

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Poetry could have different meaning to different people. It consists of verbal or written language containing emotions, ideas, or state of being. For the purpose of telling an idea, poetry conveys it rhythmically to achieve artistic expression. As a literary work, poetry uses various language features to attract people's interest. Wainwright (2016) explains, poetry consists of two prominent features, they are rhythms and metres. Plato explains rhythm as the an order in movement. It is widely known to be the 'flow' in the sounding of the line. Then, metre is the regular patterning of such movement into the poetic line.

Another aspect of poetry that makes it interesting is the point of view in poetry. When reading poetry we are also often confused with the point of view in poetry. In poetry, the narrator or voice speaking in the poem is not the same as the poet who wrote it. Authors usually assign roles to voices or narrators in certain situations in each poem (Barnet & Cain, 2014). The voice in poetry related to how language is used in building the tensions and described the situation in poetry to make the reader able to perceive the context of the poetry. Not only that, there are more aspects in poetry which makes it interesting to discuss such as stanza, tone, verse, lyric, genre, rhetoric, and figurative languages. With its complexity, poetry gives us ample space to experience language and explore the meaning behind it. Linguistically, poetry trains our awareness of problems in language and meaning.

Meaning is one of the essential parts of linguistics. Linguists have established two different types of the study of meaning that are widely known as semantics/literal meaning and pragmatics/hidden meaning, which means, in general, using language as a medium to express their ideas and experience to other people. In ordinary English, Riemer (2010) stated that meaning refers to the idea or intention conveyed through language, refers by language, and the translations of words between languages.

Throughout human history, it has been natural to wonder how humans form meaning and make people understand or relate to others' intentions. Webster (2015 in Hassan 2005) explains that through experience, humans develop some way of relating to whatever we encounter in life. Through their mother tongue, children learn to interpret experiences and establish relationships. Through this habit, the child naturally learns about the world from their

parents' experiences, shaping their perspective about relationships and experience. Later on, it becomes the origin of the process of meaning-making in human activities.

As the oldest literary work, poetry has told many stories about society. These poems are usually formed through the experiences of the poets. Analyzing poetry can be done with linguistics or a literary approach. Researching poetry could be done in linguistics using Systemic-Functional Linguistics theory. SFL acknowledges indeterminacy in language that may occur in the conversation as its object of the study. Webster (2015) continues that the language system has three strata where these clusters correspond to the ideational (logical and experiential), interpersonal, and textual components or metafunctions. In this study, the writer will only discuss the experiential meaning.

The writer will choose Carl Sandburg's poetry as the source of the data to study. Carl Sandburg was born into a low-income family in Illinois on January 6, 1878. Later, he also quit school after grade 8 to help support his family, and at 17, he served as an ordinary soldier in Puerto Rico during the Spanish-American war for eight months. He finally continued his education and was able to publish his first poem *Chicago Poems*, in 1916, and shortly after that, in 1919, Sandburg won the Pulitzer Prize for his 'Cornhuskers' collection. Sandburg was indeed famous for siding with the poor and the working-class people. Even the 36th president of the USA, President Lyndon B. Johnson, praised him and said, "He (Carl Sandburg) was more than the voice of America; he was more than a genius poet. He was America." Carl Sandburg's poems about the working class reflect his experience of how difficult it is to be poor and work hard to make ends meet.

Experiential meaning constructs experience structurally through the configuration of Process(es), Participant(s), Circumstance(s), and the so-called transitivity structure. By using this theory, we will be able to understand the meaning behind every text explicitly. It can be analyzed by examining the existing clause into the types of transitivity analysis and grouping it into Process, Participant, and Circumstance. These elements reveals the action performed by whom and on what can be seen clearly. Through this research, the writer wants to show another way of interpreting poetry outside of literary criticism. Poetry can have many meanings depending on the theoretical approach used. By using experiential meaning, the writer wants to show how to interpret poetry using linguistic theory which represents the use of words based on the perception of the world and consciousness.

1.2. Theoretical Framework

1.2.1. Systemic-Functional Linguistics (SFL)

MAK Halliday first introduced SFL. Through his publication in the 1960s, he introduced the description of the grammar of English; in 1961, he explained the relationship between functional theories of grammar and human language in general (Halliday & Matthiessen, 2014). Bloor and Bloor (2004) stated that SFL as a 'system of language' sees language as a tool to make meaning. When people try to construct meaning through language, they will use language as the constructor to build up the meaning. From this point onward, grammar becomes a language tool to build meaning through the choice of words, grammatical resources, and other linguistic forms. It can be said that SFL is a study that deals with meaning most directly because it recognizes meaning and uses grammar points of view as the central feature. Anjarwati et al. (2021), in their research, stated that SFL is a study where it is not considered grammar as the only language rule but also involves the realization of the meaning in the process. Webster (2015) also adds that grammar helps us construct the complexity of material experience into meaning that can resonate with other human beings in a sociocultural context. In SFL, language metafunctions can be categorized into three parts, namely, interpersonal, textual, and ideational metafunctions. Interpersonal function creates and maintains the meaning in social relationships, textual function that produces the organization of the text, and Ideational consists of logical and experiential functions. Languages through experiential function allows the representation of experience in terms of events, states and relations, the participants in them and the circumstances in which they are embedded, as well as the logical relations between events and states in that experience (Bartlett & O'Grady, 2017).

1.2.2. Experiential Meaning

Many researchers propose the definition of experiential meaning, Bloor and Bloor (2004) stated that experiential meaning is primarily concerned with content and idea. It uses language to organize, understand and express our perceptions of the world and consciousness. Webster (2015) explains that experiential meaning is constructing meaning by figuring out the experience structurally by the configuration of Process, the Participant(s), and Circumstance(s) through transitivity analysis. Through transitivity analysis in experiential meaning, it could help people to describe their experiences. There are six types of verb processes in transitivity analysis in the experiential meaning of SFL. They are material, mental, verbal, behavioral, existential, and relational processes.

1.2.2.1. Processes

There are six types of processes consist of material, mental, verbal, behavioral, existential, and relational functions, according to Bloor and Bloor (2004). These functions are used to describe what is happening throughout the whole clause and refer to what part of proposition encoded in the verbal group.

1. Material Process

Material Process is a process that is an act of “happening” or event or action. This process involves participants’ input or energy to carry out the verb of the material process. For example:

Tom	buys	the tickets	at the reception desk
Actor	Process: Material	The goal	Circ: Loc Spatial

2. Mental Process

The mental process is a state of mind meaning that carries out the meaning of sense. So, in other words, the mental process is the feeling and thought we have in our mental state that we hardly notice or can see in the real world. For example:

Tom	hates	Party
Senser	Process: Mental	Phenomenon

3. Verbal Process

The verbal process is represented by saying. However, it does not always use ‘say’ as the cue word for the verbal process. Any form of exchanging information as long it has clear cue words such as noticed, stated, or told. For example:

Tom	told	a funny story
Sayer	Process: Verbal	Verbiage

4. Behavioral Process

The physical and psychological process is presented by behavioral processes like breathing, coughing, smiling, dreaming, and staring. This verb is between the material and mental processes. It is because these verbs are in the unconscious state of mind but carried out an action in the real world.

Tom	stared	at the stars
Behavior	Process: Behavioral	Circ: Loc Spatial

5. Existential Process

Then, the meaning of existing is presented by the existential process. Eggins (238:2005) explained that the experience of the existential process is started by posting ‘there was/is something.’ So, the word ‘there’ usually becomes a signal for the existential process. For example:

There	is	a book	on the table
	Process: existential	Existent	Circ: position

6. Relational Process

The relational processes express how being or having can be expressed in English clauses. According to Bloor and Bloor (2004), the relational process consists of two types attributive and identifying processes. The attributive process consists of a carrier and attributes the carrier possesses and mostly has possessive structures. Meanwhile, the identifying process consists of a token and a value. Each type is divided again into three types Intensive, Circumstantial, and Causative. Eggins (2004) adds that identifying processes contrast with attributives semantically and grammatically because it defines someone as not only assigning or classifying. To this, we can say the identifying process is to identify someone or something with a particular identity from people’s perspective, different from attributive who possessed a possession of their own.

1.	Tom	is	Fat
	Carrier	Process: Intensive Relation>	Attribute

		attributive	
2.	She	is	the most famous person here
	Token	Process: Intensive Relation> Identifying	Value
3.	Your phone	was	on teacher office
	Carrier	Process: Intensive Relation> circumstance	Attribute/Circ: Location
4.	This phone	is	yours
	Possesor	Process: Intensive Relation> circumstance	Attribute: Possessed

5.	My trip to Japan	made	me	want	to learn japanese language
	Agent/attributo	Relational: Causative	Carrier	Relational: Intensive	Attribute

1.2.2.2. Participants

Participants are people or objects that participated in the process. According to Webster (2015), a participant's role in the process is either as an agent of the process, doer or thing that benefits from the process.

In the material process, the participants who frequently appear are Actors and Goals. Usually, in an active sentence actor is the participant who does the action, and the goal is the final result of what the process intended to do in the first place. Then, in a passive sentence, the reserved roles become the subject.

In the mental process, the participants' terms are Senser and Phenomenon. The Senser acts as the subject who feels, senses, or thinks about any human emotion or idea in the mental state. The Phenomenon is what the Senser perceived in his/her mind.

Verbal process participants consist of three: Sayer, Receiver, and Verbiage. Sayer is the one responsible for the verbal process. This participant must be capable of giving a signal to the Receiver. The Receiver is the one who received the Sayer said and is the one where the

verbal process is directed. The Verbiage is the statement Sayer mentioned in the verbal process.

The behavioral process is a process between the material and mental processes. The only participant in the behavior Process is the Behaver. Behaver acts as a conscious subject like in the mental process, where it acts as the subject who did something.

The only participant in the existential process is the Existent. This participant acted as an object that received the available label. This participant occurs after the phrase 'there is/ there was,' that often a noun of fact or event. For example, there was a tsunami here five years ago.

The relational process has quite complicated participants because it consists of the attributive and identifying process where it also consists of three-part of each type.

1. Intensive

According to Eggins (2004), an intensive attributive is expressed by the verb be or synonym that involves the establishment of a relation between two-term. The carrier always carried on an attribute or quality that was attached to it. An example of it is Tom is fat.

Then, in the intensive identifying process, the meaning of an identifying intensive is that 'x serves to define the identity y.' For example, she is the most famous here. She is identified as the 'token' of the identity or label of the most famous as the 'value.'

2. Circumstantial

The meaning of circumstantial in this process In the attributive circumstantial, the verbs remain incentive. However, the attribute would change into a phrase or adverb of location, manner, or cause. For example, "Your phone was in the teacher's office."

Another form of circumstantial is the possessive process. This process emphasized the ownership and possession between the participants' possessor and possessed. An example of it is, "This book is yours."

3. Causative

Eggins (2004) explains that causative relational participants involved are Agent or attributor as a participant to cause something and attribute as the goal. This process consists on may occur with either attributive or identifying structures. An example of this process is, "My trip to Japan made me want to learn the Japanese language."

To clarify the explanation above, here is the table adopted from Webster p.15 (2015)

Table 1.1 Type of Process and Its Participants

Participant/ Roles		Process Type	
Actor	Goal/affected	Material	Doing, happening
Senser	Phenomenon	Mental	Sensing, Knowing, Seeing, Feeling
Sayer	Verbiage	Verbal	Saying
Behaver		Behavior	Behaving, Coughing, Sleeping
“There”		Existential	Existing
Carrier	Attribute	Relational Intensive Attributive	Being, Becoming, Happening
Possessor	Possessed	Relational Possession	
Token	Value	Relational Intensive Identifying	
Agent /attributor	Attribute	Relational Causative	

1.2.2.3. Circumstances.

Bloor and Bloor (2004) described circumstance as an adverb about the time, place, manner, and condition of the other events described previously. Circumstance plays a role in a clause to give us context and representation of the verb process of the verb previously

mentioned. According to Halliday and Matthiessen (2014), there are four parts of circumstances they are enchanting, extending, elaborating, and pojection. Each types consists of different types explain below.

1. Expantion Echanting: this part consists of extent, location, manner, cause, and contingency. **Extent** and **location** circumstances explained the configuration of process + participants through the specification of time or space of the unfolding of the process. **Manner** circumstance refers to the quality or comparison of what the subject did. Mostly to explain the condition or process. **Cause** cicusmtance explains the cause or reason of an accident or event on someone's behalf. Lastly, **Contingency** circumstance explains a certain Condition, Default, and Cohession.
2. Expantion Extending: this part only consists of one type of cicusmtance, namely **accompaniment**. This situation is a combination of process + participants where its role is to explain with whom or who is the person that accompanying the subject is.
3. Expantion Elaborating: this circumstance consists with one type of circumstance which name is **role** cirusmtance. This cirusmtance function is to describe the This circumstance functions is to describe someone's role in a certain situation.
4. Expantion Pojection: it consists of matter and angle circumstances. **Matter** circumstance adds to explain the matter of a condition of an event in the context. Meanwhile, **angle** cirusmtance explains the source or point of view.

To make clear the explanation about circumstances, this is the table adopted from Halliday & Matthiessen, p. 313 (2014)

Table 1.2 Type of Circumstantial elements

Type		Wh-item	Examples of realization
Enhancing	Extent	distance	how far? for; throughout 'measured' nominal group
		Duration	how long? for; throughout 'measured' nominal group
		Frequency	how many times? 'measured' nominal group
	Location	Place (spatial)	where? (there, here) at, in, on, by, near; to, towards, into, onto, (away) from, out of, off; behind, in front of, above, below, under, alongside ... adverb of place: abroad, overseas, home, upstairs, downstairs, inside, outside; out,

				up, down, behind; left, right, straight ...; there, here
		time (temporal)	when? (then, now)	at, in, on; to, until, till, towards, into, from, since, during, before, after. adverb of time: today, yesterday, tomorrow; now, then
Manner		means	how? (thus)	by, through, with, by means of, out of [+ material], from
		quality	how(thus)	in + a + quality (e.g. dignified) + manner/way, with + abstraction (e.g. dignity); according to adverbs in -ly, -wise; fast, well; together, jointly, separately, respectively
		comparison	how? what like?	like, unlike; in + the manner of ... adverbs of comparison differently
		degree	how much?	to + a high/low/... degree/extent; adverbs of degree much, greatly, considerably, deeply [often collocationally linked to lexical verb, e.g. love + deeply, understand + completely]
		reason	why?	because of, as a result of, thanks to, due to, for want of, for, of, out of, through
Cause		purposes	why? what for?	or, for the purpose of, for the sake of, in the hope of
		behalf	who for?	for, for the sake of, in favour of, against ['not in favour of'], on behalf of
		condition	why?	in case of, in the event of
Contingency		default		in default of, in the absence of, short of, without ['if it had not been for']
		concession		despite, in spite of
		comitative	who/what with?	with; without
Extending	Accompainment	additive	and who/what else?	as well as, besides; instead of
		guise	what as?	as, by way of, in the role/shape/guise/form of
Elaborating	Role			

		product	what into?	Into
Projecting	Matter		what about?	about, concerning, on, of, with reference to, in ['with respect to']
	Angle	source		according to, in the words of
		viewpoint		to, in the view/opinion of, from the standpoint of

1.2.3. Experiential Meanings In Poems

In analyzing poetry, experiential meaning is used in poems to find out the meaning through the transitivity analysis by finding the process, participant, and predicator. In the beginning, the researcher examines the text to see the impression of the text. Then, we must see the logical relation in the text before dividing the poems into clauses and analyzing the tenses used in the poems. Ruqaiya Hasan, in her book *Linguistics, Language, and Verbal Art* (1989), examines Les Murray's poetry titled, 'Widower in Country.' She divided the three stanzas with numbers; each line was named with capital letters. At first glance, we can see the overbearing impression of loneliness without a single line saying the widower or I in the poetry said 'I am alone and sad.'

Furthermore, she analyzed the logical relationship in the poems and analyzed the tenses used in the poems. By using this technique, Hasan could explain the questions of who, what to, when, where, how, and why in this poem through transitivity analysis. As the material process is the most dominant, it is concluded that the mood of this poetry is declarative, and the absence of any other self in this poem reinforces the impression that the widower is an isolated person and suffering from sorrow.

Webster (2015) analyzed poems from Edwin Thumboo, who has contributed a lot to Singapore's English Language poetic canon. In his poetry, 'Iskandar J in His Studio,' Webster parses the poem into its constituent parts by identifying the constituents of each clause by grammatical role, whether Subject, Predicate, Object, or Complement. In experiential meaning, we continue to analyze the poem into transitivity analysis and group it into the configuration of process, participant, and circumstance. The finding also explains the material process as the most dominant and this poem. Through the sources of grammar found in this poem, we can see Thumboo's writing technique in making poetry. He uses many poetic

devices to make his poetry more alive by adding visualizations, not just verbal, as in Iskandar J's poem, which describes life like a potter's wheel.

1.3. Review of Previous Studies

This section will discuss several related studies about experiential meaning from four journal articles. The first research is from Nguyen (2012) titled *Transitivity Analysis of Heroic Mother by Hoa Pham*. This paper aims to apply Halliday's theory of transitivity in personality construction to identify and explain the personality of the main character in work '*Heroic Mother*.' It is hoped that this paper can show how the main character in the story is represented through linguistic choices intransitivity. The writer firstly explains the roles of language and language studies in social life, then describe Halliday's theory in literary studies using transitivity system by reviewing previous studies on transitivity, then the researcher also introduce the wife of *Heroic Mother*, Hoa Pham, then applying Halliday's theory of transitivity analysis to the story, and lastly gives a conclusion of interpretation of *Heroic Mother*. The writer chose this work as the object of study because this work lacks academic criticism, and she wanted to examine Asian Australian writers' works that have not been over-studied. Heroic motherhood is a short story about an elderly in Vietnam who often talk about memories of their past victories as a way to educate the younger generation. In this story, the narrator, as the main character, tells about himself from the perspective of the first person made the first person. In analyzing the text, the researcher cut the sentences into simple clauses. The clauses are numbered in order of the story; after that, the story is divided into three parts to make it easier to analyze. In this research, the researcher found out that the transitivity analysis gives more detailed linguistic evidence to support a better understanding of the interpretation of the story. Through the analysis of processes and participants, we know the heroic mother in the story was suffering loneliness, boredom, and inadequacy from her family and was sometimes ignored by younger generations. The results of this article are in accordance with the experiential meaning theory used. The strength of this research is that it provides us with detailed information about the story's writer and the social context the writer wants to address. However, although it has a detailed explanation in the theoretical framework, this study has a gap where it does not explain how the conclusion is drawn without mentioning the use Processes, Participants, or Circumstances, which are the main elements of transitivity analysis.

Secondly, Mehmood et al. (2014) conducted a study entitled *Transitivity Analysis: Representation of Love In Wilde's The Nightingale and The Rose*. *The Nightingale and The Rose* is a short story by Oscar Wilde used as the object of the study. Based on Halliday's study that discusses the work of William Golding's 'The Inheritors,' this study aims to examine the function of language in Oscar Wilde's work to present two views of love from two different characters. The researchers cut the sentences into clauses and examined them to determine the type of processes. The researchers found that the most frequent process to appear in this text is material, verbal, and relational. Contrary to the title, which seems to be focusing on romance and romance. The lack of mental and existential processes shows that this story is more oriented toward characters who think and act than the characters who feel by the dominant process of the material, verbal, and relational in this story. These findings show that Oscar Walde's work is very thick with Aestheticism and Art for Art's sake, allowing the reader to be more imaginative and explore the work without any element of certainty in the story. The strength of this study is the application of transitivity analysis in this story. This gives us a clearer understanding that the depiction of love between two characters which, although contradictory, complement each other. The use of material, verbal, and relational Processes is a form of depiction where action is prioritized in showing love. Actor and Sayer participants who often appear also emphasized that the characters in this story are more examples to express what they feel, rather than playing with their feelings and guessing the behavior of their co-stars. The drawback of this research is the writers did not write down the method used and also did not explain how the existing data were analyzed. Then the way the data is presented is puzzling, so that the reader finds it difficult to see the divisions in the transitivity analysis process, such as Pocess, Participant, and Circumstance. Then, the references used in this article are very few and make the readers' confused to track down the sources.

The following study is from Suliadi (2017), entitled *An Analysis of Experiential and Textual Meaning of Kelambu Nyawa Text*. This study aims to investigate the representation of experiential meaning, textual meaning, and general ideology in *Kelambu Nyawa Text* (KNT). This article uses SFL as the study approach and qualitative-quantitative descriptive (mixed-method) as the research method. KNT is an ancient written text found in South Lombok Regency (SLR). In this study, the focus of the research is on text structures and ideology context analysis. Same as the previous studies in this section, the material process became the most dominant with a percentage of 35.50%, the first category of participants is an actor as much as 33.44%, the second category of participants is the goal with 33.20%, and the

environment circumstance as the most occupants of circumstance with 26,42%. With these findings, the writers concluded that the dominance of material process related to the belief of Sufism in God as the source of everything that makes. In Textual analysis it analyzed there are three types of theme in KNT, namely textual, interpersonal, and topical theme. In textual theme found in KNT is dominated by conjunction elements, particularly with the exploitation of words *dan* (and), *tetapi* (but), and *karena* (because). In interpersonal theme there are word meanings that are intended such as the word *ingatlah kamu* (remember yourself), words that refer to declarative mood stresses such as the word *jadi* (so), and words that demand to inform listeners with word *apakah* (are). In the topical theme, this is a theme that puts the 'main message' at the beginning of the clause. Like the following sentence, '*orang-orang syariat*' (syariat people), *pernah ditawarkan* (has ever been offered), and *tiada satupun* (no one). From the three texts above, topical theme is the most dominant theme with a number of frequency is 162 or 50.47%. This study is unique and exciting to learn because it raised a catchy topic as the object of study. The strength of this study is the text itself. The text is rarely learned by the locals and only learned by people referred to as Tasawuf. It elaborates on the use of experiential meaning and the ideology of the text. In addition, this article also gives us a lot of new insights by explaining the two types of SFL, namely Ideational and Textual. In experiential meaning, this article explains in detail the meaning of *Kelambu Nyawa* Text (KNT) related to consciousness in the outer world and inner world, including how Process, Participant, and Circumstance affect the meaning in KNT and also proves the view of the KNT writer views that everything on earth comes from God. Then in the dominant topical theme, this indicates the use of language in KNT often uses language user or text writer tended to act as first participant (subject), process (predicate), and circumstances (reference/adverbial) as the core of messages. The gap of this study is the author does not provide a clear context of the theory to be used and very little explanation about SFL and experiential meaning and textual meaning. The author focuses more on explaining the source of the data than the theory used to analyze the data. This small explanation, which only amounts to two pages, makes it difficult for readers to follow the analytical steps in the article.

The last study is *Experiential Meaning As Meaning Making Choice in Article Writing: A Case Study of Female And Male Writers* by (Anjarwati, Setiawan, & Laksono, 2021) The study examines how female and male writers, through experiential meaning, utilized their meaning-making choice in their introduction part of journal article writing published in JEELL. The participants of this research are five females and five male English

Teachers between 30 and 45 years old who have been teaching for more than three years. The researchers use SFL, meaning-making choices, and gender differences in writing as the related studies to analyze it. The study uses a case study as the method. The results found that female and male writers used the six processes of transitivity and the material process is the most dominant process. The actor and goal are the participants with the highest occurrence. The circumstance most frequently used by male writers is location. Meanwhile, the female writers frequently used matter as the circumstance. The strength of this article, it gives us many explanations and theories that are related to the studies with vast information. This article also combines three kinds of theories, namely experiential meaning, meaning-making choice in writing, and gender difference in writing which contains a lot of literature and previous studies. This article also gives detailed explanation of each transitivity analysis process which makes it easier for readers to understand the results of the analysis. The gap of this article is that it does not mention what method is used in analyzing the data. Then, due to the limitation of the research method, the research instrument, and the writing product to be analyzed, this study can not become the only source to address the differences between female and male writers in writing.

From the studies above, by using Halliday's theory for experiential metafunction, it can be said that the material Process dominates all texts as the Process that occurs most often. It can be due to the arrangement of sentences where the writing habits of humans are accustomed to writing with a subject plus a verb that explains an action or event. This type of writing is the standard sentence most often found in all texts. With the material process as the most dominant, it can immediately conclude that the most frequent Participants are actors and goals. However, for Circumstantial elements, it can be different depending on the text being studied. For example, Suliadi (2017), who discusses the *Kelambu Nyawa* Text, finds environmental circumstances as the most prevailing circumstance in his study. Meanwhile, Anjarwati et al. (2021), who discussed the comparison of writing between female and male writers, found that men used location circumstances more and women used matter circumstances more often.

In their study, Nguyen (2012) and Mehmood et al. (2014) only discussed the meaning of the literature they studied without adding to the details of the transitivity analysis they did to obtain data to interpret the literary work. Meanwhile, Suliadi (2017) and Anjarwati et al. (2021) focus more on the transitivity process of experiential meaning than the discussion of the meaning of the data sources they examine. In this research, the writer will combine the two processes from the studies above to show the division of the transitivity

analysis process which consists of Process, Participant, and Circumstance, and the writer will also interpret the meaning contained in Sandburg's selected poems based on the transitivity analysis process that has been carried out.

1.4. Research Questions

Poetry has hidden meanings that people usually find hard to understand because of the complexity of the clause. To camouflage the real meaning behind poetry, many poets enchant the clause with other words to attract people's curiosity. Based on these issues, the research questions the writer wants to address are:

1. What are the types of Processes, Participants, and Circumstances in the selected Sandburg's poems?
2. How does the meaning of selected poems by Sandburg constructed based on the transitivity analysis?

1.5. Objectives of The Study

Based on the research questions above, this study's objectives include figuring out the transitivity process of Carl Sandburg's poems, including Processes, Participants, and Circumstances. To find out the meaning of Carl Sandburg's poems that were found through the transitivity analysis and systemic functional linguistics. This study can offer an alternative interpretation of the selected poems' meanings, particularly from a linguistic point of view.

1.6. Scope of The Study

SFL proposes three types of language metafunction, ideational (experiential and logical), relational, and textual meaning. This research focused on the experiential meaning of Carl Sandburg's poems by using transitivity analysis. The writer will analyze the distribution of Processes, Participants, and Circumstances of each clause to find out how Carl Sandburg constructed the meaning of his poems.