CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter contains the theories of related literatures. The theories explain the systemic functional linguistics, the three metafunctions, contextual description, football, and Sports Announcer Talk.

1.1 Systemic Functional Linguistics (SFL)

The systemic functional linguistics is the study about language or texts. It is the other study of grammar of language. Unlike the traditional grammar, As Butt stated "Systemic Functional Grammar is a way of describing lexical and grammatical choices from the systems of wordings so that we are always aware how language is being used to realize meaning" Butt (2001:7), the functional grammar describes more on how contexts are realized in texts and how the texts re-create the contexts. It details how the text is influenced by the contexts. Texts occur in two contexts, one within another. Contexts in SFL are divided into 2 categories; context of culture and context of situation.

1.1.1 Context of culture and context of situation

Context of culture is concerned with who the speakers or writers are (role), what they do, and what they say. This determines all the meanings which are possible to be created in that culture. Context of culture influences the way the speakers or writers do and say, for example the speakers in a meeting could say or do differently with those of in a daily activity. These cultures are different in ways of the meanings realized. The main difference is that the meeting often uses formal language and the daily activity does not. Context of culture is the outer context around the text. Figure 2.1 visualizes it.

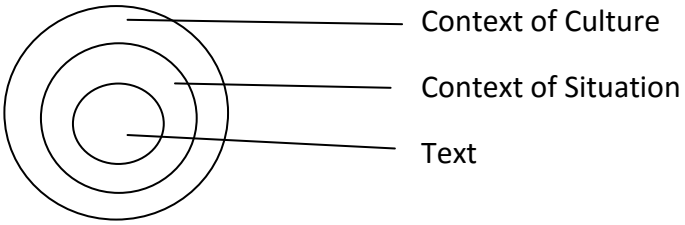


Figure 2.1 *Contexts Visualization (based on Butt et al 2001:4)*

Within the context of culture, speakers or writers use language in many more specific contexts or situations. Those are inner context called the Context of Situation. The differences and similarities between one language to another is because of the combination of context of culture and context of situation. Context of situation covers things going on in the world outside the text that make the text what it is.

Context of situation have three parameters called Field, Tenor, and Mode. These parameters make a text different with another text. They affect the language choices because they reflect the three main functions of language:

- The Ideational meaning; to talk about what is happening, what will happen, and what has happened (Field).
- The Interpersonal meaning; to interact and/or to express a point of view (Tenor).
- The Textual meaning; to turn the output of the previous two functions into a coherent whole (Mode).

In their book, Butt attempted to give the applications of register analyses in texts using the theory of Halliday. They first explored the experiential meaning. The experiential meanings are analyzed with the transitivity analysis.

1.2 The Experiential Meaning (Field)

The experiential meaning relates the world to the clauses; how the world affects the grammatical choices of individual in describing the world itself. The experiential meanings are realized in the transitivity system. Transitivity system concerns with the Process, Participants, and Circumstances. Transitivity system

has the Process as the central. Processes "are expressions of happening, doing, being, saying and thinking" Butt *et al* (2001:50). They explain six distinct types of processes in the book. Each process has its own participants.

1.2.1 Process types and participants roles

1.2.1.1 Material process

The first type of processes explained in the book is the Material processes. Material processes are the realization of verbs of doing. They answer the question 'What did X do?' or 'What happened?', Butt (2001:52). This process has Actor (the doer of the process), Goal (the thing affected by the process), Range (the thing unaffected by the process), and Beneficiary as the potential participant roles. Example of Material process:

'*I posted a letter to a friend in Germany*'

I	posted	a letter	to a friend	in Germany
Actor	Material process	Goal	Beneficiary: Recipient	Place

1.2.1.2 Behavioural process

Behavioural processes are involved physiological or psychological behaviour and are often the doing version of mental process or even verbal process. The main participant of this process is the Behaver and the other participant is the Behaviour. The former is generally a conscious being, and if it is not, the clause is considered to be personification, Butt (2001:54). Example:

'*The volcano slept*'

The volcano	Slept
Behaver	Process: Behavioural (personification)

1.2.1.3 Mental Process

Mental processes encode the inner world of cognition, perception, inclination or liking/disliking, Butt (2001:55). The participants are Senser (generally human or at least conscious being) and Phenomenon (summing upwhat is thought, wanted, perceived, and liked/disliked). Example:

'*Annie knows the answer*'

Annie	Knows	the answer
Senser	Process: Mental: cognition	Phenomenon

1.2.1.4 Verbal Process

Verbal processes are processes of saying, or more accurately, of symbolically signaling, Gerot and Wignell (1995:62). The potential participant roles are Sayer (the doer of the process), Receiver (addressee of the speech), Target (the object of the talk), and Verbiage (what is said). Example:

'*Isabella told the secret to her best friend*'

Isabella	Told	the secret	to her best friend
Sayer	Process: Verbal	Verbiage	Receiver

1.2.1.5 Existential processes

The function of existential processes is to construe being as simple existence. The only participant in this process is known as Existent. Existential processes are typically preceded by there and occur at the beginning of a text or where the text is moving into a new phase, Butt (2001). For example:

'*there's a strange smell*'

's	a strange smell
Process: Existential	Existent

In the existential processes, the word ‘there’ is not labeled to any participant because it is only the need for a subject in English, Gerot and Wignell (1995:72).

1.2.1.6 Relational processes

The relational processes are the process of being and having. They relate a participant to its identity or description. There are two main types of Relational processes: Relational Attributive, relating a participant to its description or characteristics, and Relational Identifying, relating a participant to its identity, role or meaning. Each of these processes have different participant. In Relational Attributive, there are Carrier (carrying the attributes or characteristics) and Attribute (the characteristic), and in the Relational Identifying, there are Token (the identified) and Value (the identifier), Butt (2001). Example:

1. ‘*John is a leader*’

John	Is	a leader
Carrier	Process: Relational: attributive	Attribute

2. ‘*John is the leader*’

John	Is	the leader
Token	Process: Relational: Identifying	Value

The basic difference between attributive and identifying relational processes is the noun. In the attributive process, the participant ‘a leader’ is rather general category or class, but in identifying process, the participant ‘the leader’ is definite.

In conclusion, every clause has one process. It is not impossible for a clause to be constituted by a single word, the process. Example: stop! move! As the process is the central of a clause, those examples have represented the experiential meaning because they are constituted by a process.

1.2.2 Circumstances

In the processes, there are usually words telling the details of when, where, and how the processes occur. They are called the Circumstance. There are 9 types of circumstance; (1) Extent (telling 'how long?', 'how far?', and 'how many times?'), (2) Location (telling 'where?' and 'when?'), (3) Contingency (telling 'if what?'), (4) Cause (telling 'why?' and 'what for?'), (5) Accompaniment (telling 'with whom?', 'and who else?', and 'but not who?'), (6) Matter (telling 'what about?'), (7) Role (telling 'what as?'), (8) Angle (telling 'according to whom?'), and (9) Manner. The Manner circumstance is divided into three types; Means (telling 'how?' and 'what with?'), Quality (telling 'how?'), and Comparison (telling 'what like?'), Butt (2001:65).

1.3 The Interpersonal Meaning (Mood)

After exploring the experiential meanings, they continue with exploring the interpersonal meanings of texts. Interpersonal meanings cover two main areas; one concerns the type of interaction taking place and the kind of commodity being exchanged, and the other concerns the way speaker take a position in their message, Butt (2001). The interaction taking place is whether the language is used to demand or to give the commodity, that is, the usage of language to exchange information or to exchange goods and services. In other words, language is used to give or demand information, and to give or demand goods and services. These interpersonal meanings from semantic level of language are realized in the wordings of the lexicogrammatical level. The interpersonal meanings focus on the order of the grammatical features: Subject and Finite. Finites are showing tense or speaker's attitude. Subject and Finite combine to make the Mood of the clause. And the other elements, Predicator, Adjunct, and Complement, are the Residue of the clause. The following types of mood are based on Butt (2001):

1.3.1 Declarative Mood

Declarative Mood is often found when giving information and giving goods and services. It is mostly structured as the Subject precedes the Finite. Example:

'*In the final scene, Euripides displays this*'

In the final scene	Euripides	Displays		This
Adjunct	Subject	Finite	Predicator	Complement
Res-	Mood		-idue	

The finite and predicator are in the same word because the finite is within the predicator. To see the finite, which showing tense/time, is usually by giving the mood tag. If the example above is added with the mood tag, it would be 'in the final scene, Euripides displays this, Doesn't She?. The underlined words are the finite and the subject. By this way, in declarative mood, the finite is quite easily recognizable.

1.3.2 Interrogative Mood

The interrogative mood is often realized in the demanding information and goods and services. The structure of interrogative mood is usually the Finite followed by the Subject. Example:

'*Does Penny play squash?*'

Does	Penny	Play	squash?
Finite	Subject	Predicator	Complement
Mood		Residue	

If the question word is Who?, Which, or What? functioning as Subject, then the Finite follows it. For example:

'*Who killed Cock Robir?*'

Who	Killed		Cock Robir?
Wh-Subject	Finite	Predicator	Complement
Mood		Residue	

If the question word is not the subject, or if any other question is used, the sequence of the mood block is Finite followed by Subject. For example:

'*Who did you see?*'

<table>
<tr><td>Who</td><td>Did</td><td>You</td><td>see?</td></tr>
<tr><td>Wh-Complement</td><td>Finite</td><td>Subject</td><td>Predicator</td></tr>
<tr><td rowspan="2">Res-</td><td colspan="2">Mood</td><td rowspan="2">-idue</td></tr>
</table>

1.3.3 Imperative Mood

Imperative mood is realized when speakers demanding goods or services. The speakers may give orders or commands to the addressee. The most straightforward and easily recognized form of this mood is the absence of Subject and Finite. The subject is often the addressee (you), and the finite is 'will'. It is because the structure is about a future action. For example:

'*Open the door!*'

<table>
<tr><td>Open</td><td>the door!</td><td>, will</td><td>you?</td></tr>
<tr><td>Predicator</td><td>Complement</td><td>Finite</td><td>Subject</td></tr>
<tr><td colspan="2">Residue</td><td colspan="2">Mood tag</td></tr>
</table>

1.3.4 Appraisal

In the interpersonal meaning, speakers do position themselves in conveying the message. This positioning is also known as the appraisal. In Martin and Rose words, "Appraisal is concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned" (J. R. Martin, 2003). According to Martin and Rose, there are three basic options for appraisal; Attitude, Amplification (Graduation), and Source.

The Attitude is divided into three classifications; Affect (feelings), Judgment (character), and Appreciation (value). The Affect occurs when the speakers express their feelings in discourse. These feelings can be positive or negative and

direct or implied. The Judgment is categorized in two types; personal judgments and moral judgments. Personal judgment is either admire (positive) or criticize (negative), and the moral judgment is either praise (positive) or condemn (negative). They both can be, like affect, direct or implied. The appreciation is either positive or negative, (J. R. Martin, 2003).

The Amplification Appraisal is concerned with grading how strong the speakers feel about someone or something. This graduation can be categorized into two distinct; the force and the focus. The force of attitude can be seen by the presence of intensifiers, attitudinal lexis, metaphors, and swearing. The focus of attitude can be sharpen or soften, (J. R. Martin, 2003).

The sources of attitudes are concerned with the source of the attitude; who are the evaluations coming from?,(J. R. Martin, 2003). If the speakers express their own attitudes, it is clear that the source is themselves. Even though, the speakers are usually saying what has been said. They will use the projecting source, like, “he says that he has a very…”.

1.4 Textual meaning (Mode)

The textual meanings are about the organization of experiential and interpersonal meanings into a linear and coherent whole. In organizing any text to a coherent whole, one must keep the readers or listeners well informed about where the text is going by creating ‘signposts’. Signposts are the starting point. “English speakers and writers use the first position in the clause to signal to their audience what the message is about” Butt (2001:135). These signposts are called Theme, and the rests of the text or clause are called Rheme. The Themes are categorized into three Themes; Topical Theme, Interpersonal Theme, and Textual Theme. Topical Theme is the whole nominal group, verbal group, adverbial group or prepositional phrase filling the first Participant, Process, or Circumstance slot. For example:

‘*The prince saw Cinderella in the castle*’

The prince	saw Cinderella in the castle
Theme: Topical	Rheme

The Interpersonal Theme is in the beginning of the clauses which indicating the kind of interaction between speakers or the positions which they are taking. The Interpersonal Theme includes Finite (in interrogative clauses), initial Vocatives, and Mood and Comment Adjunct. For example:

'*Of course they come tonight*'

Of course	They	come tonight
Interpersonal	Topical	Rheme
Theme		

The Textual Theme is realized with the conjunctions. Although conjunctions occur at the beginning of clauses and considered thematic, they do not fulfill the primary requirement of Theme which is to signal the point of departure for the experiences in the clause, Butt (1994: 137). For example:

'*When the prince saw Cinderella*'

When	the prince	saw Cinderella
Textual	Topical	Rheme
Theme		

1.5 Contextual description

The contextual description is also called as the register of the text. The contextual description can be made up from the previous lexicogrammatical analysis (Field, Tenor, and Mode). Investigating the Field through the transitivity analysis answers three major questions in the field of discourse;

1. Experiential domain: What the text is all about (the processes, participants and circumstances)
2. Short term goal: The immediate purpose of the text production.
3. Long term goal: The text's place in the larger scheme of things. It is rather more abstract.

The investigation of Tenor using mood analysis answers the questions about the relationship of the speaker or writer to the addressee. The questions are including the power and status between the speaker or writer and the addressee occurred in the text. The complete questions in Tenor of discourse are:

1. Agentive or societal roles: the roles of the speaker and the addressee. For example, doctor/patient, teacher/pupil.
2. Power and status: The relative status of speaker and addressee (equal or hierarchic and temporary or permanent)
3. Social distance: the measure of how well the participants know each other: whether they speak familiarly or distantly.
4. Appraisal motifs: Motifs of appraisal found in the text.

In finding the Mode of discourse, the Theme-Rheme analysis needs to be done. The mode of discourse answers the following questions:

1. Role of language: the text is constitutive or ancillary. If language is ancillary, it helps some other activity. If language constitutes the text, it is the whole activity.
2. Type of interaction: monologic (spoken by one person) or dialogic (other's participation).
3. Medium: whether the text is spoken or written or signed.
4. Channel: How the text is originally received (phonic, graphic, or visual).
5. Rhetorical thrust: The overall feeling of the text (for example, literature, instructional, persuasive).

The example in writing up contextual description is from Butt (2001:194-195). The analysis is of course based on the knowledge of the previous texts experienced by the writer. The example is a short text:

‘A simple ball game’

1 OK, 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 to Tiffany
7 And then 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
17 And get it

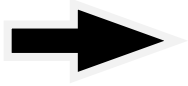
The text above has been separated based on its clause boundaries. The clauses are numbered. The additional information is uppercased and the dots represent pauses of a few seconds.

From this text, transitivity analysis will discover the field of discourse. The example contextual description of the field of discourse from Butt (2001:194):

Lexicogrammatical analysis

Experiential meanings
Process types Mainly Material – *go*, *get*, *roll*, *pick up*, *throw*, *push*, *sit* **Participants** Actor: *the addressee*, *Tiffany* Goal: the ball **Circumstances** place: over there manner: like that

As a result of our analysis and knowledge of context of culture we can write up our description



Contextual description

Field of Discourse	**Commentary**
Experiential domain Two children learning to roll ball back and forth **Short-term goal** Teaching how to play the game gently **Long term goal** Teaching reciprocity of interaction Maintenance of family roles	

Figure2.2*Field of discourse (by Butt et al 2001)*

Summary:

The processes in the text are mostly material processes. And for the participant, the most common Actor is not shown in the clause. It is the addressee who is to perform the action, although Tiffany is also Actor in clause 7. The most common Goal is the ball. Most circumstances in the text answer the question where? The circumstance of manner refers to the child's actions. Thus, an accurate assessment of the activity could have been made that the text concerns a simple ball game. This can be said so because the transitivity system of the clause shows that the participants are largely concerned with positioning themselves and rolling and pushing and getting a ball. in conclusion, the experiential meanings combine as signs of the field of discourse.

The next contextual description is Tenor of discourse. The scope of tenor of discourse is the relationship between participants, their roles and status (both

temporary and permanent) and their patterns of appraisal. The example of Tenor of discourse of the text 'a simple ball game':

Lexicogrammatical analysis

Interpersonal meanings
Mood selections Mainly imperative – *Go*, *get*, *roll*, *pick*, *up*, *throw*, *push*, *sit* Some declarative with probability/futurity – *Willpush*, *will hurt* **Persons selections** *2nd*= child addressee *3rd= other child, ball* **Appraisal** + praise for the child's capacity from mother – *There you go* - warning that child's action '*too hard*' and *could lead to* '*hurting*' *sibling*

As a result of our analysis and knowledge of context of culture we can write up our description

Contextual description

Tenor of Discourse	Commentary
Agentive or social roles Mother and children **Status** Equal **Social distance** Minimal	The mother is the only speaker. Almost all the clauses in this text are in imperative mood – the speaker demands action and the other participants apparently comply so the relationship between speakers is unequal. However, it does not seem very close, and the speech is familiar and elliptical so the social distance is minimal.

Figure 2.3 *Tenor of discourse (by Butt et al 2001)*

Summary:

Almost all the clauses in this text are imperative mood. Even the declarative mood clauses (7 and 12) contain some modality. The speaker demands goods and services and the other participants comply, so the relationship is quite unequal. It can be expected that a young child is being taught a simple ball game by a mother or a teacher. The adult does all the talking

and the children accept her instructions so the power and status is unequal. The adult also appraises the child's actions:

There you go! (positive appraisal)

Oh,nottoohard (negative appraisal)

The adult even appraises a possible action to warn the child, though it could be seen if the facial expressions and gestures are shown in the following clause:

You'll hurt her

The relationship of adult and child seems very close and many things are taken for granted – the speech is familiar and elliptical – so the social distance between them is minimal. A summation of the roles of the participants and their realtion to each other is known as the Tenor of discourse and, to a large extent, comes from the interpersonal system of the clauses. In other words, the interpersonal meanings of the Mood system combine as signs of the tenor of the discourse.

The next contextual description is Mode of discourse. The Mode of discourse concerns to the role of language in text. Here is the Butt's result by analyzing the text provided earlier 'a simple ball game':

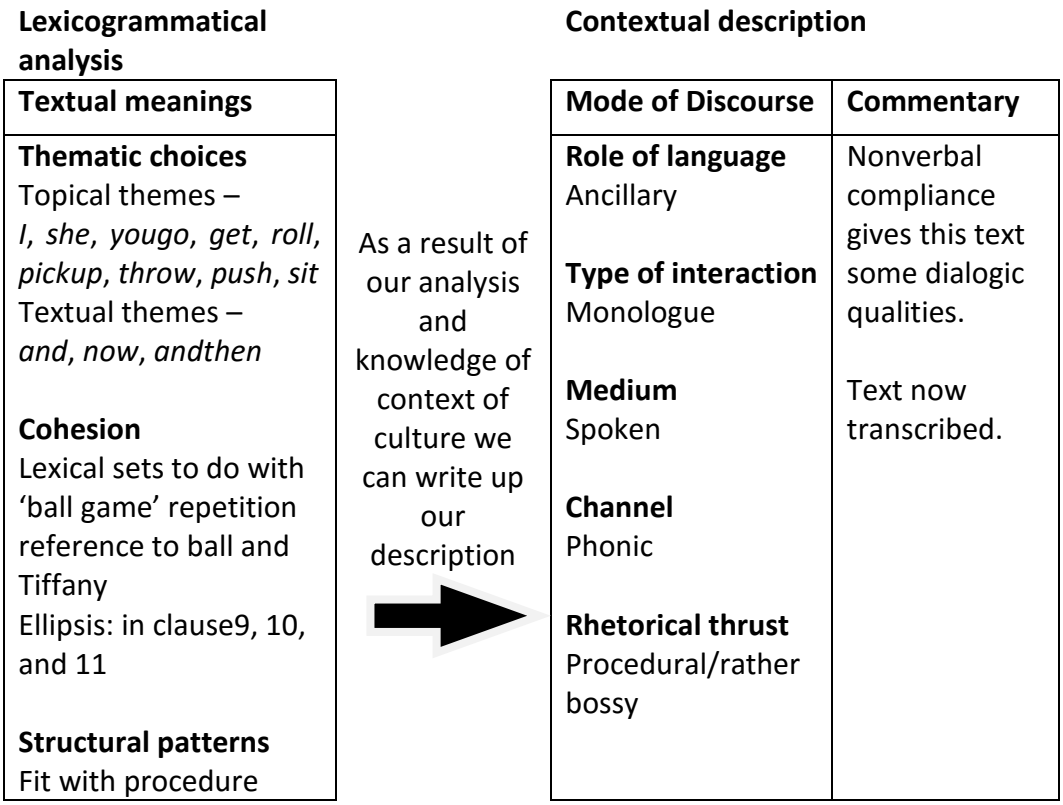


Figure 2.4 *Mode of discourse (by butt et al 2001)*

Summary:

Most of the topical Themes are the predicator in imperative clauses and she and you in the declaratives. Many of the clauses are Rheme only. The Predicator Themes reflect the procedural nature of the text. Furthermore,this is a highly cohesive text about a ball game. Notice the small italicized lexical set too hard and hurt, which realize negative Appraisal, and the repetition of There you go, which seems to realize positive Appraisal. The main conjunction and signals the sequential nature of the activity.

In addition, the text is taken from a tape-recording of a mother and child at play. The identity you and the exact location of over there remain unknown. They just refer to people and places in the setting opf the text. So it can be concluded that language is helping the game along rather than constituting the whole activity. Where the role of language is ancillary, the material situational setting intrudes into the context oof situation in some ways, as it does here with

the ball, but otherwise it is unimportant to the description. This role is in contrast with that of in a lecture. In lecture, the language does constitute the activity and the other things that go on in lectures, for instance, the overheads and the note-taking, are incidental. These conclusions about the language of the text tell about the Mode of Discourse. In other words, the textual signs can be added together as signs of the Mode of discourse.

1.6 Football

Football is widely known as one of the most famous sports in the world. This notion has been supported by the fact that a lot of people in the world play football. In every corner of a country, football sport is easily found. This type of sport has been played by children to nearly middle-aged people.

Football is game that is played by 2 (two) teams. Each team has 11 players that playing in the game. This game requires referee as the in-charge man in controlling the flow of the game. The winner of the game is determined by the number of goal each team scored, so the team with the highest number of goal wins the game.

There are many football leagues all over the world. The most famous football leagues are Barclays Premiere League, LIGA BBVA, Serie A, Ligue 1, and Bundesliga. Each of these leagues is held in different country. BPL is in England, LIGA BBVA is Spain, Serie A is Italy, Ligue 1 is France, and Bundesliga is Germany. Every top teams in those leagues will meet in a higher championship, UEFA Champions League. In this championship, the contestants are firstly randomized in 8 groups. Each group contains 4 teams. The two highest teams will proceed to next stage, Round of 16. The process will continue until there are only two teams fighting in the Final stage.

1.7 Sports Announcer Talk (SAT)

The type of the register discussed in this study is the SAT. SAT is a term for Sport Commentary as Ferguson proposed. SAT stands for Sport Announcer Talk. The main purpose of SAT is reporting and giving comments to the events of the sport. Ferguson defines sportcasting as a “monolog or a dialog-on-stage” with

the “unknown, unseen, heterogeneous audience” (Ferguson 1983: 150 in Humpolik 2014). Even though the sportcasting is directly provided for them, the audiences cannot give any reaction to the sportscaster, since they listen to it voluntarily.

The sportscasters’ or commentators’ duty is to provide information of what is happening on the game. They are supposed to give exact reports as the events happening. They can also add some background information or opinion relevant enough to be uttered during the match at any moment. The task becomes more difficult when there is lack of actions in the game, because they have to keep their flow of speech so that there is no silence in their speech.

Delin (2000 in Nowson 2001) discussed four functions of the commentary in a football match. They are:

1. Narrating: describing what is happening action by action.
2. Evaluating: giving opinions about play, players, teams, referee decisions etc.
3. Elaborating: giving background information about team and player records, the ground, and the crowd; speculating on motives and thoughts of the players;
4. Summarizing: Giving an overview of play so far.

There are two types of commentary in SAT, especially in football; the play-by-play commentary (PP) and colour commentary (CC). This distinction is mentioned because these two types have its own task and commentator. The play-by-play commentary is the main commentary of football match. Its task is to report the actions happening in the game. and the other one, colour commentary, is the commentary about the evaluation of the actions happened in the game. Its task is to give opinion or evaluation about the action, player, and the team. The commentator of colour commentary is usually an ex-player or ex coach/manager, who is expert in giving evaluation. There is another difference of these two commentaries. It is the turn taking or the chance to speak. The colour commentary always either waits the play-by-play pauses or waits for being mentioned by the play-by-play commentary in order to gain the turn to speak.

The turn-taking in football commentary is also discussed in Delin (2000). In her study, Delin lists the ways of navigating turntaking in the commentary. Those are:

1. Explicit nomination: speaker 1 can name speaker 2 explicitly;
2. Pause: a gap allowing speaker 2 to speak;
3. Syntactic completion: the grammatical unit speaker 1 is embarked on has clearly finished;
4. Gaze: speaker 1 may look at speaker 2;
5. Intonation: falling intonation, or rising for a question. may indicate turn completion.

In her study, Delin came with a result that is when the play-by-play commentator is giving narration of the events, the colour commentator hesitated when trying to give an opinion. The colour commentator often waits for long pauses before he contributes. The biggest chance of the colour commentator is when the play-by-play commentator moves to other events.