

## **CHAPTER II**

### **THEORETICAL FRAMEWORK & RESEARCH METHOD**

This paper covers the theory of Systemic Functional Linguistic (SFL) which was developed by Halliday in the 1960s. SFL according to Halliday & Matthiessen covers various types of analysis, specifically the analysis of content (lexicogrammar and semantics). The theories in this study are based on the book titled *An Introduction to Functional Grammar* by M.A.K Halliday, revised by Matthiessen (2004) third edition, and *Introducing Functional Grammar* written by Thompson (2014). The other supporting references for narrative stylistics theory is cited from a book titled *Introducing Electronic Text Analysis A Practical Guide for Language and Literary Studies* (2006) written by Adolphs and *STYLISTIC A Resource Book for Students* written by Simpson (2004). Moreover, characterization in literary fiction theory is taken from a book titled *Oxford Concise Dictionary of Literary Terms* by Baldick (2001) and *STYLISTIC A Resource Book for Students* written by Simpson (2004) specifically in chapter A6 pointing to its main theory in explaining how characterization can be taken from transitivity system.

#### **2.1 Transitivity System**

Transitivity structures express representational meaning, such as what the clause is doing which is typically some process, with associated participants and circumstances, according to Halliday (2004:320). The major goal of the clause is to represent experience

in order to show things that happen and how a person feels both within and outside of their own environment. The three elements that contribute to transitivity are the process, the participants, and the circumstances. As stated in Halliday and Matthiessen (2004:170), in the transitivity system, there are six different types of processes. These types include the material process, mental process, relational process, verbal process, existential process, and behavioral process. Each type of process offers its own way or scheme for interpreting specific categories.

Material clauses are clauses that include doing and happening. It contains a degree of change in the way things move as a result of an energy being put. In a material process, each phase has one participant, known as the *actor*, who causes the process to develop over time to reach an end that differs from the beginning stage. The goal may become a participant as this process develops the "material" clause denotes a doing and is referred to as transitive. The participants consist of the *actor* which is the one who performs the action, *goal* which those affected by the action or *scope* that isn't affected by the action, *attribute* which is a situation related to an entity, *client* which to whom the action happened and recipient which is the receiver of items or services.

In mental process, the perceptions of the world and of our own awareness is important. It is a sensory clause that implies a degree of change in the progression of events occurring within our own awareness. The act of sensing can be seen as coming from or affecting a person's awareness, but it is not interpreted as a physical act. There is always one human participant in a mental process. This person is known as the *senser*, or the one who sense, as in feels, thinks, wishes, or perceives. The senser's connection

with consciousness is referred to as he or she rather than it. Every senser, the person who feels, thinks, and perceives things and the phenomenon, the object that was emotionally sensed, thought about is the meaning of mental process. In addition, verbs like perceptive, cognitive, desiderative, and emotional serve as a particular kind of sensing process in mental phrases.

The relational process serves to describe and identify, since they depict mental processes and are interpreted as one component of a relationship in being something. There are always two intrinsic participants in a 'relational' clause since the process itself involve relationships that relate to the concepts of being, possessing, or becoming. The relational process is either identifying or attributive.

Verbal process convey and indicate through linguistic processes in a variety of ways, it does not always have to be vocal. The content of what is spoken or implied can be portrait as a participant (verbiage), or a situation (matter). The participants included in the process are *sayer*, which is the one who spoke, *receiver* or the *addressee*, the one who's targeted by the addresser and *verbiage* which is the content of the utterance and circumstances which describe the location of the sentence or the matter of the sentence.

According to Halliday (2004:171), behavioral are processes of physiological and psychological behavior, such as walking, dreaming, breathing, and coughing. This process separates between mental and the physical act of those process, for instance, various mental processes related to perception are associated with behavioral actions, such as 'watch,' 'look,' 'stare' for 'see,' and 'listen' for 'hear,' etc. In addition, the participant involving this process, consist of *behaber*, with the second participant named as

*behaviour* and most behavioral processes are intransitive, in which *behave* acts as the sole participant.

The existential process serves as evidence that something occurs or exists. An 'existential' phrase frequently includes a clear situational aspect of time or location, and things that are being claimed to exist. This phrase is called '*existent*'. In theory, every phenomenon that may be considered a "thing" such as a person, object, institution, or concept, as well as any action or occurrence, for instance, "Is it going to rain?" might be said to 'exist'. Moreover, the '*existent*' is the lone participant in an existential process.

## **2.2 Narrative Stylistic**

Narrative stylistic refers to how an author uses language and other literary elements to create a particular style or tone. This can include sentence structure, vocabulary, figurative language, point of view, and other literary techniques. In narrative fiction, the way the characters talk and think is important in understanding who is telling the story and from whose perspective. Analyzing the way speech and thoughts are presented can help the reader understand the style of the text. Simpson (1993:17) thus argues that the stylistic analysis of speech and thought presentation connects the divides between the spatiotemporal point of view and the psychological point of view'. An example is taken from these two narrative clauses,

*"John dropped the plates and Janet laughed suddenly"*

According to Simpson (2004:19), the sentence implies there's a clear order of events between two actions. Not only assuming that John's s mistake happened before Janet's

reaction but also that his mistake caused her response. However, if the sentence switches the order of the action and says “*Janet laughed suddenly and John dropped the plates*” it would suggest a different understanding that Janet’s laughter not only came before but also caused John’s accident. Furthermore, Leech and Short (1981) observed between categories of speech and the thought presentation from the high to low narrator involvement. Different types of speech and thought presentations can indicate different levels of involvement from the narrator. The direct speech shows a high degree of character involvement, while indirect forms indicate more involvement from the narrator.

The first element of characterizations, *actions, and events*, explains how a character's growth influences and connects with the events and actions in a story. It explores how the narrative intertwines with specific types of actions like doing, thinking, and saying, and how these actions are associated with characters and narrators. This category, which falls under the broader concept of "style as a choice," receives the primary focus of attention in the units within the strand. On the other side, the second category of narrative characterization, known as point of view, examines the connection between the way a story is told and the perspective of a character or narrator. The mode of narration determines whether the story is presented in first person, third person, or even second person, while the point of view determines whether the events are perceived from a specific character's perspective, an all-knowing narrator's standpoint, or a combination of both.

The representation of speech and thoughts in the narrative also plays a crucial role in indicating the point of view, serving a dual purpose by also relating to actions and events. In addition, the third level of narrative communication is named the action level. It is when the characters talk to each other in the story. The characters at the action level are purely fictional constructs, although some may draw inspiration from real-life experiences. These characters typically engage in direct speech during their conversations, which is referred to as dialogue. Through dialogue, the characters express their emotions and thoughts, providing insight into their inner world.

### **2.3 Characterization using Transitivity System**

According to Baldick (1991:37), characterization means to represent a person in a narrative work by describing a certain character's speech, the way they act, their inner thoughts, or their physical appearance. This indicates that a character may be told apart from others due to their unique character qualities and distinctive physical appearance. Thus, in narrative discourse, the transitivity system creates a linguistic pattern that includes three key components, which are, *process, participants, and circumstances* which can develop the characterization in a character

According to Simpson (2004:22), people's everyday experience is largely shaped by the actions taken, the events encountered, and people's thoughts and perceptions. It is vital for language to have the ability to encompass and describe these diverse occurrences in the world. To achieve this, it includes the grammatical structure of

sentences includes a mechanism to capture the speech, thoughts, and actions. Thus, when language is employed to portray the happenings and depict their pattern, it illustrates the characterization using a process they carry. Simpson (2004:21) also noted that the actions of "doing," "thinking," and "saying" play a crucial role in developing characterization. Therefore, by using the experiential function, the transitivity system becomes a tool to reveal the concept of style as a choice within narrative discourse.

## **2.4 Research Methods**

This section describes the sort of study conducted by the author, the data acquired, the processes used to obtain the data, and how the data was processed that the writer used in this research.

## **2.5 Types of Research**

This research is conducted with descriptive qualitative research, considering how the research covers perceptible data which further explains the analysis and describes the phenomenon. The study began with the first step, which is gathering and analyzing the qualitative data, the study's findings will be discussed in a summary of Little Prince's characterization. The writer concentrated on the lexicon/verbs employed in the book to explain the main character's personality namely Little Prince.

## **2.6 Data, Population, Sample and Sampling Technique**

The data are collected from the novel *The Little Prince* (2003 edition) written by Antoine De Saint-Exupère. The writer used clauses that describe all the actions, thoughts, and also speeches that characterized Little Prince. These clauses are selected from the narrator's point of view of the Little Prince and certain utterances spoken by Little Prince himself in his conversation with the Narrator (pilot), the King, the Businessman, the Lamplighter, the Drunkard, the Geographer, the Railway, the Snake, the Merchant, the Baobabs, the Rose, the Conceited man, and the Fox. The sample is taken from all clauses which indicate



the characterization of the Little Prince. In addition, the writer used a purposive sampling technique to annotate the clauses that have been selected.

### **2.7 Method of Collecting Data**

The writer does not use participants to conduct the research, rather it uses a non-participant observation method (Simak Bebas Libat Cakap). According to Sudaryanto in M.Zaim's book (2014:90), researchers do not participate in the activity being observed but rather "sit on the sidelines" and watch, they are not directly involved in the situation they are observing. Therefore, observation is a suitable method to conduct the research as it analyzes a narrative text.

In collecting the data, the writer read the stories and categorized Little Prince's clause using the respective transitivity system. The clauses are grouped into participant, process, and circumstances. Then the author counts the clauses to see the most frequent process that appeared and presents the data with Little Prince's characterization found in the data.

### **2.8 Method of Analyzing Data**

The writer analyzed the data using the distributional method as the language itself is the subject of the observation. In acquiring the data, the referential identity method is used. The referential identity technique relates to the multiple linguistic constructions in a statement. Language references are objects, actions, characteristics, circumstances, etc, that refer to the real world of human life and this method is used as the writer's purpose is to depict characterization that refers to the transitivity process, namely the participant,

process, and circumstances in the clause.

The transitivity system is used to categorize the sentences at the beginning of the writer's study. The participant, process, and circumstances are all described in the process of revealing Little Prince's characterization. The character's actions, which can be explained by the scenario suggested further data, revealing the character. The plot served as means of describing the supporting lexicons employed by the author of the story.