CHAPTER II

THEORY AND METHOD

2.1. Theoretical Framework

2.1.1. Trauma

The concept of trauma encompasses more than just physical wounds; it also refers to a deeply distressing or concerning experience that has long-lasting adverse effects on an individual's well-being and functioning (SAMHSA's Trauma and Justice Strategic Initiative, 2014, p. 7). Freud (as cited in Caruth, 1996, p. 3) described trauma as "a wound inflicted not upon the body but upon the mind." In its most general definition, trauma describes an overwhelming experience that disrupts an individual's sense of safety, control, and understanding of the world. According to Bal et al. (1999), how traumatic events are remembered is determined not just by how they are experienced initially and how others interpreted them, either directly or indirectly. The response to a traumatic event occurs in the often delayed, uncontrolled, and repetitive in the form of flashbacks and intrusive thoughts (Caruth, 1996, p. 11).

According to SAMHSA's Trauma and Justice Strategic Initiative (2014, p. 7), individual trauma results from an event or series of events that is subjectively distressing or life-threatening and has lasting detrimental effects inn an individual's mental, physical, social, emotional or spiritual well-being. One form of long-lasting

effects is Adverse Childhood Experiences (ACEs). ACEs refers to potentially traumatic events that occur during childhood (0-17), such as abuse, neglect and aspects of a child's environment that can be distressing (Centers for Disease Control and Prevention as cited in Substance Abuse and Mental Health Services Administration, 2023, p. 2).

In summary, trauma involves far more than physical wound. It refers to experiences that overwhelm an individual's sense of safety and coping mechanisms, resulting in long-term consequences for their emotional and psychological well-being. The response to trauma is delayed, uncontrolled and often re-experienced.

2.1.1.1. Trauma Reaction

People commonly experience reactions across multiple domains after trauma. According to U.S. Department of Health and Human Services (HHS) (2014, p. 61), the domains that associated with singular, multiple, and enduring traumatic events are emotional, physical, cognitive, behavioral, social, and development. These reactions are often normal responses to trauma but can still be distressing to experience.

2.1.1.1.1. Emotional

According to U.S. Department of Health and Human Services (HHS) (2014, p. 61), an individual's emotional reactions to trauma are greatly influenced by their sociocultural background. Common emotions like anger, fear, sadness, and shame

are often unrecognized due to limited exposure to emotional expression (U.S. Department of Health and Human Services (HHS), 2014, p. 61).

2.1.1.1.2. Physical

Some people who have experienced traumatic events may initially present with physical symptoms (U.S. Department of Health and Human Services (HHS), 2014, p. 64). Common physical disorders and symptoms, include somatic complaints, sleep disturbances, gastrointestinal, cardiovascular, neurological, musculoskeletal, respiratory and dermatological disorders, urological problems, and substance use disorders (U.S. Department of Health and Human Services (HHS), 2014, p. 64).

2.1.1.1.3. Cognitive

Traumatic experience can significantly affect person's cognitions, beliefs and thought patterns. Many factors contribute to how a person thinks before, during, and after trauma (U.S. Department of Health and Human Services (HHS), 2014, p.67). According to Beck et al. (as cited in U.S. Department of Health and Human Services (HHS), 2014, p. 67), trauma can alter to three main cognitive patterns: thoughts about self, the world, and the future. It can lead trauma survivors to see themselves as incompetent or defective, others and the world as unsafe and unpredictable, and the future as hopeless and beyond their control. These negative cognitive patterns reflect the traumatic impact on an individual's cognition.

2.1.1.1.4.

2.1.1.1.5. Behavioral

Traumatic experiences can greatly impact people's behavior. According to U.S. Department of Health and Human Services (HHS) (2014, p. 70), many people respond to trauma by engaging in certain behaviors to help manage the effects and memories related to the event. Some people cope with the distress from traumatic experiences through avoidant, self-medicating, compulsive, impulsive, and self-injurious behavior (U.S. Department of Health and Human Services (HHS), 2014, p. 70).

2.1.1.1.6. Social

While social support and relationships can be protective factor against traumatic stress, trauma often significantly impacts relationships due to its effects on emotional functioning. According to U.S. Department of Health and Human Services (HHS) (2014, p. 74), those close to trauma survivors are frequently affected secondarily through the survivor's stress reactions and trauma symptoms. U.S. Department of Health and Human Services (HHS) (2014, p. 74) also stated that trauma survivors may utilize support from family, friends, and networks or avoid it due to distrust, perception that they are burdensome, and feelings of disconnection from others.

2.1.1.1.7.

2.1.1.1.8. Development

According to U.S. Department of Health and Human Services (HHS) (2014, p.74)
the developmental of each age is vulnerable in unique ways to the stresses of a
disaster. For example, the school-age children may exhibit symptoms such as
aggressive behavior and anger, the adolescents increased risky activities such as
sexual acting out, and many more.

2.1.2. Transitivity System

According to Halliday and Matthiessen (2014, p. 227), the structure of a clause
that impacts not only the verb used as a process but also the participants and
circumstances is known as transitivity. Then Halliday and Matthiessen (2014, p.
213) added that the transitivity system offers a lexicogrammatical means of
interpreting the amount of a change in the flow of events as a figure and as a
process-centered element configuration. Meanwhile, according to Fontaine
(2013), a transitivity system is a system that organizes the available options or
alternatives for processes in terms of the representations of experience. Both
explanations of transitivity define transitivity as a system that influences a
clause's process, participants, and circumstances. The difference lies in Fontaine
(2013), who emphasizes system aspects and alternative experience
representations, while Halliday and Matthiessen (2014) focus more on structural
definitions.

2.1.3.

2.1.4. Process

According to Halliday and Matthiessen (2014, p. 219), the process type is a system network in transitivity. Six primary processes type of transitivity form a network in the language transitivity system. Each type of process carries a different meaning and way of presenting the experience. The six primary types of transitivity processes are material process, mental process, relational process, behavioural process, verbal process, and existential process.

2.1.4.1. Material Process

According to Halliday and Matthiessen (2014, p. 224), the material process is constructed from clauses of doing and happening. Then there are two participants in the material process: the actor and the goal. The actor is a participant who takes action. Meanwhile, the goal is a participant who receives the effects of the actions taken by the actor. Material processes are generally related to physical actions and events carried out by actor and affect goals. Furthermore, the examples of the material processes are shown below:

The lion	caught	the tourist
Actor	Material process	Goal

(Halliday and Matthiessen, 2014, p. 226)

I	started writing	short stories

Actor	Material process	Goal

(Halliday and Matthiessen, 2014, p. 231)

2.1.4.2. Mental Process

The mental process is a process of sensing. It is related to human experience and consciousness (Halliday and Matthiessen, 2014, p. 245). The mental process involves four subtypes of sensing: perceptive (sensory perception), cognitive (thoughts, knowledge, and understanding), emotive (feelings and emotions), and desiderative (desires and intentions) (Halliday and Matthiessen, 2014, p. 256). In addition, as stated by Halliday and Matthiessen (2014, pp. 249-251), the participants of the mental process are the senser and the phenomenon. The senser is a participants who do sensing. Meanwhile, the phenomenon is a phenomena that become the object of sensing. In short, mental process involves experience and consciousness embodied in sensing activities carried out by the senser towards the phenomenon. An example of the mental process can be seen below:

I	see	the stars
Senser	Mental process: Perceptive	Phenomenon

(Halliday and Matthiessen, 2014, p. 255)

He	knows	the car
Senser	Mental process: Cognitive	Phenomenon

(Halliday and Matthiessen, 2014, p. 256)

Mary	**liked**	**the gift**
Senser	Mental process: Emotive	Phenomenon

(Halliday and Matthiessen, 2014, p. 248)

He	**wants**	**the car**
Senser	Mental process: Desiderative	Phenomenon

(Halliday and Matthiessen, 2014, p. 256)

2.1.4.3. Relational Process

According to Halliday and Matthiessen (2014, p. 259), relational clauses are used to characterize and identify something. Similarly, according to Khajati (2013, p. 54) relational processes are classified according to whether they are being used to identify something or to assign a quality to something.

However, both of these opinions share the same relational process into two parts; Identifying Process which is a process that establishes an identity, and Attributive Process which assigns a quality. According to Khajati (2013, p. 26), the easiest way of distinguishing identifying process and attributive process is that attributive clauses cannot be reversible or passivated, whereas identifying clauses may.

Each relational process, according to Khajati (2013, p. 54), has its own participants. The attributive participants are the Carrier (subject that is

characterized) and the Attribute (characteristics attached to the carrier). Meanwhile, in the Identifying Process, the participants are tokens (identified objects) and values (identity tokens).

Then, as stated from Khajati (2013, p. 54) and Halliday (2014, p. 263), relational processes are also classified into intensive, possessive, and circumstantial. The example of the relational processes can be seen below:

Sarah	is	wise
Carrier	Attributive: intensive	Attribute

(Halliday and Matthiessen, 2014, p. 265)

Tomorrow	is	the 10th
Token	Identifying: circumstantial	Value

(Halliday and Matthiessen, 2014, p. 265)

2.1.4.4. Behavioural Process

According to Halliday and Matthiessen (2014, p. 301), the behavioral process refers to physiological and psychological acts. They also depict the processes of consciousness processes as behavioral forms. The participant of the behavioural process is the behaver (Halliday and Matthiessen, 2014, p. 301); the behaver is usually a living creature that is conscious like a human. However it can also be an inanimate object that acts. Furthermore, they stated that the behaver, like the

Senser is usually a conscious being; the difference is that the behavioural process is a process of doing rather than sensing, as seen below:

She	is laughing
Behaver	Behavioural process

(Halliday and Matthiessen, 2014, p. 301)

2.1.4.5. Verbal Process

Verbal process is a process of saying. In the verbal process, the participants' roles are as the sayer. In addition to the sayer, Halliday and Matthiessen (2014, p. 306) identify three other participant functions: the receiver (message recipient), the target (message target), and the verbiage (the content of the message delivered).

John	said	he was hungry
Sayer	Verbal process	Verbiage

(Halliday and Matthiessen, 2014, p. 304)

2.1.4.6. Existential Process

The existential process asserts that something exists or happens (Halliday and Matthiessen, 2014, p. 307). The existential process shows the fundamental criterion of existence, namely the existence of entities. Halliday and Matthiessen (2014, p. 309) point out that the entity intended to exist is existent. Whereas existential aims to state the existence of the existent.

The clause "there" is often used as the subject of an existential process, as in the example below. Even though semantically the "there" clause is not a participant or circumstance, the "there" clause is still interpersonally needed to show existence (Halliday and Matthiessen, 2014, p. 308). Without the "there" clause, the existential process becomes an interpersonally incomplete clause. Therefore, existential processes emphasize the existence of something, not actions or events, as in other processes.

There	was	a storm
	Existential process	Existent

(Halliday and Matthiessen, 2014, p. 309)

2.1.4. Participant and Circumstance

Participants are proximate to the process's center and directly involved (Halliday and Matthiessen, 2014, p. 213). Participants are included in the process: every single kind of clause includes at least one participant, and some have up to three (Halliday and Matthiessen, 2014, p. 221). So the number and role of the participants in a clause depends on the structure and type of the clause.

Unlike participants, circumstantial is not actively involved in the process (Halliday and Matthiessen, 2014, p. 221). Circumstantial describes the state of participants or actions and those not actively involved in the process—adverbial groups or prepositional phrases commonly express circumstances (Halliday and

Matthiessen, 2014, p. 222). Circumstantial answer questions such as when, where, why, who, how many, and what. Circumstantial conveys the meaning of extent, location, manner, cause, contingency, accompaniment, role, matter, and angle.

2.2. Research Method

This subchapter will describe the research method that was used in this study. The discussion will begin with the type of research used and the reasons for adopting that type. The data and data sources used in the study, as well as the method of collecting and analyzing data.

2.2.1. Type of Research

In this study, the writer used the qualitative method. The qualitative method were used to analyzed the data deeply to understand the meaning and subjective understanding behind the words. Furthermore, this study employs a descriptive technique to examine the result of the transitivity processes found in the utterances of Lily Bloom's attitude toward her trauma in *It Ends with Us* novel.

2.2.2. Data and Data Source

All utterances from Collen Hoover's novel *It Ends with Us* that refer to Lily Bloom's attitude toward her trauma served as the primary data in this study, providing a comprehensive understanding of Lily Bloom's attitude toward her trauma through the theoretical framework of reaction trauma. The data were obtained from the printed novel by Colleen Hoover *It Ends with Us,* published by

Atria Books in 2016 that consists of 367 pages. Furthermore, the samples utilized in this study were taken from all of the utterances that refer to Lily Bloom's attitude toward her trauma in the novel *It Ends with Us* by Colleen Hoover and purposive sampling method was used in choosing the data in this study.

2.2.3. Method of Collecting Data

The data of this study were collected from written text/documents since this study used novel as the source of the study. Therefore, this study employed a document analysis as the method to collect the data. According to Alwasilah (2011), document analysis is one of the methods for collecting data in qualitative study which involves reading written texts or documents.

This study utilized *It Ends with Us* novel as the document. In order to obtain the kinds of transitivity processes in the document, the writer reread the novel repeatedly. Afterwards, all relevant utterances in the novel *It Ends with Us*, which described Lily Bloom's attitude toward her trauma, were systematically recorded and collected based on the six trauma reactions. Additionally, the data were filtered to focus only on utterances reflecting Lily Bloom's attitude toward her trauma in order to facilitate subsequent analysis of the transitivity processes and attitudes that underlie Lily Bloom's speech in the novel.

2.2.4. Method of Analysing Data

In this study, the data were analyzed using a thematic approach. The collected data were categorized according to different transitivity process types. Firstly, the data were identified and classified based on trauma reactions indicating Lily Bloom's attitude toward her trauma. Subsequently, utterances of trauma reactions indicating Lily Bloom's attitude toward her trauma were analyzed and classified into transitivity processes. And the findings are presented in a structural format to facilitate understanding interpretation.