

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Language as a communication tool has a significant role in exchanging human ideas, thoughts, and feelings. Those aspects can be accomplished through talking, speaking, listening, and reading. In other words, it may also be in the form of oral or written text. Hence, people use language could be in various situations. People could express their feelings, ideas, thoughts, and opinions about the issue of social problems that usually occur in their societies. The problem could be included in sensitive or controversial acts such as terrorism. This issue usually occurs in a multicultural society where people are from different countries, races, ethnicities, religious beliefs, etc. Thus, this reflects that when humans convey their feelings, ideas, and thoughts about a particular issue and their identities, they will produce language and construct the meanings in the form of opinions, statements, speech, responses, etc.

Regarding the act of terrorism, the Federal Bureau of Investigation (FBI) defines terrorism as the action against the law to threaten a government, civilian population, or any segment to achieve political or social objectives (Pomerantz, 1987, p. 14-15). The acts of terrorism are classified into hijackings, hostages, kidnappings, mass shootings, car bombings, and suicide bombings (Jenkins, J. P., n. d). Focusing on the mass shooting definition, Congressional Research Service reports that the public mass shooting takes place in a public place; the victims are three or more people, excluding the perpetrator, and the shooters attack their targets randomly (Bagalman, E., Caldwell, S. W., Finklea, K. M., & McCallion, G., 2013).

The Orlando shooting was one of the deadliest mass shootings in the United States contemporary history (Rosenblat, 2017). The incident occurred in a nightclub in Orlando, Florida, on June 12th, 2016 (Glenn, 2016). A twenty-nine-year-old man, Omar Mateen Ash-Siddique, was an Afghani descent and an American citizen (Alvarez & Perez-Pena, 2016). He was born to a Muslim family and was suspected of murder (Alvarez & Perez-Pena, 2016). Mateen started shooting at Pulse nightclub, whose many people belonged to LGBTQ communities (D'Adrio, 2016). It occurred past midnight or about 2 a.m. on Sunday (Alvarez & Perez-Pena, 2016; D'Adrio, 2016). The Pulse nightclub was the place for Latin music and dance lovers. Consequently, most casualties were 90% Hispanic of Puerto Rican origin (Thrasher, 2016). In this accident, 50 people died, and 53 were injured (Alvarez & Perez-Pena, 2016).

Terrorism, as an exciting issue to be discussed via transitivity analysis, has been analyzed in several scopes, including inaugural addresses or speeches, newspaper headlines, political ideology, etc. However, it has rarely been conducted on Muslim scholars' statements on a shooting action. The present study carries out research into a transitivity analysis of Muslim figures' statements to discover the ideational meanings behind their words, opinions, ideas, and responses to the issue. The five Muslim scholars' statements --- a joint Muslim statement *on the carnage in Orlando*, Nihad Awad's statements, The Delaware Council on Global and Muslim Affairs' statements, Omar Suleiman's statements, and --- Farhana Khera's statements denote the primary data for this study. All data are determined at the level clauses, which become the core unit of analyzing the transitivity elements. Unlike the related studies in general, the current research not only discusses the

transitivity features and defines the meaning but also interprets the function in each predominant process, participant, and circumstance. Moreover, prior related studies demonstrate a limited amount of scholars' statements on terrorism. Therefore, this research seeks the ideational implication of Muslim scholars' responses to shooting action.

This research has two fundamental aims: first, it probes the transitivity analysis of Muslim scholars' statements on the Orlando shooter. Second, it specifies the transitivity element's function to expose the shooter's image based on Muslim scholars' views

1.2. Theoretical Framework

1.2.1. Systemic Functional Linguistics

Systemic Functional Linguistics is an approach to linguistics that develops from the theory of Functional Grammar. It is called an Introduction to Functional Grammar, which M.A.K Halliday proposed. Halliday emphasizes that Functional Grammar refers to the functional rather than the formal one. In the part of the introduction of his book *Introduction to Functional Grammar*, which was published in 1994, Halliday suggests that there are three main characteristics of why they are called functional. These three features consist of text, system, and the element of linguistic structure.

First, it is functional because it describes how people use language. Language is the instrument of constructing the meaning of producing a text in written and spoken forms. It is called functional because it satisfies human needs. It is functional grammar because it is concerned with 'natural' grammar, which means everything can be interpreted for how language is used for reference.

Second, it is functional because it is related to the system. The system holds meaning as the essential component of language. The components of meanings are the functional ones that are called metafunctions.

They have three types of meaning; ideational metafunction, interpersonal metafunction, and textual metafunction. Ideational metafunction grasps the social environment concept. Interpersonal metafunction allows the participant to participate in a communicative act with others. The textual metafunction combines two meanings that are relevant to each other.

The last is functional because it describes each element in a language. In this case, functional grammar is the approach that builds a wide range of units in a language; it may begin from the smallest to the larger units, such as morphemes, words, phrases, clauses, and sentences, as the organic forms of functions.

Based on the explanation above, there are mainly three categories of metafunction in SFL. It indicates how people use language. The following explains these kinds of metafunction:

1.2.1.1 Ideational metafunction

Ideational metafunction presents the perceptions of the world around us. That is the world of consciousness and imagination. The world perception describes what is going on in the external world, whereas the world of consciousness and imagination indicates what people have in mind. Thus, Ideational meanings are realized via Transitivity Analysis to investigate a clause. The table below shows how Ideational metafunction is realized in a clause. (Halliday, 1994; T. Bloor & M. Bloor, 2004).

Table 1: Analysis of the experiential perspective

Did	you	take	her calculator	just now
	Actor	Process: Material	Goal	Circumstance

Source: Thompson 2014: 32

The transitivity system comprises three elements: the Process, the Participant, and the Circumstance. From the table, ‘you’ is the Actor who does an action. The action above is realized by the process *take*. An action typically requires a participant, for example, *her calculator* as the Goal. The Goal is the entity for whom the action is intended. Furthermore, an action or a process may show when an event occurs, for example *just now* as the Circumstance. The Circumstance could refer to the place or event, time or space, manner, cause, etc

1.2.1.1 Interpersonal Metafunction

T. Bloor and M. Bloor (2004) explain that interpersonal metafunction allows the participant to participate in the communicative act with others, to have a role, and show feelings, attitudes, and judgments (p. 11). Gerot and Wignell (1996) reflect that meanings are produced and maintained via social relations (p. 18). Thus, interpersonal meaning is reflected in the system of Mood.

Table 2: Analysis from the interpersonal perspective

Did	you	take	her calculator	just now?
Finite	Subject	Predicator	Complement	Adjunct
Mood		Residue		

Source: Thompson 2014: 32

The Mood system has two components: the Mood and the Residue. The Mood is constituted by the Finite and the Subject. The Predicator, Complement, and Adjunct establish the Residue. From the table above, the speaker needs

information about the listener, or it is called to demand information. When the speaker exchanges information, it will produce a question. The listener will respond with an answer and a denial. Hence, it seems reasonable to assume that ‘you’ as a Subject is a person whom the speaker is negotiating with. It also concludes that the relationship between the speaker and listener may be between a parent and a child, managers and employees, etc. It may also occur both in a formal or informal situation.

1.2.1.2 Textual Metafunction

Textual metafunction connects “what is said (written) to the rest of the text and other linguistic events” (T. Bloor and M. Bloor, 2004, p.11). Thompson (2014) explains that textual metafunction arranges the messages to make them appropriate to the other messages of a larger context, both in spoken form and written text (p. 28). Thus, the realization of textual metafunction is Thematic and Information system analysis.

Table 3: Analysis from the textual perspective

Did	you	take her calculator just now?
Interpersonal	Topical	
Theme		Rheme

Source: Thompson 2014: 33

From the textual perspective, a clause organizes a group of messages and phrases in a text. In this sense, the Theme becomes the starting point in a clause. It is also known as *given*, which means familiar information in a text. The Theme has three components: Topical, Interpersonal, and Textual. The Rheme is the rest linguistic event in a clause or everything that does not belong to the Theme. It also has the term *new*, which is unfamiliar information in a text.

1.2.2. Transitivity System

Halliday and Matthiessen (2004) construe the transitivity system to the world of experience, which is organized into types of process (e.g., happenings, doing, sensing, saying, being, or having); and every kind of process involves a direct participant; and it may also include the circumstances (e.g., extent, location, manner, cause, etc.) (p. 170). The transitivity system is also concerned with the clause as a representation. A clause with a sense of experiential perspective accentuates several elements. Halliday and Matthiessen (2004) present that the elements are comprised of the verbal group (Process), nominal group (Participant), and adverbial group or prepositional phrase (Circumstance) (p. 222). Furthermore, it identifies as the transitivity element: the Type of Processes, Participants, and Circumstances. The table below summarizes each of the elements as follows;

Table 4: Typical functions of group and phrases classes

the lion	chased	the tourist	Lazily	through the bus
Participant	Process	Participant	Circumstance	Circumstance
nominal group	verbal group	nominal group	adverbial group	prepositional phrase

Source: Halliday 1994: 109

In addition, the table below provides summaries of the process types, the general division meaning, and participants that are related to each.

Table 5: Process types, meaning, and participant

process type	category meaning	participant, directly involved	participant, obliquely involved
Material: Action Event	'doing' 'doing' 'happening'	Actor, Goal	Recipient, Client; Scope; Initiator; Attribute
Behavioral	behaving	Behaver	Behavior
Mental: perception cognition desideration emotion	'sensing' 'seeing' 'thinking' 'wanting' 'feeling'	Senser, Phenomenon	
Verbal	'saying'	Sayer, Target	Receiver; Verbiage
Relational Attribution Identification	'being' 'attributing' 'identifying'	Carrier, Attribute, Identified, Identifier: Token, Value	Attributor, Beneficiary Assigner
Existential	'existing'	Existent	

Source: Halliday and Matthiessen 2004: 260

1.2.2.1 Process

The process is represented by a verb. It is identified as a verb 'doing words' (Gerot & Wignell, 1996, p. 41). Thus, a verb is expressed by the verbal group in the clauses. The clauses include; the action, event, or state in which the participant is involved (Thompson, 2014, p. 92). The processes are comprised of material (happening, doing), behavioral (behaving), mental (sensing), verbal (saying), relational (being), existential (existing), etc. Therefore, several categories of processes have particular participants and circumstances.

a. Material Process

The material process typically involves a physical action. It defines the material process as some entity doing something and undertaking some actions. In other words, it is talking about doing and action. The material process also describes a concrete characteristic, which is tangible action. The material process involves the two most common participants. They are the Actor and the Goal. The Actor is the entity that acts. The Goal is identified as a participant to whom the action is directed. Both the Actor and Goal may be animate or inanimate, concrete, or abstract entities. The involvement of Actor and Goal as the participants ask a question on *what x did (to y)*. The table below explains the use of Actor and Goal in active and passive clauses. The active voice asks *what did x do (to you)*. The passive voice asks *what happened to you or who by* (Eggin, 2004; Thompson, 2014).

Table 6: Example of the Actor of the active form

She	carried	the bomb	on to the plane
Actor	Process: Material	Goal	

Source: Eggin 2004: 217

Table 7: Example of the Actor of passive form

The bomb	was carried	on to the plane	by you
Goal	Process: Material		Actor

Source: Eggin 2004: 217

From the table, the active voice and passive voice affect the process. In the passive voice, the Goal is identified as the subject. Whereas, to recognize the Actor, it asks a question *who by*.

Some additional participants exist in the material clause: Range (Scope), Beneficiary: Client, and Recipient. The Range has several main criteria. Firstly, it shows a restatement or continuation. To make it clear, see the table below.

Table 8: Example of the range

They	run	the race
Actor	Process: Material	Range

Source: Eggins 2004: 218

The Range *race* in the clause indicates a restatement of the process *run*. Semantically, this shows that a person cannot participate in the race if, at least, they run the race itself. Another term related to this matter is *cognate*. It means that the object of a verb is from the verbal meaning itself, for example, *do a dance* and *sing a song*. Again, in this case, people can still understand whether someone else *dances* or *sings* without repeating the exact verb. Secondly, it presents the extent or 'Range' of the process. The existence of the Range of the process is independent. It points out that a range cannot exist without the process (Eggins, 2004, p. 217-219). See the table below.

Table 9: Example of the Range expresses the domain over which the process takes place

Mary	Climbed	the mountain
Actor	Process: Material	Range

Source: Halliday 1994: 147

This illustrates that *the mountain* always exists all the time, whether *Mary climbed* it or she did not. However, the concept of the mountain itself describes *Mary climbed* in detailed ways.

Table 10: Example of the Range shows the name of another process

They	Played	tennis game
Actor	Process: Material	Range

Source: Halliday 1994: 147

The last is table above displays that range may not recognize as an entity but rather only specifies a name of a process. It may describe the various name of the process, for instance, the quantity (they play five games), the class (they play tennis games), the quality (they play a good game), and the general name (they play games). The Range cannot be probed by asking *what did x do to y* (Halliday, 1994, p. 146-148).

Halliday (1994) suggests that a Beneficiary “is the one to whom or for whom the process is said to take place” (p.145). Two kinds of Beneficiaries are the Recipient and the Client. Eggins (2004) defines the Recipient as “the one to whom something is given,” while the Client is “the one for whom something is done” (p. 220). Usually, the recipient uses the preposition *to*; the Client uses the preposition *for* (Halliday, 1994, p.145). However, both Recipient and Client possibly occur without a preposition. So, it is significant to notice the position of both of them. These examples below show the use of the Recipient and Client in the processes.

Table 11: Example of the Recipient

“Recipients are the one goods are given to” (Halliday, 1994, p. 145).

But	in Switzerland	they	give	you	a cognac
		Actor	Process: Material	Recipient	Goal

Source: Eggins 2004: 220

Table 12: Example of the Client

“Client is the one the service is done for” (Halliday, 1994, p. 145).

I	will	beat	you	up	some soup
Actor		Process: Material	Client	Process: Material	Goal

b. Mental Process

It builds up a general picture of several characteristics of mental processes. They are comprised of the tense, participant, nature of active participant, nature of non-active participant, reversibility, and projection. The mental process refers to the process of sensing. It is essentially about thoughts, feelings, and reactions. The primary purpose of the mental process poses a question *what do you think/feel/know about x?* (Eggins, 2004; Halliday, 1994).

First, it is the choice of the unmarked present tense. The mental process uses the simple present as its unmarked present tense. For instance, *I hate injections, Simon loves the soup, and she knows his name.* It accentuates that the present continuous possibly occurs in the mental process. However, we should pay attention to its unmarked correlation. In the mental process, the simple present form is more common than the past continuous form (Eggins, 2004, p. 226).

Second, in the mental process, two participants usually exist. Third, it presents the nature of active participants. The mental process must have a conscious human participant. It is called the *Senser* who feels, thinks, or perceives. Fourth, the mental process reflects the nature of the non-active participant. At the same time, the non-active participant is called a *Phenomenon*. A *Phenomenon* is thought, felt, or perceived by the *senser*. (Eggins, 2004, p. 226-227).

Table 13: Example of the Senser

She	hates	injections
Senser	Process: Mental	Phenomenon

Source: Eggins 2004: 227

Table 14: Example of the Phenomenon

She	hates	injections
Senser	Process: Mental	Phenomenon

Source: Eggins 2004: 227

The last is the projection. It is about the relationship between two clauses in which one clause projects the second. So, the term projection of mental process presents the *quoting* or *reporting* ideas. Reporting can use *that* but quoting cannot. In this case, the projecting clause does not associate with embedded types. However, it shows that the two clauses exist. The first clause is the mental process. The second clause is the material process. The example below expresses the common usage of quoting and reporting (Eggins, 2004, p. 230-231).

Table 15: Example of reporting and quoting in the mental process of desideration

Simon	wanted		to get	a cognac
Senser	Process: Mental		Process: Material	Goal

Source: Eggins 2004: 232

Table 16: Four sub-categories of type of sensing

	'like' type	'please' type
Perceptive	perceive, sense, see, notice, glimpse; hear, overhear; feel; taste; smell.	(assail)
Cognitive	think, believe, suppose, expect, consider, know; understand, realize,	strike, occur to, convince; remind, escape; puzzle, intrigue, surprise

	appreciate; imagine, dream, pretend; guess, reckon, conjecture, hypothesize; wonder, doubt; remember, recall, forget; fear (think fearfully)	
Desiderative	want, wish, would like, desire; hope (for), long for, yearn for; intend, plan; decide, resolve, determine; agree, comply, refuse	(tempt)
Emotive	like, fancy, love, adore, dislike, hate, detest, despise, loathe, abhor; rejoice, exult, grieve, mourn, bemoan, bewail, regret, deplore; fear, dread; enjoy, relish, marvel	allure, attract, please, displease, disgust, offend, repeat, revolt; gladden, delight, gratify, sadden, depress, pain; alarm, startle, frighten, scare, horrify, shock, comfort, reassure, encourage; amuse, entertain, divert, interest, fascinate, bore, weary, worry

Source: Halliday and Matthiessen 2004: 210

c. Relational Process

Halliday divides two main categories of the relational process. They are the intensive attributive process and the intensive identifying process.

Intensive attributive process

The intensive attribute process concerns classifying. Thus, the attributive intensive process means that *x is a member of class a* (Halliday & Matthiessen, 2004, p. 219). This process has two main participants; a Carrier and an Attributive. Attributive is “an entity which has some class ascribed or attributed to it” (Halliday & Matthiessen, 2004, p. 219). “Carrier is assigned to a participant (Eggins, 2004, p. 239). It also expresses the verb *be* or a synonym (Eggins, 2004; Halliday & Matthiessen, 2004).

Table 17: Example of the intensive attributive process

Today's weather	is going to be	warm and sunny
The minister	did not seem	sure of himself
Your story	sounds	Complete
The baby	turned	into a pig
Mice	are	timid creatures
Carrier	Process: Intensive Attributive	Attribute
nominal group	verbal group	nominal group

Source: Halliday and Matthiessen 2004: 219

There are four features of the intensive attributive process. Those differentiate them from the intensive identifying. First, the intensive attribute often uses an indefinite article or cannot use a proper noun or pronoun. For example, *is/are wise, is a poet, are poets*. Second, the verbs of intensive attributive are realized by the *ascriptive* class, including; *inceptive* (become, turn (into), grow (into); get, go), *durative* (remain, stay (as); keep), *appearance* (seem, appear, qualify as, turn out, end up (as)), *sense-perception* (look, sound, smell, feel, taste (like)), *neutral* (be, feel). Third, the intensive attributive processes ask the question; *what? how? or what...like?* Etc. The last, the clauses of the intensive attributive processes are not reversible and do not have a passive form (Halliday, 1994, p. 120-121).

Intensive identifying process

According to Halliday (1994), the intensive identifying process is about “one entity being used to identify another” (p. 122). The meaning of identifying process itself is realized by *x is identified by y*, or *x serves to define the identity of y* (Halliday, 1994, p. 122). To describe, the element of *x* refers to the Identified while

the element of *y* refers to the Identifier. The examples are presented in the table below.

Table 18: Example of the intensive identifying process

The deadliest spiders in Australia	are	the funnel webs
The one in the back row	must be	you
Today's meeting	represents	the last chance for a compromise
Mr. Garrick	played	Hamlet
C-a-t	spells	'cat'
Identified	Process: Intensive Identifying	Identifier
nominal group	verbal group	nominal group

Source: Halliday and Matthiessen 2004: 227

They are four sub-categories of the intensive identifying process. The first one is that the nominal group of the Identifier is expressed by definite. This means that the common noun as Head typically uses the specific determiner such as the definite article *the*. It also uses the expression of a proper noun or a pronoun. The second one, there are several types of verbs to recognize the intensive identifying process. They are realized by the 'equative' class. They are included, *role* (play, act as, function as, serve as), *sign* (mean, indicate, suggest, imply, show, betoken, mark, reflect), *equation* (equal, add up, make), *kind/part* (comprise, feature, include), *significance* (represent, constitute, form), *example* (exemplify, illustrate), *symbol* (express, signify, realize, spell, stand for, mean), and *neutral* (be, become, remain). Third, the clauses are probed by the questions; *which*, *who*, *which/who...as?* The last one, the clauses of the intensive identifying process are reversible. All the 'equative' classes exclude the *role* (play, act as, function as,

serve as) and *neutral* (be, become, remain) can have both active and passive forms (Halliday, 1994, p. 123).

The intensive identifying process is also about defining (Eggins, 2004, p. 243). It has two participants Token and Value. The Token defines as the thing “which stands for what is being defined” (Eggins, 2004, p. 242). The Value is “that which defines” (Eggins, 2004, p. 242). To determine the Token and the Value, the token is always a subject in an active form. The Value is always a subject in a passive form (Halliday, 1994, p.127).

Table 19: Example of the Token and Value

The ugly one	Is (=shows)	Me	I	am (=am shown by)	the ugly one
Identifier/ Token		Identified/ Value	Identified / Value		Identifier/ Token
Subject		Complement	Subject		Complement

Source: Halliday 1994: 125

From the example, to determine which one is Token and Value, it should substitute the verbs such as *represent*, *show*, etc. These are because the clauses’ reversals cannot only be examined by the *be* (is, am, are, was, were, etc.). It is considered that *be* does not have a passive form (Halliday, 1994, p. 123).

d. Behavioral process

Halliday describes that the behavioral process is mainly about physiological and psychological behavior, like, breathing, coughing, staring, treating, dreaming, or smiling. The behavioral process has two main participants. The first participant

is called Behavior. The second participant is called Behavior (Halliday, 1994, p. 139).

Table 20: Example of the behavioral process

He	smiled	a broad smile
Behaver	Process: Behavioral	Behavior

Source: Eggins 2004: 234

The behavioral process is also found in circumstantial elements, especially the Manner and Cause.

Table 21: Example of behavioral process in circumstantial element

She	was	with frustration
Behaver	Process: Behavioral	Circumstantial: Cause/Manner

Source: Eggins 2004: 234

The physiological and psychological behavior process involves the meaning of the material and mental processes. It is sometimes difficult to distinguish the behavioral process from the material process, and it is also challenging to determine the behavioral process from the mental process. The following table describes the boundaries between behavioral processes and other processes.

Table 22: Examples of verbs serving as the process in behavioral clauses

(i)	(near mental)	Processes of consciousness represented as forms of behavior	took, watch, stare, listen, think, worry, dream
(ii)	(near verbal)	Verbal process as forms of behavior	chatter, grumble, talk, gossip, argue, murmur, mouth
(ii)	-	Physiological processes manifesting states of consciousness	cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod

(iv)	-	Other physiological processes	breathe sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
(v)	(near material)	Bodily postures and pastimes	sing, dance, lie (down), sit (up, down)

Source: Halliday and Matthiessen 2004: 25

e. Verbal process

It presents that verbal processes are the processes of saying. The verbal process has four participants, Sayer, Receiver, Verbiage, and Target. The Sayer is the participant who is responsible for the processes of verbal. The Receiver is the one to whom the verbalization is addressed. Verbiage is a noun that is realized by several types of verbal behavior. The Target is the entity that becomes the target of verbalization

(Eggins, 2004; Gerot & Wignell, 1996).

Table 23: Example of the verbal process

Keating	slurred	Howard
Sayer	Verbal	Target

John	told	Jenny	a rude joke
Sayer	Verbal	Receiver	Verbiage

Source: Gerot and Wignell 1996: 49

Table 24: Example of the Circumstantial in verbal process

They	are talking	about the news
Sayer	Process: Verbal	Circumstantial: Manner

Source: Eggins 2004: 235

Like the mental process, the verbal process is also presented by quoted and reported speech. However, if the mental process reports and quotes the ideas, the verbal process quotes or reports speech.

Table 25: A number of the other examples of verbs occur in the verbal processes

Type		Examples of verbs
Activity	Targeting	praise, insult, abuse, slander, flatter, blame, criticize, chide
	Talking	speaking, talk
Semiosis	Neutral quoting	say, tell; go, be like
	Indicating	tell (sb that), report, announce, notify, explain, argue, convince, (that), persuade (sb that), promise (that)
		ask (sb whether), question, enquire (whether)
Imperating	tell (sb to do), ask (sb to do), order, command, require, promise, threaten, persuade (sb to do), convince (sb to do), entreat, implore, beg	

Source: Halliday and Matthiessen, 2004: 255

Table 26: Example of the direct/quoted speech

I	said		'can	you	avoid	the scar tissue'
Sayer	Process: Verbal			Actor	Process: Material	Goal

Source: Eggins 2004: 236

Table 27: Example of the indirect/ reported speech

I	asked	them		to avoid	the scar tissue
Sayer	Process: Verbal	Receiver		Process: Material	Goal

Source: Eggins 2004: 236

Table 28: Example of the direct/ quoted speech

'They	pay	you'		you	said
Actor	Process: Material	Client		Sayer	Process: Verbal

Source: Eggins 2004: 236

Table 29: Example of the indirect/ reported speech

You	said		that	they	pay	you
Sayer	Process: Verbal			Actor	Process: Material	Client

Source: Eggins 2004: 236

f. Existential process

The Existential process is the process of existence. The main participant in existential processes is the Existent. Existential process is expressed by 'there is/was something'. It may apply the verbs, *exist, arise, and occur*. Besides, the most common circumstantial of location can occur in existential processes (Eggins, 2004; Gerot & Wignell, 1996).

Table 30: Examples of the existential processes

There	was	these two wonderful Swiss men
	Process: Existential	Existent

Should	there	arise	any difficulties
		Process: Existential	Existent

Source: Eggins 2004: 238

1.2.2.2 Circumstance

Circumstance asks questions about *when, where, why, how, how many, and as what* (Gerot & Wignell, 1994, p. 39). Halliday divides the circumstantial definitions into three parts. First, it defines an 'attend on the process, for example,

the location of an event in time or space, its manner or its cause. It connects the attendant with the four of the WH forms. Hence, the circumstance shows the adverbs rather than nouns. Second, circumstance usually occupies the Adjunct position in the Mood elements. The last is the Circumstance typically presented as adverbial groups or prepositional phrases not in nominal groups (Halliday, 1994, p. 150). The table below shows the types of circumstances.

Table 31: Enhancing type of circumstance

Type: Enhancing		WH-item	Examples of realization
Extent	distance	how far?	for, throughout ‘measured’; nominal group
	duration	how long?	for, throughout ‘measured’; nominal group
	frequency	how many times?	‘measured’ nominal group; once, twice, three times (a day/a week
Location	place	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	When [then, now]	at, in, on, 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 the manner of... adverbs of comparison differently
	degree	how much	to+a high/low/.../degree/extent; adverb of degree much, greatly, considerably, deeply [often collocationally linked to lexical verb, e.g. love+deeply, understand+completely]
Cause	reason	why?	because of, as a result of, thanks to, due to, for want of, for, of, out of, through
	purpose	why? what for?	for, for the purpose of, for the sake of, in the hope of
	behalf	who for?	for, for the sake of, in favor of, against [“not in favor of”], on behalf of
Contingency	condition	why?	in case of, in the event of
	default		in default of, in the absence of, short of, without [“if it had not been for”]
	concession		despite, in spite of

Type Extending		Wh-item	Examples of realization
Accompaniment	comitative	who/what/with	with; without
	additive	and who/what else	as well as, besides; instead of

Type: Elaborating		Wh-item	Examples of realization
Role	guise	what as?	as, by way of, in the role
	product	what into?	shape/guise/form of

Type: Projection		Wh-item	Examples of realization
Matter	product	what about?	into, about, concerning, on, of, with referent to, in ['with respect to']
Angle	source		according to, in the words of
	viewpoint		to, in the view/opinion of, from the standpoint of

Source: Halliday and Matthiessen 2014: 313-314

1.3. Review of Previous Studies

The researcher provides several studies that correlate with transitivity analysis in this section. It aims to investigate the contribution of the previous studies to the present study. Thus, this expects to draw comparisons between this study and other transitivity studies to find its connection.

A Transitivity Analysis of American president Donald J Trump's Inaugural Address (Zhao & Zhang, 2017) aims to interpret the distributions and functions in the opening address. This study applies Halliday's transitivity to analyze the text. The study combines qualitative and quantitative methods. The study shows that the six transitivity processes are dominated by material function (67%). From the investigation, the use of the material process indicates that Donald J. Trump wants

to express a gloomy picture of America. He also asserts that the government must take action to control these issues. Last, he outlines his new vision.

Predominantly, this study provides an obvious explanation of the abstract, the theoretical framework, the research methodology, and the conclusion. The strength of this study is that the writers clearly interpret the function of the process types of Donald J Trump's Inaugural Address. The writers also provide speech examples, so the interpretation is understandable. Whereas, there are some weaknesses of the study. There are no tables of the clauses analysis that present the transitivity elements in the findings. Then, the writers do not provide the distribution of the participant functions and the circumstantial elements. They only show the distribution of the process types in the findings.

Oscar Wilde's Writing Style in "The Happy Prince" in View of Transitivity Analysis (Sari & Yulianto, 2019) aims to analyze seven different types of different processes in the text such as the material process, mental process, verbal process, behavioral process, existential process, relational process, and meteorological process. It applies a descriptive-qualitative methodology for presenting the forms of words, phrases, sentences, and utterances. The study shows that the material process most frequently occurs in text (37%). The other process estimations show that there is only about 1%-25%. From the investigation, the study finds that using the material process affects the author's writing style. It shows that different processes have many portrayals of constructing the story. Thus, it presents that Oscar Wildes' writing styles are vivid description, aesthetic appearance, conversational style, repetitive patterns, and simple language.

Overall, this study demonstrates a complete set of explanations. In the result and discussion part, the writers analyze the transitivity elements of each clause in the form of tables. Then, the writers describe the function of the process types in Oscar Wilde's story. They also show the distribution of the process types. However, this study comprises some weaknesses. In the part of the research method, the writers do not explain how to collect the data.

On the one hand, the writers do not include the distribution of the participant functions and the circumstantial elements. They only present the total number of these two elements and interpret the process type's function. Thus, it is slightly tricky for a reader to find information about the total number of the two elements.

An Analysis of Transitivity Systems in Memoirs Written by EFL Students (R. Wahyuni., Hamzah & D, Wahyuni, 2019) aims to analyze the stylistics of EFL student writing by applying the transitivity system. It applies descriptive methodology. This study provides English Department Students of State University of Padang memoirs as their data to identify the process types, participants, and circumstantial elements. From the 15 memoir texts, there are 950 clauses have been collected. The study discovers that the most dominant processes occur in the material process (338 data). Then, it finds that the most dominant participant is the human participants (916 data). The circumstantial location is the most dominant element in the students' memoir texts (183 data). Therefore, the material process that dominates the memoir texts implies concrete or physical action and events. The circumstantial location as the dominant circumstance construes the student's experience of time and location. The students provide detailed information on

location and place so that readers can understand the time and place that occurs in the story.

Broadly, this study is comprehensible. The writers describe the research method and conclusion obviously. The writers also show the results of the distribution of the process types, the participant functions, and the circumstantial elements. They signify the function of the most dominant of each transitivity element.

Nonetheless, the writers do not present the necessary information about the function of the transitivity systems in the abstract. They only indicate the total clause, the total data, the total number of the material processes, and the participant functions. Moreover, in the abstract, the writers do not show the percentage of transitivity elements; they instead present the numbers.

A Transitivity Analysis of Male and Female Student's Final Draft of Critical Responses Paragraphs to Literature (Hadiyati, Said, & Sugiarto, 2018) intends to investigate the transitivity elements of type processes, participants, and circumstances in students' final draft of critical response paragraph to literature. Both male and female final draft presents that the most dominant processes occur in the material process, the most dominant participants are the actor and goal, and the most dominant circumstantial elements are found in location circumstantial.

Furthermore, the writers include some essential parts in the research to support their ideas. The aspects are included the nature of transitivity, critical response, gender, and literature. On the other hand, the writers also discuss the research method thoroughly. The writers essentially discuss the technique of sampling the data and how to collect and analyze them. Nevertheless, the writers

do not raise some critical points about investigating the transitivity systems. They only mention the numbers of the most dominant processes, participants, and circumstances without demonstrating their distribution. Thus, the process, participant, and circumstance are unidentified. Besides, the finding and the discussion parts are confusing. Instead of interpreting the analysis result, the writers tend to compare the present study to the previous studies.

Experiences around the Clauses: A Transitivity Analysis of Four Famous People's Suicide Notes (Sawirman & Ridhwani, 2020) intends to explore the four suicide notes written by famous people, Jiah Khan, Kevin Carter, and Virginia Woolf. This study employs transitivity to find the various meaning constructed in each clause. This study uses a descriptive statistical method to identify the spread of functions and elements of the transitivity system in suicide notes. The finding discovers that out of 170 total processes, the most dominant process is the material process (42, 94%), the most dominant participant is the actor (22, 88%), and the most dominant circumstance is the time-location and the place-location (44%).

Thus, Jiah Khan's suicide notes present that the most dominant process is the material process. It indicates that Jiah Khan experienced undesirable behavior, which caused betrayal, sacrifice, self-destruction, loss, and loneliness. Kevin Carter's suicide note represents that the most dominant process exists in the relational process of attributive. It interprets regret, pressure, and despire. For the two of Virginia Woolf's suicide notes, it finds out that they have different dominant processes. But, generally, it portrays that she tried to blame herself.

This study broadly covers all aspects of transitivity research. The writers provide information on the process, participant, and circumstance distribution.

Hence, the most dominant transitivity elements and their percentages are identifiable. One of the most significant aspects is that the writers discuss the functions of the most dominant process, participant, and circumstance and determine the meanings. Yet, the writers do not present the table analysis of the clauses used to identify the process, participant, and circumstance. They should also add clause examples so readers can comprehend the functions and meanings of four suicide notes.

Transitivity Analysis of Newspapers' New-Headlines Depicting Crime Committed Against Women in Pakistan (Abbas & Talaat, 2019) intends to investigate the portrayal of men and women in the headline of English Pakistani newspapers' by applying an approach to SFL established by Halliday. The study provides three newspapers, The Nation, Dawn, and The News. The study discovers a man's and a woman's representation and roles in the newspapers. This study focuses on the ideology with the sense of how newspapers can catch the readers' attention and affects public opinions.

This study generally is interesting. In the part of the introduction, the writers illustrate why it is crucial to conduct transitivity research on a newspaper, and they portray how it can influence the public. The writers also fulfill some significant aspects of offering their ideas for the study. They show the analysis of the transitivity elements in the form of a table so that the readers can identify which ones are the process, participant, and circumstance. Although the writers signify the functions of the transitivity systems in the three newspapers, they do not add the process, participants, and circumstance distribution tables. Hence, there is no

information on the most dominant process, participant, and circumstance, along with their percentages.

Transitivity System on Donald Trump's Speech on ISIS (Marpaung, Saragih, & Pulungan, 2018) intends to find the experiential meaning around the clauses based on Halliday's SFL theory. This study offers the data of Donald's speech on ISIS at Youngstown State University, in Youngstown, Ohio, on August 15th, 2016. It also identifies that the researcher is the instrument of this study. This study applies the qualitative method. The study finds that the most dominant processes occur in the material process (43, 8%). For the participants' role, the study indicates that the actor is dominant (19,5%). The material process as the dominant process implies that Trump expresses ISIS as the leading actor in making the brutal attack across the world. Thus, Trump points to himself as the best candidate for president of the United States. In his future program and administration, he describes that he has the power to remove ISIS from the U.S.A.

Generally, this study presents an obvious explanation. The researchers interpret the meaning of each of the clauses of the transitivity elements. They also provide the distribution of Trump and ISIS participant functions. However, the researcher does not comprehensively present the transitivity system as its primary theory. They only tend to explain it briefly.

President and Ideologies: A Transitivity Analysis of Bingu wa Mutharika's Inaugural Address (Kondowe, 2014) aim to analyze the political ideologies of the third Malawian president. The study reveals that the most dominant process occurs in the material process. Then, it is followed by the relational process and verbal process. The material process describes how Bingu interprets the world of the past

by delivering his achievement. He illustrates the future time by giving statements on his administration and political principles in his second official position. From the participant's role in the material process, the usage of the actor indicates Bingu's achievement. It has the characteristic of an undemocratic leadership style. The identifying use in the relational process determines that Bingu emphasizes that he and his administration has a central role in the country's development. The verbal process usage indicates that Bingu identifies himself as the main sayer. It recognizes that Bingu's speech identifies himself as an autocratic leader with dictatorship leadership ideologies. Overall, the study interprets that Bingu's leadership characteristic is the possible factor that influenced him to political failure. Bingu's record of good governance, human rights, and political tolerance dramatically declines in his second term of office.

This study predominantly explains the research adequately. The writers provide the distribution of the process and the circumstance, and they interpret their meanings and functions. The writers also offer the tables analysis of transitivity elements to support the research. In contrast, the writers need to include the distribution of the circumstance so that the investigation can be more complete.

Transitivity Analysis of Jokowi and Prabowo Campaign Speech in Indonesian Presidential Election 2019 (Guswita & Suhardi, 2020) aims to compare the Jokowi speech to the Prabowo speech. The study conducts on a qualitative method, and the researcher plays a role as this study's instrument. In collecting the data, the researcher employs Metode Simak, established by Sudaryanto (2018). The study reveals that based on Jokowi's campaign speech, the most dominant process occurs in the material process with 24 data (32%), the involvement of the most

dominant participant is the actor with 23 data (15, 1%), and the most dominant circumstantial element occurs in the circumstantial that is time with 9 data (21, 4%). In Prabowo's campaign speech, the most dominant process occurs in the material process with 30 data (37,5%), the most dominant participants are actor and goal with 28 data (18, 2%), and the most dominant circumstantial element occurs in location circumstantial that is the place with 11 data (26, 8%). The dominant process in the two speeches implies that Jokowi and Prabowo try to present their future action and activity if one of them wins the election.

Entirely this study gives a satisfactory explanation. In the part of the abstract and conclusion, the writer provides detailed information about the most dominant process, participant, and circumstance, along with the percentages and the function of transitivity elements. They also describe the research method clearly. They represent how to get the data and apply the technique and the procedures. In the part of the research findings, the writers present the distribution table of process, participant, and circumstance. They also include the tables that are identified the process, participant, and circumstance. Yet, the study requires examples of the clauses that indicate the function of transitivity elements that occur in the two speeches so that the readers can understand the interpretation.

A Transitivity Analysis of Greta Thunberg's 2019 Climate Action Summit Speech (Karisa & Lauwren, 2020) intends to investigate different process types. This study employs the descriptive qualitative method. This study collects data from Greta Thunberg's speech at the United Nations Climate Actions Summit in 2019. From the scrutiny, there are 54 clauses found. The study confirms that the material process is dominant (37%). The use of the material process represents

human activities that produce a damaging effect on the environment. Greta uses the relational process (31, 5%) to present climate change that affects the world and her life. Then, Greta uses the verbal process with (16, 7%) to provoke the audience into a sense of guilt and responsibility. She uses the behavioral process (7, 4%) to demonstrate that he will not be in a feeling of peace. It is because the next generation will experience the same problem. The use of existential with (3, 7%) emphasizes the climate problem that exists in the world. Quoting the high-profile politician with (3, 7%) in the verbal process depicts the politician's promises that have not been fulfilled.

In addition, this study contains several general points. The writers demonstrate the abstract with the necessary information. Thus the readers can recognize it. This study also adds the reviews of the previous studies to find their relationship with the present study. The most important aspect is that the writers discuss the functions of the transitivity that occurs in the speech in which they provide examples of the clauses that express the meaning of the speech. Since this study only focuses on the process, the writers do not include the participant and circumstance distribution tables; hence there is no dominant process of the participant and the circumstance.

1.4. Research Questions

Based on the background, this study aims to find the transitivity analysis of the Statement of the International Association of Muslim Scholars on the Orlando Shooter. The researcher purposes two research questions as follows:

1. What are the transitivity systems realized in the statements of the International Association of Muslim Scholars on the Orlando Shooter?

2. How does the International Association of Muslim Scholars portray the Orlando shooter figure in the statements?

1.5 Objective of the Research

The following statements answer the formulation above. They consist of:

1. To analyze the transitivity system realized in the International Association of Muslim Scholars' statement on the Orlando Shooter.
2. To discover the Orlando shooter figure based on the written language used by the International Association of Muslim scholars in their statements.

1.6 Scope of the Research

This study entirely concentrates on the statements of the International Association of Muslim scholars on the Orlando gunman. Those are the statements of the officials whose members speak individually or on behalf of the association. Those who make the statements are included intellectuals, scholars, imams, community leaders, and organizations. The statements are taken from written sources, including organizational documents, a speech transcript, a press release, and comments on social media. Therefore, this study applies a transitivity system for uncovering the statement of the International Association of Muslim Scholars to know how they construct the image of the *Orlando Shooter* through grammatical choices.