halliday (2004: 410), enhancing is:

> *One clause enhances the meaning of another by qualifying it in one of a number of possible ways: by reference to time, place, manner, cause or condition.*

The quotation means enhancing usually describes about the meaning of another is enhanced by one clause. Besides, the conjunctives that always represent this relation are time, place, manner, cause or condition. Furthermore, this relation has principal categories and these categories are always symbolized by 'x'. It indicates that there is enhancing relation in the clause.

The categories of enhancing are in the table below:

a. Temporal

I went to the saloon after doing the assignment all day.	
I went to the saloon	*after doing the assignment all day.*
α	xβ
	After
	Temporal – different time : later - after
α^xβ	
I did the assignment all day and then went to the saloon.	
I did the assignment all day	*and then went to the saloon*
1	x2
	and then
	Temporal – different time: later – (and) then
1^x2	

b. Spatial

She was welcome wherever we went. (ffyl.uncu.edu.ar)	
She was welcome	*wherever we went.*
α	xβ
	Wherever
	Same place – spread: wherever

α^xβ

c. Manner

I am developing a more pleasing sound by changing my embouchure. (ffyl.uncu.edu.ar)	
I am developing a more pleasing sound	*by changing my embouchure.*
α	xβ
	by
	Means – by

d. Causal-conditional

a. Cause: reason/purpose

She studied hard so that her parents would be proud of her.	
She studied hard	so that her parents would be proud of her.
α	xβ
	so that
	Cause: purpose – so that
α^xβ	
He had worked all day long, so he was very tired.	
He had worked all day long,	so he was very tired.
1	x2

	So
	Cause: reason – so
1^x2	

b. Condition: concessive

If I had different view, then perhaps I would write more novels. (ffyl.uncu.edu.ar)	
If I had different view,	then perhaps I would write more novels.
x1	2
If	
Condition: positive – if	
x1^2	