

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this stage, the researcher gives brief explanation of some related theories to make this research theoretically. The theories are systemic functional linguistics, three metafunction, ideational meaning (transitivity), field of discourse, and employment agreement.

#### 2.1. Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is applied to interpret the grammar of other semiotic modes such as visuals, art, and sound (Eggins, 2004: 4). SFL is study about language, grammar and its social meaning. SFL popularly has been developed by social semiotic language Michael Halliday.

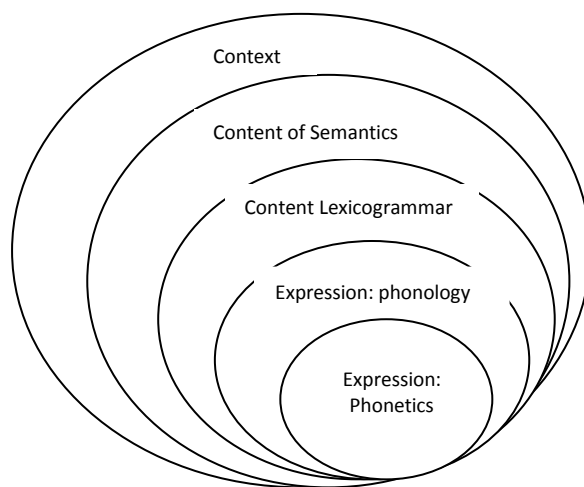
SFL provides brief explanation about text and the context meaning. All of the meaning is situated through the context of situation and context of culture. Context of culture determines the meaning through (being: “who we are”, doing: “what we do”, saying: what we say”). Context of situation can be specified through use of variables: field, tenor and mode. For constructing the context of situation, there must be systematic relationship between text and context. The wordings of text simultaneously encode three types of meaning, ideational, interpersonal and textual. (Gerot and Wignell, 1994: 10-12)

According to Halliday (1985:xiii) the fundamental components of meaning in language are functional components. All languages are organized around three kinds of meaning: interpersonal meaning, experiential meaning, and textual meaning. Those three kinds of meanings are called by three metafunctions.

Based on Eggins (2004: 110-111) language is designed to fulfill three main functions to a function for relating experience, a function for creating personal relationship, a function for organizing information. Each of contexts of situation (Register: field, tenor, mode) can be associated with one of types of meaning. Types of meaning can be realized through the lexico-grammatical patterns. According to Halliday:

1. The field of text can be associated with the realization of ideational meaning, these ideational meaning are realized through the transitivity and clause complex patterns of grammar
2. The mode of a text can be associated with the realization of textual meaning, these textual meaning are realized through the Theme patterns of grammar
3. The tenor of a text can be associated with the realization of interpersonal meaning, these interpersonal meaning are realized through the mood patterns of the grammar.

Each type of meaning is related in a predictable systematic way to each situational variable. Language is structured to make these three kinds of meanings because the finding in the lexico-grammar the main grammatical resources of transitivity, clause complex, theme and mood. Following figure shows the relation between context, semantic and lexico-grammar.



**Figure.2.1. Relation of Context, Semantic and Lexico-grammar**

Source: Halliday & Hasan, 2004: 26)

## 2.2. Three Metafunctions

Halliday (1985:xiii) state that all language are organized into three kinds of meaning: interpersonal meaning, experiential meaning and textual meaning. Those meanings are called as three metafunctions. According to Gerot and Wignell, (1994:12-15) those three metafunctions can be explained as follows:

**2.2.1.** *Ideational meanings or experiential meanings* are meaning about phenomena – about things (living-non living, abstract, and concrete), about goings on (what the things are or do) and the circumstances surrounding these happenings and doings. These meanings are realized in wordings through participants, processes, and circumstances. Meanings of this kind are most certainly influenced by the field of discourse.

Example: Field (Polar Bears)

<b>Polar bears</b>	<b>Are</b>	<b>expert hunters</b>
Participant: Carrier	Process: Attributive	Participant: Attribute

**2.2.2.** *Interpersonal meanings* are meaning which express a speaker’s attitudes and judgments. These are meanings for action upon and with others. Meanings are realized in wordings through what is called MOOD and modality. Meanings of this kind are most certainly influenced by Tenor of discourse.

Example: Mood

We inspect the growing plants every week (Declarative)

Example: Modality

The crop **might be** inspected

**2.2.3.** *Textual meanings* are express the relation of language to its environment, including both the verbal environment–what has been said or written before (co-text) and the non-verbal , situational environment (Context). These meanings are realized through patterns of theme and cohesion. Textual meanings are most certainly influenced by mode of discourse.

### **2.3. Ideational Meaning (Transitivity)**

According to Gerot and Wignell (1994:52), Transitivity is a system that explores the clause in its circumstances, process, and participants. Those three semantic categories will be explained as follows:

#### **2.3.1. Circumstances**

Circumstances answer such questions as when, where, why, how, how many, and as what.

They realize meanings about:

1. Time (temporal): tells when and probed by when? And how often? How long  
e.g. He goes to church *every Sunday*
2. Place (spatial): tells where and is probed by where? How far?  
e.g. He goes to *church* every Sunday
3. Manner: tells how (means, quality, and comparison)  
e.g. He goes *by Taxi*.
4. Cause: tells why (reason, purpose, behalf)  
e.g. The sheep died *of thirst*.
5. Accompaniment: tells with (out) who or what and is probed by who or what else.  
e.g. I left my work *without* briefcase.
- f. Matter: tells about what or with reference to what and is probed by what about.  
e.g. This book is talking *about* functional.
- g. Role: tells about as and is probed by as what?  
e.g. He lived as quite life as a beekeeper.

### **2.3.2. Processes and Related Participants**

There are central to Transitivity. There are seven different process types identified by Halliday, material process, behavioural process, verbal process, mental process, relational process, existential process and meteorological process. The detail explanation of process types will be explained as below. The explanation is based on Gerot and Wignell (1994:55-74)

#### **2.3.2.1. Material Processes**

Material processes are processes of material doing. They express the notion that some entity physically does something-which may be done to some other entity. So clauses with a material process obligatorily have a doing (process) and doer (participant). The entity who

or which do something is the **actor**. The optionally is an entity to which the process is extended or directed. The entity which may be done to is **the goal**.

Example:

<b>The exhausted bushwalker</b>	<b>Dropped</b>	<b>his pack</b>
Participant : Actor	Process: Material	Participant: Goal

There are two varieties of material processes: creative and dispositive.

The creative type, the goal is brought about by the process.

Example:

<b>Handel</b>	<b>wrote</b>	<b>the Messiah</b>
Actor	Material	Goal

The dispositive type, we have doings and happening

<b>Kerr</b>	<b>dismissed</b>	<b>William</b>
Actor	Material	Goal

Material processes “take” both active voice (as above) and the passive

<b>William</b>	<b>was dismissed</b>	<b>by Kerr</b>
Goal	Material	Actor

There are further participants role in material process that need to be discussed. They are:

1. Beneficiary

Beneficiary is the one to whom or for whom the process is said to take place. In material process the beneficiary is either the recipient or the client. Recipient is the one to whom goods are given. The Client is the one for who services are provided.

Example:

<b>I</b>	<b>sold</b>	<b>the car</b>	<b>to John</b>
Actor	Material	Goal	Recipient

## 2. Range

Range is the element that specifies the scope or domain of the process. The range in material processes typically in middle clause, those with actor only, no goal.

<b>She</b>	<b>dropped</b>	<b>a cursty</b>
Actor	Material	Range

The example above is different with the following example

<b>She</b>	<b>dropped</b>	<b>an egg</b>
Actor	Material	Goal

Another distinction is that material process with “Goal” can take resultative attributes, while material process with range cannot.

### 2.3.2.2. Mental Processes

Mental processes are ones of sensing: feeling, thinking, perceiving. There are three types: **affective or reactive** (feeling); **cognitive** (thinking), and **perceptive** (perceiving through the five senses).

These processes are different from material ones in as much as the latter are physical, moving, overt doings. Mental processes are mental, covert kinds of goings-on. And the participant involved in mental processes is not so much acting or acting upon in a doing sense, as sensing—having feelings, perceiving or thinking.

The participant roles in mental processes are senser and phenomenon. The senser is by definition a conscious being, for only those who are conscious can feel, think or see.

The phenomenon is that which is sensed: felt, thought and seen.

Example:

<b>that Toaster</b>	<b>doesn't like</b>	<b>Me</b>
Participant:	Process:	Participant:

Senser	Mental	Phenomenon
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Example of Senser only:

<b>Mark</b>	<b>Understood</b>
Senser	Mental : Cognitive

### 2.3.2.3. Behavioural Processes

Behavioral processes are process of behaving that encodes physiological or psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening and pondering.

There is one obligatory participant in behavioral process that is behavior. Like a senser, the behavior is a conscious being. But the process is one of doing. Not sensing.

Example:

<b>She</b>	<b>lives</b>	<b>in the fast lane</b>
Behaver	Behavioural	Circumstances : place

Another one is the enacted behavioural

Example:

<b>He</b>	<b>heaved</b>	<b>a great fish</b>
Behaver	Behavioural	Range

### 2.3.2.4. Verbal Processes

Verbal processes are processes of saying, or more accurately, of symbolically signaling. These are realized by two distinct clauses: the projecting clause encodes a signal source (sayer) and a signaling (verbal process) and the other (projected clauses) realizes what was said. As with mental processes which project, the projected and projecting clauses are analyzed in their own right. Example:

<b>She</b>	<b>Said</b>		<b>I</b>	<b>don't like</b>	<b>brussel sprouts</b>
Sayer	Verbal		Senser	Metal : Affect	Phenomenon

These are three other Participants that may be incumbent upon Verbal Processes:

1. Receiver: the one to whom the verbalization is addressed
2. Target: one acted upon verbally (insulted, complimented, etc)
3. Range/Verbiage: a name for verbalization itself

Example:

<b>John</b>	<b>Said</b>	<b>Jenny</b>	<b>a tude joke</b>
Sayer	Verbal	Receiver	Verbiage

### 2.3.2.5. Relational Processes: Processes of Being and Having

Relational processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living hoen player) or to assign a quality to something (Barry Tukwell is fine horn player).

Processes which establish an identity are called Identifying processes and processes which assign a quality are called attributive processes. Each has its own characteristic participant role. In attributive processes these are carrier and attribute.

Example:

<b>Barry Tuckwell</b>	<b>Is</b>	<b>a fine horn player</b>
Carrier	Attributive	Attribute

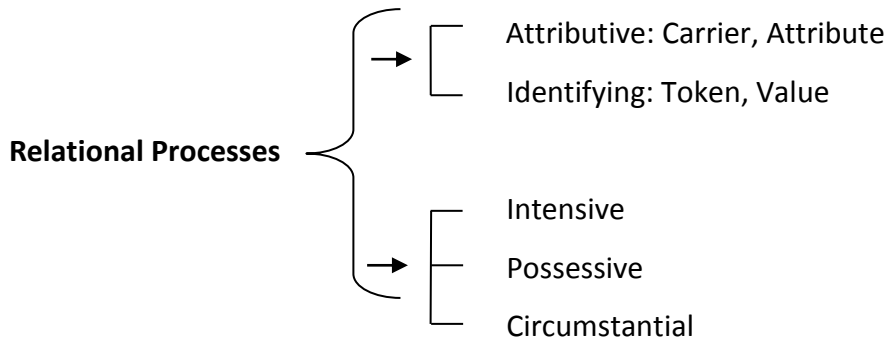
In identifying processes the participant roles are *Token* and *Value*

<b>Barry Tuckwell</b>	<b>may be</b>	<b>the finest living horn player</b>
Token	Identifying	Value



Relational process can be further sub-classified according to whether they are: intensive, possessive or circumstantial.

The options available to relational process can be shown by following figure:



**Figure.2.2. Relational Process**

Source: Gerot and Wignell (1994:68)

Relational processes are either attributive or identifying and at the same time, are either intensive, possessive, or circumstantial. This gives a paradigm of six possibilities.

<b>Cytoplasm</b>	<b>Is</b>	<b>sort of a jelly-like material</b>
Carrier	Attributive : Intensive	Attribute

<b>Plant cells</b>	<b>Have</b>	<b>a cell wall</b>
Carrier	Attributive: Possessive	Attribute

<b>The Yolk</b>	<b>Is</b>	<b>inside the albumen</b>
Carrier	Attributive : Circumstantial	Attribute

<b>The Nucleus</b>	<b>Is</b>	<b>the brain of the cell</b>
Token	Identifying : intensive	Value

<b>The cells</b>	<b>contain</b>	<b>Cytoplasm</b>
Token	Identifying : possessive	Value

<b>Albumen</b>	<b>surrounds</b>	<b>the yolk</b>
Token	Identifying : circumstantial	Value

### 2.3.2.6. Existential Processes

Existential processes are process of existence. Example:

<b>There</b>	<b>is</b>	<b>unicorn</b>	<b>in the garden</b>
	Existential	Existent	Circumstance:place

Existential Processes are expressed by verbs of existing: “be”, “exist”, “arise” and the existent can be a phenomenon of any kind.

### 2.3.2.7. Meteorological Processes

It	's hot	
It	's windy	
It	's five o'clock	
<table border="1"> <tr> <td>Meteorological Process</td> </tr> </table>		Meteorological Process
Meteorological Process		

The “it” has no representational function, but does provide a Subject. These are analyzed as process: Meteorological

### 2.3.2.8. Summary of Processes and Incumbent Participants

According to Butt et al (2001:52-56), —A participant can be a person, a place or an object (this is the notion of —thingness), and in the grammar of a clause, the participant is most commonly realized by nominal group.

**Table .2.1. Summary of processes and incumbent participants**

Process type	Participants			
	Er	Ed	Causer	Other
Material	Actor	Goal	Initiator	Beneficiary /Range
Behavioural	Behaver	Range		

Mental	Senser	Phenomenon	Inducer	
Verbal	Sayer	Verbiage		Target
Identifying	Token	Value	Assigner	
Attributive	Carrier	Attribute	Attributor	
Existential	Existent			

Source : Gerot and Wignell (1994:77)

#### 2.4. Field of Discourse

Field can be glossed as topic of situation. Based on theory Butt et al (1995:130) the description of field of discourse in the text can be realized by identifying:

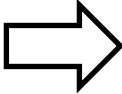
1. Experiential domain is what the text is all about, the processes, participants, and circumstances.
2. Short-term goal refers to the immediate purpose of the text's production
3. Long-term goal rather more abstract and refers to the text's place in the larger scheme of things

Based on Butt et al (1995:132) the example of field discourse can be seen as follows:

Field: simple ball game

1. O.K, I want you to go over
2. And get the ball....
3. Now sit down there....
4. Sit down over there....
5. Now roll it
6. Roll it over the Tiffany
7. And she'll push it back to you
8. There you go (LAUGHTER)
9. And back again (LAUGHTER)
10. And back again (LAUGHTER)
11. Oh not too hard (WARNING)
12. You'll hurt her

- 13. There you go (LAUGHTER)
- 14. Oh! O.K, pick it up
- 15. And throw it ... like that
- 16. Oh (DISMAY) Go and get it

Experiential meanings		FIELD OF DISCOURSE	Commentary
<p>process types: mainly material – go, get, roll, pick up, throw, push, sit</p> <p>participants – actor: the addressee, Tiffany Goal: the ball</p> <p>Circumstances – place: over there manner: like that</p> <p>time and modality: highly modalised text</p>	<p>As a result of our analysis and knowledge of context of culture we can write up our description</p> <p style="text-align: center;"></p>	<p>Experiential domain: Two children learning to roll a ball back and forth</p> <p>short-term goal: teaching how to play the game gently</p> <p>Long-term goal: maintenance of family roles?</p>	<p>This discussion omits the mother as Senser and the mental process in clause one</p>

**Figure.2.3. Field of Discourse**

Source Butt et al (1995: 132)

## 2.5. Employment Agreement

Employment agreement is also called business contract. According to Gillies (2004: 137) contract may be defined as an agreement between two or more person which is legally enforceable. Two or more minds will have come together and agreed upon the doing of prescribed acts by each of them. The contract can be wholly in writing and wholly oral.

Based on the theory of Gilles (2004: 140) the contract is usually described as consisting of three elements:

1. Offer and acceptance

The element of offer and acceptance is synonymous with that of agreement and consensus. That cannot be contract unless there is an agreement between the two parties. This analysis or model is applied to determine whether the consensus come into being, and if so, when and in what terms that is offer and acceptance.

2. Consideration

Consideration is that each party has promised to do something on behalf to the other. In the practice, consideration is the price each is paying for the other's bargain, that is entry to the contract. For the example is the sale of car. The vendor's consideration between the car and the buyer is the purchase money.

3. Intention to enter legal contract

This element is put attention on each of parties to enter into a legally binding agreement. The contract must be stressed from the outset that it is an objective, not subjective one.