

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the related theories. They are considered as the foundation to support this study in answering the problems of the study.

2.1 Discourse

Language is a system of communication consisting of sounds, words and grammar. Language is also the system of communication used by the people of a particular country or profession. However, language is related to discourse. Cook (1989) states that “discourse is concerned language for communication”. Discourse is not individual sentence. In discourse, sentences are interconnected, forming coherence and unity. It is context bound to make it meaningful.

2.2 Discourse Analysis

The discourse analyst is committed to an investigation of what that language is used for (Brown and Yule, 1983, p.1). Discourse analysis consider the relationship between language and the contexts in which it is used and are concerned with the description and analysis of both spoken and written interactions (McCarthy, 1991). This study is about the relationship between the meaning of language used and the contexts which define the meaning.

2.3 Halliday's Theory of Functional Grammar

Functional grammar focuses on the purpose and use of language. This theory investigates how language is used, how the effect of the contexts whether it is spoken or written, which language that is used in communication and how the meaning is made in language (Gerot and Wignell, 1994). Olusanya (2013, p. 165) states in functional grammar, context consists of three variables. These are field, tenor and mode. Field is related to ideational function. Tenor is related to interpersonal function. Mode is related to textual function. There are three metafunctions in functional grammar proposed by Halliday. The three metafunctions are ideational function, interpersonal function and textual function (2002, cited in Halliday, p. 198).

2.3.1 Ideational Function

The ideational function is concerned with the content of language. It is used as a mean of the expression of our experience, both of the external and internal worlds. Gerot and Wignell (1994, p. 12) stated that:

The ideational meanings are meanings about phenomena – about things (living and non-living, abstract and concrete), about the going on (what things are or do) and the circumstances surrounding these happenings and doings. These meanings are realized in wordings through participants, processes and circumstances.

Table 2.4 Typical Experiential Function of Group and Phrase Classes.

Type of element	Typically realised by
(i) Process	Verbal group
(ii) Participant	Nominal group
(iii) Circumstance	Adverbial group or prepositional phrase

2.3.2 Interpersonal Function

Interpersonal meanings are meanings which express the speaker's attitudes and judgment. The meanings are realized in wordings through mood and modality. These meanings are influenced by tenor of discourse. Tenor refers to the social relationships between those taking parts. The term tenor are status or power including agent of role, peer or hierarchic relations, affect includes degree of like, dislike or neutrality and contact includes frequency, duration and intimacy of social contact (Gerot and Wignell, 1994).

Interpersonal meanings are realized in the lexicogrammar through selections from the system of mood. The mood is about the clause as exchange. The clause is organized as an interactive event including speaker, or writer, and audience inside. In the act of speaking, speaker takes a particular speech role for himself and creates speech role to the listener in his turn. For example, in asking question, a speaker is taking role as seeker information and requiring the listener to take on the role as supplier of the information (Gerot and Wignell, 1994).

In any communicative language, there are four basic speech roles: giving information, demanding information, giving goods and services and demanding goods and services (1994, cited in Halliday, p. 69). Giving means 'inviting to receive' and demanding means 'inviting to give'. Therefore, in doing giving or demanding, the speaker is not only doing something for himself; he is also requiring something of the listener. Giving and demanding are related to the nature of the commodity being exchanged. They can be in form of goods and services, or information. The differences between goods and services, or

information in exchange commodity is in non-verbal and verbal. Goods and services are non verbal whereas information is verbal. In the role exchange of giving, it is called offer if the commodity exchanged are goods and services, but if the commodity exchanged is information, it is called statement. For the role exchange of demanding, if the commodity exchanged are goods and services, it is called command whereas information called question. In addition, the clause takes on the form of proposition when we use language to exchange information, and on the form of proposal when we use language to exchange goods and services.

2.3.2.1 Mood

According to Halliday & Matthiessen (2004) subject and finite are closely linked together, and combine to form one constituent which we call the mood. Mood element consists of two parts. The first is the subject which is a nominal group and the second finite operator which is part of a verbal group. Subject can be personal pronoun or anything else such as names whereas finite is one of a small number of verbal operators expressing tense, modality and polarity. Finite verbal operator consists of temporal and modal. Temporal includes past (did, was, had, used to), present (does, is, has) and future (will, shall, would, should). For modal, it includes low (can, may, could, might), median (will, would, is to, was to) and high (must, ought to, need, has to, had to).

For instance, the finite element and lexical verb are 'fused' into single word. When the verb is in simple past or simple present like *ate* means did eat, *eats* means does eat, in active voice of "they eat pizza" means "they do eat pizza" or "pizza is eaten". In positive polarity of "they eat" means "they do eat" or "they

don't eat" and in neutral contrast of "go away" means "do go away" (Gerot and Wignell, 1994).

Table 2.2 Subject and Finite

		Subject		
		Finite		
the gardener	has	given away that orchid	hasn't	he
that orchid	wasn't	given away by the gardener	was	it
your sister	gave	the orchid back	didn't	she

2.3.2.2 Residue

Halliday & Matthiessen (2004) state that the residue consists of predicator, complement and adjunct. The predicator is present in all major clauses, except those where it is displaced through ellipsis. Complement is an element within the residue that has the potential of being subject but is not which is realized by a nominal group. Any nominal group that is not functioning as subject will be a complement. Adjunct is an element that has not got the potential of being subject which is typically realized by an adverbial group or a prepositional phrase (rather than by a nominal group).

Gerot and Wignell (1994) stated that there are four types of adjuncts. The first is circumstantial adjunct which answers the question of 'how', 'when', 'where', and 'by whom'. For example, *The symphony was played badly by an amateur orchestra during a concert Saturday night at the Performing Arts Centre.* 'badly' is an adjunct, answering the question 'how', 'by an amateur orchestra' is an adjunct, answering the question 'by whom', 'during a concert' and 'Saturday night' are adjuncts, answering the question 'when', 'at the Performing Arts Centre' is an adjunct, answering the question 'where'.

The second is conjunctive adjunct, which is textual and usually includes items such as ‘for instance’, ‘anyway’, ‘moreover’, ‘therefore’, and ‘nevertheless’. It falls outside of analysis of mood, so it is left unanalyzed. The third is comment adjunct. Comment adjunct expresses the speaker’s comment on what he or she is saying. It expresses interpersonal rather than textual meanings but fall outside of mood-residue structure. The last is mood adjunct. It relates specifically to the meaning of the finite verbal operators, expressing probability, usuality, obligation, inclination or time. The principal items functioning as mood adjuncts include the following:

Adjuncts of polarity and modality:

- a) Polarity: not, yes, no, so
- b) Probability: probably, possibly, certainly, perhaps, maybe
- c) Usuality: usually, sometimes, always, never, ever, seldom, rarely
- d) Readiness: willingly, readily, gladly, certainly, easily
- e) Obligation: definitely, absolutely, possibly, at all cost, by all means

Adjuncts of temporality:

- a) Time: yet, still, already, once, soon, just
- b) Typically: occasionally, generally, regularly, mainly

Adjuncts of mood:

- a) Obviousness: of course, surely, obviously, clearly
- b) Intensity: just, simply, merely, only, even, actually, really

- c) Degree: quite, almost, nearly, scarcely, hardly, absolutely, totally, utterly, entirely, completely

Table 2.3 Structure of the Residue

Sister Susie	's	sewing	Shirts	for soldiers
Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue			

2.3.2.3 Mood Types

Gerot and Wignell (1994) state that mood type in English is realized by the position of subject and finite in the clause. There are two types of mood based on the position of subject and finite. These are indicative mood and imperative mood. Indicative mood is realized by (↘) the features subject + finite. There are two types of indicative mood; declarative mood and interrogative mood.

Declarative mood can be seen as follow:

- ↘Subject + Finite

The car	Had	four bicycle wheels
Subject	Finite	Complement

Interrogative mood consists of polarity (Y/N questions) and WH-questions. WH-questions divided into two types. The first is querying subject and the second is querying residue. It can be seen as follow:

- Polar (Yes/No Question): ↘Finite + Subject

Did	Henry Ford	Build	his first car	in the backyard?
Finite	Subject	Predicator	Complement	Circ. Adjunct
Mood	Residue			

- Wh-Questions: Querying Subject ↘Wh/Subject ^ Finite

Who	Built	a car	in his backyard?
Subject/Wh	Fin	Pred.	Complement
Mood	Residue		

What	Is	that thing?
Subject/Wh	Finite	Complement
Mood	Residue	

What	Happened	one morning in May 1896?	
Subject/Wh	Finite	Pred	Circ. Adjunct
Mood	Residue		

- Querying Residue: Wh + Fin + Subj where C/Wh (Complement is queried) or A/Wh (Adjunct is queried)

What	Did	Henry Ford	build?
Complement/Wh	Finite	Subject	Predicator
		Mood	
Residue			

Where	Did	Ford	build	his first car?
Adjunct/Wh	Finite	Subject	Predicator	Complement
		Mood		
Residue				

- Exclamatives: Wh + S + F + P where C/Wh or A/Wh

What big eyes	You	Have!
Complement/Wh	Subject	Finite
Residue	Mood	

In imperatives, the mood element consist of subject + finite, subject only, finite only, or they may have no mood element. For example:

Don't you put it there (Subject + Finite)

Let's put it there (Subject)

Don't put it there (Finite)

Put it there (No Subject or Finite)

2.3.3 Textual Function

In textual function, the meaning expresses the relation of language to its environment, including the verbal (co-text) and the non-verbal (context). In addition, the clause is organized as a message. It is assigned in part of theme and rheme. These two parts combines together and create the message in the clause.

Halliday & Matthiessen (2004, p. 64) stated that “The theme is the element which serves as the point of departure of the message; it is that which locates and orients the clause within its context.” Theme usually comes at the first clause and it is followed by the rheme. Rheme is the remainder of the message. It is the part in which the theme is developed. It typically contains a new information. The interaction of theme and rheme manages how the information in a text develops.

The illustration can be seen in the following example:

Table 2.1 Theme-Rheme Structure

The gardener	has given my sister that orchid
My sister	has been given that orchid by the gardener
That orchid	the gardener has given to my sister
Theme	Rheme

2.4 Previous Studies

Recently, some studies on linguistics about interpersonal function have been conducted. It helps the researcher to do this study because they have similarities in the topic and the theory that is used. As comparison and guidance, there are some previous studies related to this research. The first study is conducted by Hakim (2010) entitled “Systemic Functional Analysis on the Editorial of The Jakarta Post: Pork Barrel Politics”. She analyzed editorial text of The Jakarta Post newspaper entitled Pork Barrel Politics using systemic functional

grammar. She analyzed the experiential, interpersonal and textual meaning of the editorial text. Her finding is that the meaning simultaneously expressed through the relational and material processes mostly occur in the text, the role of relationship is between the writer and the reader with unequal power, infrequent contact and low affective involvement. The text is entirely in declarative mood which indicate that the editor aim to provide information of the readers with the writer's involvement. The theme choice in constructing the textual meaning shows that the pork barrel or spending proposal or aspiration fund, politician and lawmakers mostly appeared in the text as the starting point of the message of the text.

The second study is conducted by Wulandari (2013) entitled "The Type of Theme Found in *Rumah Perubahan Rhenald Kasali*". She conducted a study on theme and rheme analysis of the utterances of Rhenald Kasali and Ignasius Jonan found in the interview session in *Rumah Perubahan Rhenald Kasali ieps eps Memutar Roda Kereta Api*. She found that most of the clauses are conveyed in the textual themes. Through those themes, Rhenald Kasali and Ignasius Jonan tried to make the message they conveyed in each sub theme being in an order way. In addition, some clauses are considered to have topical theme either unmarked or marked ones which allow us to know what the clauses are about. The rest of the clauses belongs interpersonal theme which enabled Rhenald Kasali and Ignasius Jonan expressed their judgment or their attitude to the content of message they said.

The previous studies and this present study have similarities and differences in some ways. In Hakim's study, the object of the study is editorial text of written language. She analysed three metafunctions of systemic functional grammar by Halliday on the editorial text. They are experiential, interpersonal and textual function. Whereas in Wulandari's study, the study is also using systemic functional grammar but it focused on textual function which analysed theme and rheme of interviewed utterances in a talk show where the verbal language is using.

This present study is similar with those studies in terms of the use of systemic functional grammar theory by Halliday. The differences are; the data is spoken language of an interview in Indonesia Lawyers Club talk show, and this study analyses three participants' utterances of Indonesia Lawyers Club talk show entitled "*Tawuran Kok Jadi Budaya?*" and the analysis focuses only on the interpersonal function.

