

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Text is defined as a sequence of words, clauses and sentences that are interconnected and form a meaning. It is a coherent set of signs that transmits some kind of informative message. A text is understood to be a piece of written or spoken material in its primary form. To understand the text as a whole, it cannot only be seen from one aspect, but also must be examined from many sides. Similarly as the concept conveyed by Halliday (Eggins, 2004: 24) which concerns with context of situation, it intends that a text must go through a systematic relationship between the social environment and the functional organization of language. Therefore, it must be seen the context of situation that raise up the text to make understand about its meaning overall.

Some texts can be found on the same page. In a magazine, for example, when viewed more closely, the texts have various differences, even seen from the title, the language, the form, the message contained inside, and others. However, it will not necessarily have a message or meaning if it is not made with a concept and purpose. So, text is a whole, both in terms of grammar and the meaning it contains. In addition, cohesiveness between one sentence and others must be considered.

One kind of the texts is speech. Speech is an activity to convey ideas verbally using appropriate reasoning and utilizing non-linguistic aspects that can support the efficiency and idea expression's effectiveness to many people in a

particular situation. A good speech can give a positive impression for those who listen and help facilitate communication with others.

The writer tries to apply Systemic Functional Grammar in the research. Systemic functional grammar itself illustrates the functional-semantic approach to language that addresses two things, namely how people use language in different contexts and how language is used as a semiotic system (Eggins, 2004: 23).

There is one term in learning systemic functional grammar. It is transitivity. In general, transitivity is defined as an explanation of how a meaning is represented in a clause. It has a role in showing how people describe their thoughts about reality and how they combine that experience with the reality around them.

Nowadays, there have been a lot of people delivering their speech with character and strong words inside, either president, vice president, ministers, the representatives, or many inspiring people. All of them share the ideas with the way how they will be loved by people around.

The writer chose to analyze the speech of three different Indonesian Ministers of Education and Culture. The choice of the speech analysis is motivated by first, the three ministers are absolutely different each other. In delivering their speech, it determinately needs knowledge of speech meaning and their right purpose to the environment and people around all the society, because they are for sure covered by media when delivering it, and also their position as Minister of Education and Culture considered to have good language-delivery. Second, the speech of the minister have a complex sentence. It means that it is very good to analyze and recognize more about the structure of language they

have constructed to understand their speech. Therefore, transitivity system is very appropriate to be used to analyze the above phenomenon.

1.2 The Problem of the Study

Based on the background above, the formulation of the problem in this study:

1. What are the types of transitivity system in the speech of Indonesian Ministers of Education and Culture?
2. How is the transitivity system realized in the speech of Indonesian Ministers and Education?

1.3 The Objective of the Study

Based on the problems above, the study aims:

1. To find out the types of the process in Indonesian Ministers of Education and Culture' speech.
2. To describe the Transitivity System in the speech of Indonesian Ministers of Education and Culture.

1.4 The Scope of the Study

There are so many things which can be analyzed in the speech. However, the writer only focuses on the speech of the latest three Indonesian Ministers of Education and Culture, Anies Rasyid Baswedan, Muhadjir Effendy, Nadiem Makarim, on Indonesian Teachers' Day. Besides, the transitivity system theory that will be taken into the reference is by Eggins (2004).

1.5 The Significance of the Study

The results of the study are expected to bring contribution to the theoretical and practical use of language.

Theoretically:

1. To enrich the writer's and readers' knowledge about discourse analysis, especially about transitivity to improve the ability in understanding transitivity system in a text.
2. To expand a new learning of meaning in a text through the Transitivity System.
3. To be a reference of the similar research for further research.

Practically:

1. To explain clearly about Systemic Functional Grammar especially Transitivity System through this study.
2. To continue to do the same research as this study.

CHAPTER II

REVIEW OF THEORETICAL APPROACH

2.2.3.3 Theoretical Framework

Theories are needed to clarify some terms in conducting a research. There are many terms are used in this study, and they must be theoretically elaborated. In the following part, theoretical elaboration of the terms used will be presented.

1. Context

Some kinds of texts accord to the context in which the text is used. The meaning of a text can be different and the context is needed to elucidate what the correct meaning of a text is.

Egins (2004: 86) reveals that text cannot be interpreted at all, but by looking to the context instead. Context is the background, environment, setting, framework, or surroundings of events or occurrences. Simply, context means circumstances forming a background of an event, idea or statement, in such a way as to enable readers to understand the narrative or a literary piece (Halliday, 1994: 27).

Egins also adds that context is the physical environment in way of where it is used. It can be looked from dissimilar perspectives for different purposes. One main point of the context is the environment (circumstances) in which a discourse occurs. In accordance with the different circumstances, context is classified into three kinds: linguistic context, situational context and cultural context.

2. Discourse Analysis

People have the capacity to use complex language, far more than any other things on Earth. They cooperate with each other to use language for communication, sharing ideas, working together, constructing and maintaining social world. Language is also used by people to profit or harm themselves, cheer or hurt others and become a good effort towards themselves. All these things certainly occur inseparable from context. A study named discourse analysis is a learning about how language relates to the given context.

The term of discourse analysis was first introduced by Zellig Harris in 1995 as a way of analyzing connected speech and writing (Lutzky, 2012: 9). The language analyzed not only share particular meanings, but also have characteristic linguistic features associated with.

Discourse analysis concerns with language use beyond the boundaries of a sentence or utterance, the interrelationships between language and society (context), as well as the interactive or dialogic properties of everyday communication. As having relationship between language and context, people not only recognize what the text embodies, but also how the message is delivered. Through the structure of the language build, discourse analysis takes the role to be able to view the covert meaning of a text. Discourse analysis has substance on how language, written and spoken, is applied in the real life and related to the social life as well. Hence, discourse analysis briefly can be interpreted as a way to understand social interaction by regarding language as the tool used.

Gee (2001: 24) declares that Discourse analysis is an extensive science of linguistics which is divided into some parts, such as Functional

Grammar, Critical Discourse Analysis, Multimodal and Systemic Functional Grammar.

2.2.3.4 Systemic Functional Grammar

Systemic Functional Grammar is one of the linguistic studies that has been developed by systemic functional linguist. Systemic functional grammar put forward by Halliday, is increasingly recognized as a very useful descriptive and interpretive framework for viewing language as a strategic, meaning-making resource (Eggins, 2004: 2). Moreover, Systemic functional grammar interprets language as meaning potential where all strata of the linguistic system contribute to the making of meaning: the semantic system semanticizes contextual meaning by providing resources to enact and construe it as linguistic meaning; the lexicogrammatical system grammaticalizes this meaning by providing resources to create meaning in wording.

Based on the above explanation, there must be functional orientation to every language, that is the orientation to meaning, means that the grammatical analysis of texts in systemic functional terms is not simply a formalized description of the syntax of individual sentences divorced from their surrounding language and context but a description of how particular grammatical units are functioning, that is making meaning, within particular clauses, within a particular text, and within a particular socio-cultural situation. Thus from an systemic functional linguistics perspective, the study of grammar cannot be carried out independently of the study of meaning; and the interpretation of the meanings construed by the grammar in a particular text is itself informed by the situation

and culture in which these meanings are produced, as semantics between grammar and context.

The ways in which human beings use language is categorized into three types known recognized as Metafunction. It is a part of language functions as a result the language has its function. There are 3 types of Metafunction with unequal meanings: Interpersonal Metafunction, Textual Metafunction and Ideational Metafunction (Eggins, 2004: 139).

Ideational Metafunction

Ideational metafunction, the language is used to draw, describe, and reflect the contextual value of field. It interprets the experience of human. According to Eggins (2004: 205) ideational meaning function is the use of language to converse about the experience in the universe, including the world in mind. Ideational function is classified into Logical and Experiential function.

Logical function is the grammatical resources for building up grammatical units into complex, for instance, to combine two or more clauses into a clause complex (Halliday, 2003: 17). When two clauses are joined, a speaker selects if to give the both clauses similar status, or to get one to depend on the other. Moreover, the speaker chooses some meaning relation in the process of joining or binding clauses together. Eggins (2004: 256) declares that logical function is the complex clause which have relation to experiential function. The relation itself of the complex clause is that the categories of the complex clause apply over the areas of grammar as a whole, which not only

the clauses, but also groups and phrases, and they do so along the same principal as the clause.

According to Halliday (2003: 15) Experiential function means the grammatical choices that enable speakers make meanings about the world around and inside them. He adds that the speakers or humans have to make sense of the complex world in which it evolves, which is to classify or to group into categories, the objects and events within its awareness. These categories are not given to them through the senses, however they should be construed (Halliday, 1999: 355). In addition, Eggins (2004: 206) states that experiential function is expressed through the system of Transitivity or process type, with the choice of process implicating associated participant roles and configurations. Eggins adds that Transitivity itself is related to the contextual dimension of tenor field, with the choice of process types and participant roles seen as construction of the experience of the world as to what is happening, who is involved in the going-on, and when, where, and how the goings-on are occurring as well as realizing interactants' circumstances that give content to the talk.

Transitivity

Transitivity is a system that describes experience as a type of process related to participants and circumstance (Eggins, 2004: 206). The term transitivity is familiar as a way of distinguishing between verbs according to whether they have an object or not. It is a proper of verb that relates to whether a verb can take direct object and how many such objects a verb can take.

The elements of transitivity systems are the categories that explain in general what they are like and how real world phenomena are represented as linguistic structures. The elements to all process structures of transitivity consist of the process itself, the participant in the process, and the circumstances associated with the process (Eggins, 2004: 214). Transitivity can address how living things describe experiences based on the reality that occurs around them as well as within themselves. Aspects of experiential based on reality consist of: doing, happening, feeling, being.

Types of Transitivity

According to Eggins (2004: 214), in constructing transitivity system in a text, there must be recognized and understood the three basic elements of the structure. The types of process in a clause, can involve and influence the role of participants. The processes involved in a clause consist of Material processes, Mental process, Verbal process, Behavioral process, Relational process, and Existential process. To illustrate the type of process chosen in the clause, each clause is related to the different participant roles: actor, senser, behavior, sayers, extent, carrier. Besides, the circumstances consist of extent, location, manner, cause contingency, role, matter, accompaniment and angle.

Process

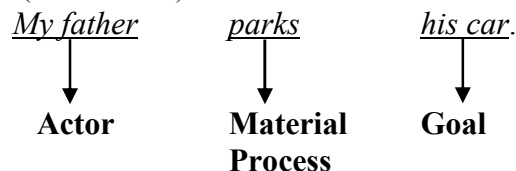
Process is an action or activity that occurs in verbs. The process is the core of an experience. It is determined by the type and subcategory in circumstances. Eggins (2004:215)

categorizes processes into two types, namely first, the main experience (primary process), which consists of material process, mental process, and relational process. Second, complementary experiences, which consist of behavioral process, verbal process, and existential process.

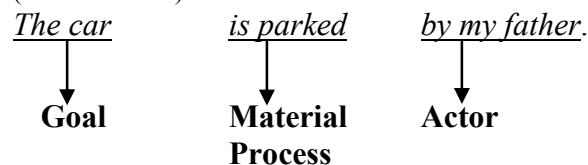
Material Process

Material process is a process or activities that involve physical and really done by its doers which is about doing or tangible actions and happening (Eggins, 2004: 215). There are two main Participants in Material Process. They are Actor and Goal encompassed. Actor is the constituent of the clause who does the need or performs the action, whereas Goal is the participant at whom the process is undergone, to whom the action is extended.

For example: (Active clause)

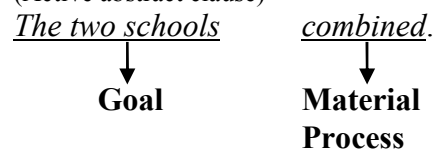


(Passive clause)

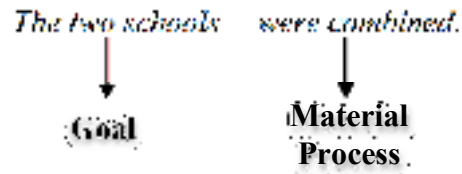


Material process is not necessarily concrete, physical events. It may be abstract doing and happening as follows.

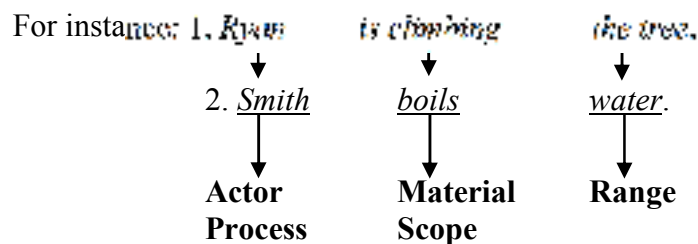
(Active abstract clause)



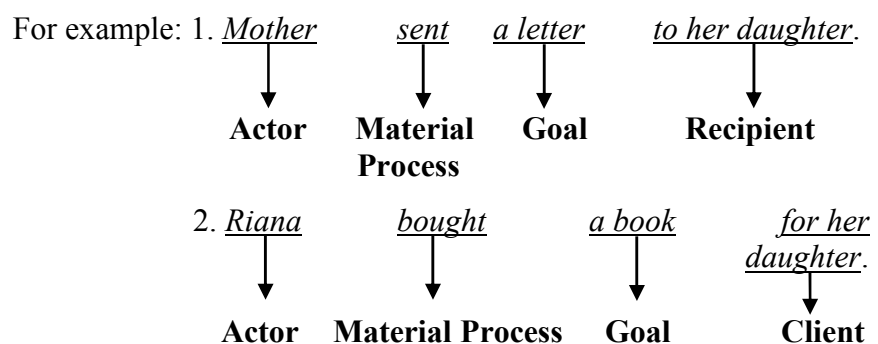
(Passive abstract clause)



Aside from two participants above, Material has also got two other Participants, namely Range and Beneficiary. The Range in the Material Process is named Scope.



Beneficiary is the one to whom or for whom the process is conveyed to take place. Beneficiary is also divided into two kinds, first is Recipient and the second one is Client. Recipient is the one that goods are given to, whereas client is for whom the services are done. These two also get the verbs to tie, such as give, send, offer, buy, and take.



Mental Process

Mental process is a process that encodes meanings of feeling, thinking, and perceiving, as well as concerned with experience of the world of humans' own consciousness (Egins, 2004: 225). So

by this meaning, mental process indicates the processes activities related to cognition, emotion, and perception that occur beneath the humans themselves, for instance seeing, hearing, feeling, loving, hating, believing, realizing, listening, and so on. Mental process involves only human behavior or other tangible form that is considered or behave like humans. The participants involved in a Mental Process are a Senser and a Phenomenon. Senser is the sensible human beings that think, feel or perceive. Hence, the phenomenon is that what is thought, felt or perceived.

For example:

1. <u>I</u> ↓	<u>saw</u> ↓	<u>a man.</u> ↓
2. <u>She</u> ↓	<u>doesn't remember</u> ↓	<u>my name</u> ↓
3. <u>Daniel</u> ↓	<u>loved</u> ↓	<u>the picture.</u> ↓
4. <u>Awin</u> ↓	<u>needs</u> ↓	<u>money.</u> ↓
Senser	Mental Process	Phenomenon

Behavioral Process

Behavioral Process is the process of (typically human) psychological and physiological behavior, like breathing, coughing, smiling, dreaming, and staring (Eggins, 2004: 233). Behavior at least distinct of all the six process types because they have no clearly defined characteristics of their own, rather, they are partly like the material and the other ones like mental (Halliday, 2004: 301).

The only Participant in behavior clause is called Behavior, who is behaving. Not all pronouns can be participants if the process is

participants that can be bound in each process. There are at least two types of participant, namely participant who carries out the process (Participant I) and participant to whom the process is directed (Participant II). From the explanation of types of process above, following describes the six types of process and the participants used.

Table 2.1 Types of Participant

Types of Process	Participant I	Participant II
Material	Actor	Goal
Mental	Senser	Phenomenon
Relational	(1) Identification: Token	Identity: Value
	(2) Attribution: (3) Carrier	Attribute
	(4) Possessing: (5) Possessor	Possessed
	Behavioral	Behaver
Verbal	Sayer	Verbiage
Existential	-	Extent

Circumstances

Circumstances are the environment, nature, or location of the process. Circumstances are beyond the scope of the process (Halliday, 2004: 310). According to Eggins (2004: 222) circumstances are equivalent to adverb as commonly used in grammar for convenience. There are 9 major types of circumstances. They are shown as follows.

Table 2.2 Types of Circumstances

No.	Types of Circumstances	Subcategories	Ways to identify	Realization in the clause
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1.	Extent	1). Temporal 2). Spatial	1). How long? 2). How far?	1). He walked for three hours. 2). We ran for six kilometers.
2.	Location	1). Temporal 2). Spatial	1). When? 2). Where?	1). We attended today 2). I go to School
3.	Manner		How?	Quickly, fast, late, beautifully, well, etc. <i>Do the task quickly.</i>
4.	Cause		Why?	Because of, because, since, for, etc. I did not come today <i>because</i> I get sick.
5.	Contingency		In what circumstance?	We were forced to eat snakes <i>in a state of urgency.</i>
6.	Role		As what?	I speak <i>as</i> a friend.
7.	Matter		About what?	He talked <i>about</i> commerce.
8.	Accompaniment		Together with?	We come <i>with</i> his sister.
9.	Angle		Says who?	According to, <i>According to</i> weather forecasts, Medan will be cloudy tomorrow.

Interpersonal Metafunction

Interpersonal meaning is an interpretation of the clause in its function as an exchange (Eggins, 2004: 144). It can be said that interpersonal meaning is meaning that establishes humans' relationship. Speaker utilizes language not only to talk about something, but to and with others in order to set up and maintain relation with them, to influence behavior, to convey the viewpoint on things in the world, and to obtain or change theirs.

Textual Metafunction

Textual meaning denotes an interpretation of the clause in its function as a message (Eggins, 2004: 298). Textual meaning relates to mode

(contextual coherence), concerns with resources for analyzing the ways in which message are built up. The grammatical systems relating to the textual meaning contain Theme and Rheme and Cohesion.

2.2.3.5 Speech

Speech means a text that contains ideas, opinions, and knowledge of something that will be delivered in public (Adhitya, 2010: 4). Speech is a way of expressing thoughts presented in the form of words to many people. People who can make a speech well means that they can also express their thoughts well. Speech is generally shown to people or groups of people to congratulate, welcome guests, celebrate holidays, but sometimes speech is the delivery and inculcation of thoughts, information, or ideas from the speaker to the public.

Based on what speech and in which the speech is used, in the current reign president, in the Minister of Education and Culture of Indonesia has changed for three times. It means there have been three Ministers officiating in the different period of time, Anies Rasyid Baswedan, Muhadjir Effendy, Nadiem Anwar Makarim. As a part of government, they have certainly delivered their speech in public. At the national event of Indonesian Teachers Day, the Ministers are certainly conveying their speech, which is the ministers themselves are considered as the head of teachers, students, and other things about education and culture. They send their speech on behalf of government and to respect all the teachers and education in Indonesia. They have also had the different structure of speech one another which influence the listeners, which are public.

2.2.3.6 Biography of the Ministers

In the speech that will be analyzed comes from three Ministers of Education and Culture. In the beginning, it is needed to know the biography or brief information of each Minister.

1. H. Anies Rasyid Baswedan, S.E., M.P.P., Ph. D, born in Kuningan, Jawa Barat, May 7, 1969; age 50. Anies Baswedan's lunge in the field of education led him to be mandated to become the Minister of Education and Culture in the Jokowi-Jusuf Kalla Kabinet Kerja for the 2014-2019 period from 27 October 2014. Anies Baswedan considered that education is the key to improving human quality. He felt an increase in the quality of education would occur by increasing the quality of teachers. He also contended that education is human interaction in which the role of the teacher becomes so central. Improving the quality of teachers is one thing he wants to do as the Minister of Education and Culture of Indonesia. However, on July 27, 2016 he was replaced in the reshuffle of Kabinet Kerja.
2. Prof. Dr. Muhadjir Effendy, M.A.P. (born in Madiun, Jawa Timur, 29 July 1956; aged 63 years old) was The Minister of Education and Culture of the Republic of Indonesia in the Kabinet Kerja Jokowi-Jusuf Kalla who has been in office since July 27, 2016 replacing Anies Baswedan.
3. Nadiem Anwar Makarim, B.A., M.B.A. (born in Singapore, July 4, 1984; age 35) is an Indonesian businessman who currently holds the position of the Minister of Education and Culture of Indonesia in the Kabinet Indonesia Maju. Advanced government of President Joko Widodo-K.H Mar'uf Amin, who was appointed on October 23, 2019. On October 22, 2019, Nadiem was formally called and that had he declared to resign from his own company after in the

morning being called by President Joko Widodo to the State Palace. On October 23, 2019, President Joko Widodo announced his ministerial cabinet with Nadiem as Minister of Education and Culture.

2.2.3.7 The Previous Studies

This part is about the studies which have been realized by other writers relating to Transitivity System.

1. Siti Rahayu (2017) in her research entitled “The analysis process types found in Jokowi’s inaugural speech as seventh nation’s president and Jokowi’s speech at APEC CEO summit in 2014”. Siti used descriptive qualitative method because she analyzed the data and then described the finding as to answer the research question. The data source of her research is the script of “Jokowi’s inaugural speech as seventh nation’s president and Jokowi’s speech at APEC CEO summit in 2014”, which was to find to know what are process types found, then describe the communicative purposes of Jokowi’s speech based on the process types found. The results are that there are 62 process types obtained from Jokowi’s inaugural speech, they are that material process has 40 occurrences, mental process has 7 occurrences, verbal process has 5 occurrences and the last relational process has 10 occurrences. The writer also finds process types obtained from Jokowi’s speech at APEC CEO summit in 2014, there are 89 process types obtained, Process types is dominated by material process, it has 29 occurrences, mental process has 25 occurrences. It followed by verbal process (9 occurrences). Then relational process has 26 occurrences. And the last, existential only has 1 occurrence.
2. Nurfaedah (2017) in her research entitled “The Analysis Relation of Transitivity System and Situation Context in Hatta Rajasa’s Political Speech: Systemic

Functional Linguistics Overview”. This research used a descriptive research, used a qualitative approach and was supported by quantitative data. The object of research is in the form of political speech text delivered by Hatta Rajasa. The data sources used are the spoken data in the form of audiovisual. In her research, she indicated that (1) the type of process which was found in the analysis of Hatta Rajasa’s political speech consists of six process that are the material process, the mental process, the relational process, the behavioral process, the verbal process, and the existential process. The dominated process is the material process that was represented the life that was oriented on the action, the activity, and the real action (2). the circumstances found were the location, manner, cause, accompanying, and ranges. There was a dominating percentage in appearance and there were only appear occasionally. The most frequent circumstance is the location circumstance that indicated a desire of the speaker to do something through the specified time and place planning. (3) based on the analysis of situational context connected with the analysis of transitivity system can be known the purpose of the delivery of Hatta Rajasa’s political speeches through the process, the participant, and the circumstances. It can be seen that Hatta Rajasa’s desire is the intention of delivering the ideas on the realization of the ideals of the Indonesian people through the developing of a democratic and economic system.

3. Kadek Lilis Suryatini (2017) in her research entitled “Analysis Of English Transitivity Process With Reference To The Witch Of Portobello By Paulo Coelho”. The research used descriptive qualitative and quantitative. There are two problems that are solved by applying the theory of MAK Halliday in

several editions of his book. Thus, this research describes that the type of process most often found in this narrative text is the Material process. Material Process accounts for 46.2% of the total number of processes in the text, while non-material process represents 53.8%. The main narrator (Athena's girlfriend) was the one who acts the most as an Actor in this Material process because he controls most of the actions or process. He described the image of Athena (the main character) as it existed in her own consciousness. In other words all the processes that occur in the text are based on the narrator's point of view.

4. Dewi Kurnia (2018) in her research entitled “The Transitivity Of Short Story No Witch craft For Sale By Soris Lessing”. The method used in her research was qualitative design to find the result of the study. The data collection technique applied were seeking and selecting, reading, reducing and identifying. Then, the data were analyzed by employing several steps such as listing, classifying, calculating, and the last step was reporting the result of the analysis in written text. Dewi found the results of her research that there are six process types occurred in the short story. They are material process, mental process, behavioral process, verbal process, relational process and existential process. Material process is the most dominant process found in the short story identifying it through what is happening and what are the characters doing. The generic structure is orientation, events and resolution.
5. Zhu Yujie, Li Fengjie (2018), a journal from International Journal of Literature and Arts Vol. 6, No. 2, entitled “Transitivity Analysis Of American President Donald Trump’s Inaugural Address”. The aim of this research was to find the political motivation hidden by the form of language and transitivity analysis of

the ideational function. The researchers found that the material process is the most frequently used process. The relational process and the mental process take the second and the third respectively. In transferring power to the people, material process is strongly involved. They added Relational process top the list of all the six processes in advocating for U.S. interests in international contacts. In recovering the audience's confidence and looking forward to a better future, American President Donald Trump applied different mental processes. The researchers concluded to better understand the thinking manner and cultural features of Westerners. Besides, it is a worthy study to uncover more differences of language expression between the East and the West.

2.2.3.8 Conceptual Framework

In conducting this study, the theories are needed to account some concepts applied. The explanation is considered necessary. The concepts used must be clarified in order to hold the same perspective as the implementation in the field. The clarification of the concepts below is used for feasibility of the study.

CHAPTER III

RESEARCH METHOD

Research method is needed to help in analyzing the research feasible. Research method includes research design, such as technique of collecting data, technique of analyzing data and data resources.

1. Research Design

Research design is very detailed about the outline of how a research will take place. It is a way of conducting in order to collect the data, to employ the instrument, to apply the instrument itself as well as more to analyzing the data collected. Research design or known as research method is naturally a feature mainly with specific function and use (Sugiyono, 2016:2). The components of the research are commonly used through the method that will be done.

There are two different kinds of method in which it is applied for the research. They are quantitative and qualitative method. This research will be conducted in qualitative method, that is qualitative method characterizes to focusing on definite people or situation with more concerns upon words than numbers (Maxwell, 1996:36). Maxwell adds qualitative method represents goals to understanding the meaning achieved, the process as well as developing the general expectation. In addition, this research will use transitivity system by Eggins as the main theory and Halliday's theory as the proponent theory in finding the problem of the research.

2. Data and Source of the Data

Data are the thing that will be analyzed in the research, while the source is where the written data can be obtained from. Hence, the data that will be analyzed are:

Anies Rasyid Baswedan's speech on Hari Guru Nasional event on November 25, 2015.

Muhadjir Effendy's speech on Hari Guru Nasional event on November 25, 2017.

Nadiem Anwar Makarim's speech on Hari Guru Nasional event on November 25, 2019.

The data above are obtained from the website of the Education and Culture Ministry of Indonesia, <https://www.kemdikbud.go.id> in the form of text.

3. Technique of Collecting Data

Data collection method in this research is library research. This technique is considered relevant because the form of data in this study in the form of written text or in the form of documents (Bogdan, 1982:169). In collecting the data, the writer will apply the qualitative method through the steps as follows:

1. Search for the data which are obtained from internet on www.kemdikbud.go.id in the form of text.
2. Read the data and then underline all parts of the data.
3. Classify the data into the particular categories based on the transitivity system.

4. Technique of Analyzing Data

Data analysis technique is an attempt to process and explore data critically with the aim at making data into information that is used as an answer to the

problems raised in the research. As for the techniques used by the writer in analyzing the data of this research are as follows:

1. The data is sorted into language units, such as words, phrases and clauses.
2. Such units, particularly clauses, are disaggregated into the type of process (material process, mental process, relational process, behavioral process, verbal process, and existential process), Participants and the Circumstances It is done by making each of it and/or writing a star (*) for the implicit constituents.
3. Each clause with each process is made within table (minimal analysis).
4. The clauses that have been analyzed are identified and calculated the number of frequency of occurrence in each speech.
5. The results of the analysis are interpreted.