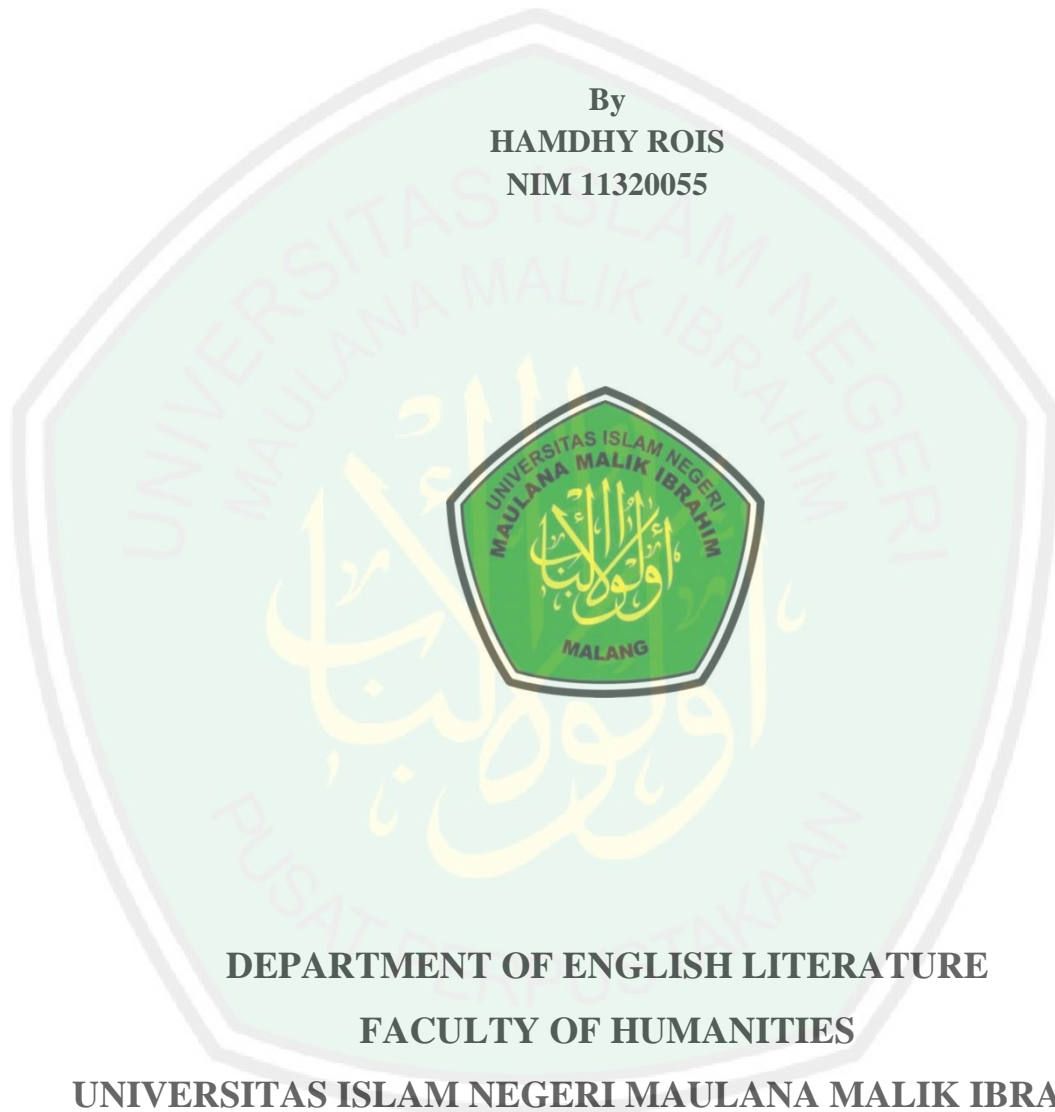


**METAFUNCTIONS ON MALAYSIAN PRIME MINISTER'S
STATEMENTS TOWARD THE SHOOTING DOWN OF MH 17**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES**

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

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2018

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STATEMENTS TOWARD THE SHOOTING DOWN OF MH 17**

THESIS

Presented to
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in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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MALANG
2018**

STATEMENT OF AUTHORSHIP


I state that the thesis entitled “**Metafunctions on Malaysian Prime Minister’s Statements toward the Shooting Down of MH17**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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MOTTO

It is good to be a prominence person, but it is an urgent to be a good person

-General Hoegeng-



DEDICATION

I proudly dedicate this thesis to

My dearest parents, Afandi and Masitah



ACKNOWLEDGMENT

All praises to Allah to Allah S.W.T., the holy, the greatest, the most merciful, who gives us His mercy, guidance, and blessing all the time. Then *Shalawat* and *Salam* are always recited for the Prophet Muhammad S.A.W.

I would never be able to complete this thesis without any support and contribution from the good people around me. Therefore, I want to thank them much. First, I want to express my sincere gratitude to lecturers in the English Letters Department, Faculty of Humanities who have given so much contribution and lesson during my study term in this University. My next gratitude extends to my extraordinary advisor Dr. Meinarni Susilowati who has guided, supported, and opened my perspective during the time I work on my thesis, as well as Vita Nur Santi, M.Pd. and Galuh Nur Rohmah, M.Pd., M.Ed. as the board of examiners of my thesis.

Then, I also want to thank to Enita Rahmah Febriantary for supporting me and thank to some friends of mine, all members of ELS 2011 (English letters student 2011), some students of Sociology 2011 of Brawijaya University, and some students of Mathematics 2011 of Muhammadiyah Malang which supported me when I was in the process of the research.

For the last, I believe that in the writing and finishing this thesis there would be so much mistakes and errors. Hence, I, as the author, openly accept any critique, suggestion, or opinion from the readers. In addition, hopefully this thesis is useful for many people either the English letter students or the researchers.

Malang, 28th June, 2018

Hamdhy Rois

ABSTRACT

Rois, Hamdhy. 2018. *“Metafunctions on Malaysian Prime Minister’s Statements toward the Shooting Down of MH 17”*. Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Dr. Meinarni Susilowati, M. Ed.

Keywords : Metafunctions, Interview, Statement of government

Language in the daily life is used in various forms, generally it classified in two forms, spoken or written. Beside of the various form, the various part of language also cover in term of function, either for the user itself or related to others. According to Halliday (1994) the use of language is utilized in three functions, those are function of representation, function of exchange, function of message and they are referred to systemic grammar as Metafunctions. The focus of this research is the Metafunction in the statements of Malaysian Prime Minister toward the shooting down of MH 17.

This research adopts descriptive qualitative. The data are taken from the official CNN site news in the form of video and script. The data are analyzed by watching the video and reading the script to classify the topic, dividing the data into datum based on the answer per-one question from the reporter, analyzing the data in the approach of Discourse Analysis by the use of context of situation, analyzing every datum using Metafunctions components of their grammatical systems such as Transitivity, Mood, and Theme, then making a discussion based on the result of the analysis, After that ismaking conclusion based on the result of the discussion to find out the answer of the research question.

I found all the processes exceptthe behavioral process in the Transitivity. The frequently appeared processes were material and relational process. In the Mood, I found declarative mood was more frequent than interrogative mood and with Subject of first person pronoun *I*. In Theme, I found complex Theme and simple Theme as the character of the message of the clauses. The most frequent Material and Relational process in the statement was functioned to expedite the on-going process of investigation. The more use of declarative mood and the use of first person pronoun *I* in the statement were functioned to show the capability and responsibility as the leader of a country. And the use of complex Theme in the statement was functioned to calm down the situation by not mention with one phrase expression or straight to the point.

Finally, I as the researcher suggested to the next researcher to collaborate Metafunctions Theory with a theory in the part of Critical Discourse Analysis in order to get deep and comprehensive discussion of a phenomenon of linguistic. Because if we have known the message and the way someone delivered the message, it will give more insight if we also know what background or what kind of external influence that made a speaker did in that way and delivered that kind of message.

ABSTRAK

Rois, Hamdhy. 2018. "*Metafungsi pada Pernyataan Perdana Menteri Malaysia terkait Penembakan MH 17*". Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Dr. Meinarni Susilowati

Kata Kunci : Metafungsi, Interview, Pernyataan Pemerintah

Bahasa dalam kehidupan sehari-hari digunakan dalam berbagai bentuk, secara garis besar hal itu digolongkan menjadi dua bentuk yaitu bentuk lisan dan tulisan. Selain dalam hal bentuk, variasi bahasa juga mencakup dalam hal penggunaan atau fungsi, baik itu untuk diri sendiri maupun yang berhubungan dengan orang lain. Menurut Halliday (1994) bahasa difungsikan dalam tiga hal, yaitu fungsi representasi, fungsi pertukaran, dan fungsi pesan dan ketiganya disebut dalam tata bahasa sistemik sebagai Metafungsi. Fokus penelitian ini pada metafungsi bahasa yang terdapat dalam pernyataan Perdana Menteri Malaysia terhadap insiden penembakan MH 17.

Penelitian ini mengadopsi penelitian deskriptif kualitatif. Data penelitian diambil dari situs resmi berita CNN (*Cable News Network*) dalam bentuk video dan skrip. Analisa data dengan cara menonton video dan membaca skrip untuk mengelompokkan topik, membagi data menjadi datum berdasarkan jawaban per pertanyaan dari reporter, menganalisa data menggunakan pendekatan Analisis Wacana dengan menggunakan konteks situasi, menganalisa setiap datum menggunakan komponen Metafungsi dari sistim grammatikanya seperti Transitivity, Mood, dan Theme, kemudian membuat diskusi berdasarkan hasil dari analisis, setelah itu membuat kesimpulan berdasarkan hasil diskusi untuk menemukan jawaban dari pertanyaan penelitian.

Saya menemukan semua jenis proses kecuali proses behavioral dalam Transitivity. Proses yang sering muncul adalah proses material dan proses relasional. Dalam Mood, saya menemukan Mood deklaratif lebih sering muncul dari pada Mood interogatif dengan subyek kata ganti orang pertama 'I'. Dalam Theme, saya menemukan Theme kompleks dan Theme simpel sebagai karakter pesan dari klausa-klausa yang ada. Kemunculan yang sering dari proses material dan proses

relasional dalam pernyataan difungsikan untuk memperlancar proses investigasi yang masih berjalan. Penggunaan Mood deklaratif dan kata ganti orang pertama *I* dalam pernyataan difungsikan untuk menunjukkan kapabilitas dan tanggung jawab sebagai seorang kepala negara. Dan seringnya penggunaan Theme kompleks dalam pernyataan difungsikan untuk mendinginkan situasi dengan tidak memberikan satu frasa pernyataan atau langsung pada inti jawaban.

Yang terakhir, saya sebagai peneliti menyarankan kepada peneliti selanjutnya untuk mengkolaborasikan teori Metafungsi dengan sebuah teori dari Analisis Wacana Kritis supaya mendapatkan keluasan dan kedalaman diskusi dari sebuah fenomena linguistik. Karena jika kita telah mengetahui pesan dan cara seseorang menyampaikan pesannya, akan lebih memberikan pengetahuan yang lebih jika kita juga mengetahui apa latar belakang dan apa pengaruh dari luar yang membuat seseorang berlaku dalam tuturnya seperti itu dan berpesan seperti yang disampaikan.

الملخص

حمدي، رئيس، 2018، "ميتافيزيق *Metafungsi* لبيان رئيس وزراء ماليزيا بشأن إطلاق النار على MH 17"، البحث الجامعي، قسم اللغة الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا ملك إبراهيم الإسلامية الحكومية بمالانج.

المشرف : ماينارني سسيلاوتي، الماجستير.

الكلمة الرئيسية : ميتافيزيق، مقابلة، بيان الحكومة.

يتم استخدام اللغة في الحياة اليومية بأشكال مختلفة ، بعبارات عامة يتم تصنيفها في شكلين ، هما النماذج الشفوية والمكتوبة. بالإضافة إلى النموذج ، يتضمن تنوع اللغة أيضاً الاستخدام أو الوظيفة ، سواء بالنسبة لنفسك أو للتعامل مع الآخرين. وفقاً لوظائف هالداي *Halliday* (1994) اللغوية بثلاث طرق ، هي وظيفة التمثيل ووظيفة التبادل ووظيفة الرسالة ويشار إلى الثلاثة جميعها في قواعد اللغة النظامية باسم ميتافيزيق *Metafungsi*. تركز هذه الدراسة على الاختلاف اللغوي الوارد في بيان رئيس الوزراء الماليزي حول حادث إطلاق النار MH 17.

اعتمدت هذه الدراسة دراسة وصفية نوعية. تم الحصول على بيانات البحث من موقع أخبار CNN (*Cable News Network*) على شكل مقاطع فيديو ونصوص. قم بتحليل البيانات من خلال مشاهدة مقاطع الفيديو وقراءة البرامج النصية لتجميع الموضوعات ، وتقسيم البيانات إلى بيانات بناءً على إجابات لكل سؤال من المراسلين ، وتحليل البيانات باستخدام أساليب تحليل الخطاب باستخدام سياقات الموقف ، وتحليل كل مسودة باستخدام مكون ميتافيزيق *Metafunction* في النظام النحوي مثل ترانستيفيتي *Transitivity*، ومزاج ، و موضوع ، ثم قم بإجراء مناقشة بناءً على نتائج التحليل ، ثم قم بإجراء استنتاجات بناءً على نتائج المناقشة للعثور على إجابات لأسئلة البحث.

لقد وجدت جميع أنواع العمليات باستثناء العمليات السلوكية في ترانستيفيتي *Transitivity*. العمليات التي تنشأ في كثير من الأحيان هي المادية والعلائقية. في المزاج ، وجدت المزاج التعريفي يظهر بشكل متكرر أكثر من المزاج الاستقرازي مع موضوع

الشخص الأول الضمير "أنا". "في النسق ، أجد السمات المعقدة والسمات البسيطة كأحرف رسائل من الجمل الموجودة. يستخدم المظهر المتكرر للعمليات المادية والعمليات الترابطية في البيانات لتسهيل عملية التحقيق المستمرة. إن استخدام المزاج التعريفي وضمائر الشخص الأول في البيان يعمل على إظهار القدرات والمسؤوليات كرئيس للدولة. وغالبًا ما يتم استخدام الموضوعات المعقدة في البيانات لتهدئة الموقف من خلال عدم إعطاء عبارة واحدة أو مباشرة إلى الإجابات الأساسية.

أخيرًا ، كالباحث، أقترح على الباحثين في المستقبل التعاون في نظرية الميتافيزيق مع نظرية من تحليل الخطاب النقدي من أجل الحصول على اتساع وعمق مناقشة ظاهرة لغوية. لأنه إذا علمنا بالفعل الرسالة والطريقة التي ينقل بها شخص ما الرسالة ، فسيوفر المزيد من المعرفة إذا كنا نعرف أيضًا ما هي الخلفية وما هي التأثيرات الخارجية التي تجعل شخصًا ما يتصرف في خطابه بهذه الطريقة ويعطي الرسالة كما نقلت.

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CHAPTER I

INTRODUCTION

This chapter presents research background, research question, research objective, research significance, scope and limitation, definition of the key terms, research method, data sources, research instrument, data collection, and data analysis.

1.1 Research Background

Metafunction is a theory which sees a linguistic phenomenon from its function related to the context around. Metafunctions has three concepts as Halliday called as the realization of semantic these are ideational, interpersonal, and textual (Halliday & Hasan, 1989). Ideational or ideational function is a function that realizes a clause as a part of someone's idea, someone's logical thinking, and someone's representation of an experience toward the world around and inside the speaker/writer. To sort out the different kind of ideas and impression of experiences, ideational function has its own grammatical system by which this is called Transitivity. Transitivity has six (6) processes to classify some clauses wherein they belong to as realization how the reality is made up. These are Material process, Mental process, Relational Process, Verbal process, Behavioral process, and Existential process. From the classifications explained, the ideational function has a concept of subject in a structure of a clause which is called Actor. The Actor is a concept of logical subject which is used to identify that the subject is the doer of an action. To make it short, there are three salient components that become main

pillar of grammatical system in the processes. They are Process, participant, and circumstance. For further explanation of each process will be explained in chapter II.

The other two of functions are interpersonal and textual. Interpersonal or Interpersonal function is a function that realizes a clause as a part of the image of interaction between speaker/writer and listener/reader. In this thesis let me use the term “speaker” as a cover of speaker and writer. When speaker acts, he does an action by which he is doing a speech role. According to Halliday (1994), the most fundamental speech roles which eventually can be recognized behind all the more specific types are just two: giving and demanding, either the speaker giving something or demanding something. This is the point to see how the meaning of a clause is language action. The grammatical system of the interpersonal is mood. The mood is used to identify a part of a clause in what it will be indicated as Subject function or what is being tossed back and forth in a series of rhetorical exchanges. The Interpersonal function has a concept of subject in the structure of a clause which is called in the same term ‘Subject’. The term Subject in here is a concept of grammatical subject. The Subject means something that is predicated. More detail explanation will be in chapter II.

The last function is textual. Textual Function is a function that realizes a clause as the speaker means to deliver as a message. By constructing a clause as a message, this can be called as clause characterizing where the listener get what point by his speech can be. This function is related to the way arrangement of what part is going to be departed so that the audiences get the character of the message.

The Grammatical system by this function is Theme. The Theme is the concept of Psychological Subject which serves as the point of departure of the message. The Theme as psychological subject means something that being the concern of a message. The further explanation is in Chapter II.

Theory to analyze a text is varied among the innumerable intention of some researchers such as Politeness, Social Actor Representation, Metaphor analysis, Speech Act, Apology strategy, etc. However, by the particular concern of researchers took, I adopted the theory of Metafunctions by Halliday since my aim is on to get speaker's concern and fully comprehensive of a text. In my opinion, by focus on some aspects as one unit of a text provides more understanding in speaker's concern that is by seeing a world around and inside him and how then the speaker constructs a text and delivers to the audience. When someone delivering a speech, writes news, talks to people around, basically he functions language. In utilizing language, someone will not use only the way how to deliver such as in polite way or in metaphorical form but he will find what message he wants to deliver and how to construct a message as the representation of his point of view beside he also find the way how to deliver to the audience so that the message conveyed. For example the usage of politeness or metaphor, the usage of politeness is only the way of delivering the message and not the message itself. The focus on one aspect will not fully accommodates what speaker wants to deliver, but it is only one small and separate function by denying other part that probably the speaker has intention on it. This notion is in line with what Halliday stated that the organization

of every natural language is to be explained in terms of a functional theory (Halliday & Hasan, 1989).

Related to the theory of Metafunctions proposed above, this study examined the interview of Prime Minister of Malaysia Najib Razak with CNN reporter focusing on his words in respond related to the Accident of Malaysian Airline MH17 which has been shot down allegedly by one actor within the geopolitical conflict between Russia and Ukraine in the middle of 2014. The interview had been chosen since it was considered as the representation of rich phenomenon of linguistics that was completed by: the first is a world news tragedy that forced the speaker, Najib Razak, to see and make a mental picture of reality or perception about what was going on around him and how he coped with the critical situation which requires him to overcome as the head of government of a country that became the victim, the second, the text is in the interview form by which it made the text flowed was not in the hand of Najib Razak but determined by the reporter, and the third, since it was a respond of huge tragedy and in an interview form, so that he must use the time of interview to deliver the message in a arrangement of a text to succeed his message delivered to the audience within restricted time and form of speaking.

This research is conducted by using the related theory of discourse analysis that is Metafunctions using the component within those are Ideational function, interpersonal function and Textual Function. In order to comprehensively understand the topic, I start this research by learning about the topic through previous studies. Reza Fahlevi (2015) examined about Metafunctions in Martin

Luther King's speech 'I have a dream'. He attempted to find of Metafunctions used in the speech. Afterwards, Lailatul Maghfiroh (2017) analyzed the Transitivity on the headlines of Jakarta Post, to know how the headlines used as the representation of the writer toward the news. The Transitivity is one of the grammatical systems in the Metafunctions as part of ideational Function. Then, Lusi Ayu (2016) studied about Interpersonal Function in the short story of Hans Christian Andersen. She attempted to find the Mood in the short story in order to know how the writer relationship toward the readers. The Interpersonal Function is one of the functions in the framework of Metafunctions. Moreover, Robi'ah Adawiyah (2017) analyzed Theme-Rheme organization in the academic essay of fifth semester students of State Islamic University Raden Fatah Palembang. Theme-Rheme is one of the grammatical systems in the Metafunctions as part of Textual Function.

All the previous studies discuss function of language either in spoken or in written form. But three of them are used one only instrument in analyzing as what did by Robi'ah adawiyah (2017), Lusi Ayu 2016, dan Lailatul Maghfiroh (2017). While in Reza Fahlevi (2015) although using the same framework of Metafunctions but in the analysis is lack of elaboration in portraying the way of the speaker use the language for the whole text. The analysis just did the interpretation separately and counted the number of findings. As the result, their analysis is still on the first level and does not explain the Metafunctions holistically.

To fill the gap between this research and the previous studies, this research focuses on all the three functions of the framework of Metafunction. Although the theoretical framework on the first study is the same, this research will not only

provide findings and separate elaboration but relating the elaboration all the function as unity of Metafunction. As Halliday (2004:60) stated that all the functions do not occur as isolates; each occurs in association with other functions from the same strand of meaning. Therefore, considering the gap provided above, I believe this research brings different.

1.2 Research Question

Based on the background of the research, I formulate the research question into: “How are the Metafunctions of Prime Minister’s statements of Malaysia in the interview of CNN toward the shooting down MH17?”

1.3 Research Objective

Based on the research question stated above, the objective of the research is to find out the empirical data of ideational Function, Interpersonal Function, and Textual Function as the theoretical framework of Metafunctions that contained in the answers of Malaysian Prime Minister’s interview with CNN as his statement toward the incident.

1.4 Research Significance

Since the research has specific characteristics, the first is the use of a big theoretical framework of Metafunctions and the second the text is taken from the interview of Malaysian Prime Minister related to the tragedy, I believe that this research will give linguistics contribution to the readers especially students of English Department. By the first, it accommodates three different concept of function that provides wide sight of understanding

but still in comprehensively focus in each concept. The varied of theories in linguistics gives a rich knowledge about certain focus parts of linguistics theory that can be used in analyzing a text but to know that there is a big theoretical frame work that accommodates some concepts in one framework, it will broaden perspective on how to look a text as one big product and process. The Second, the data is taken in the form of interview that is done by Malaysian Prime Minister with the reporter of CNN International related to the world news tragedy. In the form of interview which was related to the tragedy and as the victim, it will give unpredictable form of text by the speaker and it will give us an image how the speaker spontaneously respond. The last, this research can become a medium for the next researchers who want to investigate the same topic.

1.5 Scope and Limitation

This research focused on examining Malaysian Prime Minister's clauses in his statement in the interview on live report with CNN reporter on 24 September 2014 and this research did not examine the clauses or the questions from the reporter but still used the questions to lead the context of the interview. Other than that, this research did not examine the statement of Prime Minister in other different medium of publishing such as twitter, press conference, walking-journalist questions video, etc. It focused on the exclusive interview to get a clear and complete picture of The Prime Minister respond toward the incident.

The data were analyzed using Metafunctions theory which has 3 components of analysis; those are ideational function, interpersonal function, and textual function. In the ideational function, transitivity with its manageable set of process types was used to analyze as the grammatical system of the experiential. In the interpersonal function, its grammatical system that is called Mood was used to analyze the aspect of meaning of the clauses. As well as the previous two, in the textual function, its grammatical system which is known as Theme also used to analyze the character of the clauses as a message. All of these functions also used the context of situation as Field, Tenor, and Mode to interpret the social context of a text, the environment in which meanings are being exchanged.

1.6 Definition of the Key Terms

1. Metafunctions: a theory that departs from the initial understanding that language is functional. In its theoretical framework, it has components as ideational, interpersonal, and textual to construe a clause or a text as functional by a speaker/ a writer.
2. Ideational/ideational function: the component of Metafunctions that is used to analyze a clause as a part of someone's idea, someone's logical thinking, someone's representation of an experience toward the world around and inside the speaker/writer. Because of that the ideational is subdivided into experiential and logical in the theory elaboration.

3. Interpersonal/interpersonal function: a component of Metafunctions that is used to analyze a clause as a part of the image of interaction between speaker/writer and listener/reader on of interaction.
4. Textual/textual function: a component of Metafunctions that is used to analyze a clause as the speaker means to deliver as a message.
5. Transitivity: the grammatical system of the ideational to see how a clause is the result of thinking toward the things around.
6. Material Process: a form of a clause which indicates what is doing and happening.
7. Mental Process: a form of a clause which indicates to sensing.
8. Relational process: a form of a clause which indicates to the being and turning.
9. Behavioral process: a form of a clause which indicates to physiological and psychological behavior which is done by human being.
10. Verbal process: a form of a clause which indicates to saying, either uttered by animate or inanimate.
11. Existential process: a form of a clause which indicates to the existent of an entity.
12. Field: a discourse component of context of situation which refers to the whole activity of the speaker or participant in a setting.
13. Tenor: a discourse component of context of situation which refers to the relationship between participants.

14. Mode: a discourse component of context of situation which refers to the channel of communication adopted related to the role of language in situation.
15. Mood: the grammatical system of Interpersonal Metafunction which identify a clause as the function of personal relation.
16. Modality: The Modal usage in the interaction between participants related to their relationship.
17. Residue: A remainder of a clause within grammatical system of Mood.
18. Thematic Structure: The grammatical system of Textual Metafunctions to identify clause in the arrangement in delivering message to the audience.
19. Theme: the element of Thematic Structure to identify the starting-point for the message.
20. Rheme: the element of Thematic Structure in identifying in which the theme is developed.

1.7 Research Method

To achieve the objective of the study, this research used descriptive qualitative method because the aim of this research is describing and analyzing the answers which had stated by Malaysian Prime Minister on CNN interview, which the data were analyzed using Metafunctions Theory by Halliday. Moreover this research has some qualitative research characteristics those are, analyzing social phenomena, need to interpret data, and describe the data. It is in accordance

with Cresswell (1994) that qualitative research is descriptive research in that the researcher is interested in process, meaning, and understanding gained through words or pictures. Furthermore, this research adopted DA (Discourse Analysis) approach since it aimed to know the meaning of a discourse, in this case is in the form of interview.

1.8 Data Sources

The data on this research were obtained from CNN page website published on 24 September 2014 and CNN Youtube account published on 24 September 2014. The data from the website is the script of the interview video that I also downloaded from the CNN youtube account at the same day. Those data were obtained primarily from the official sites both the webpage and youtube account they are edition.cnn.com/TRANSCRIPTS/1409/24/ampr.01.html and www.youtube.com/watch?v=bE1akL4IKS4. The duration of the video is 07:25 minutes. But the video has two the different topics, it occurs at the end of the interview at the minute 06:17 until the reporter say thanks to end the interview. Since the research focused on the topic of MH17 incident, the data were taken is in only on that topic, started from minute 00:01 – 06:16 or specifically all the responds or the answers of Prime Minister Najib Razak related to the MH17. I chose those data from the official sources because I believe the data which were obtained from the official account/webpage of CNN has the high degree of validity rather than other sources.

1.9 Research Instrument

The primary instrument of this research was me as the researcher who did the investigation of the topic, the data gathering, and the data analysis through the

CNN interview video and the script which contained the interview of Malaysian Prime Minister with CNN reporter in order to find out the data of Metafunctions from all the answers or responds within the video and script related to the MH17 incident.

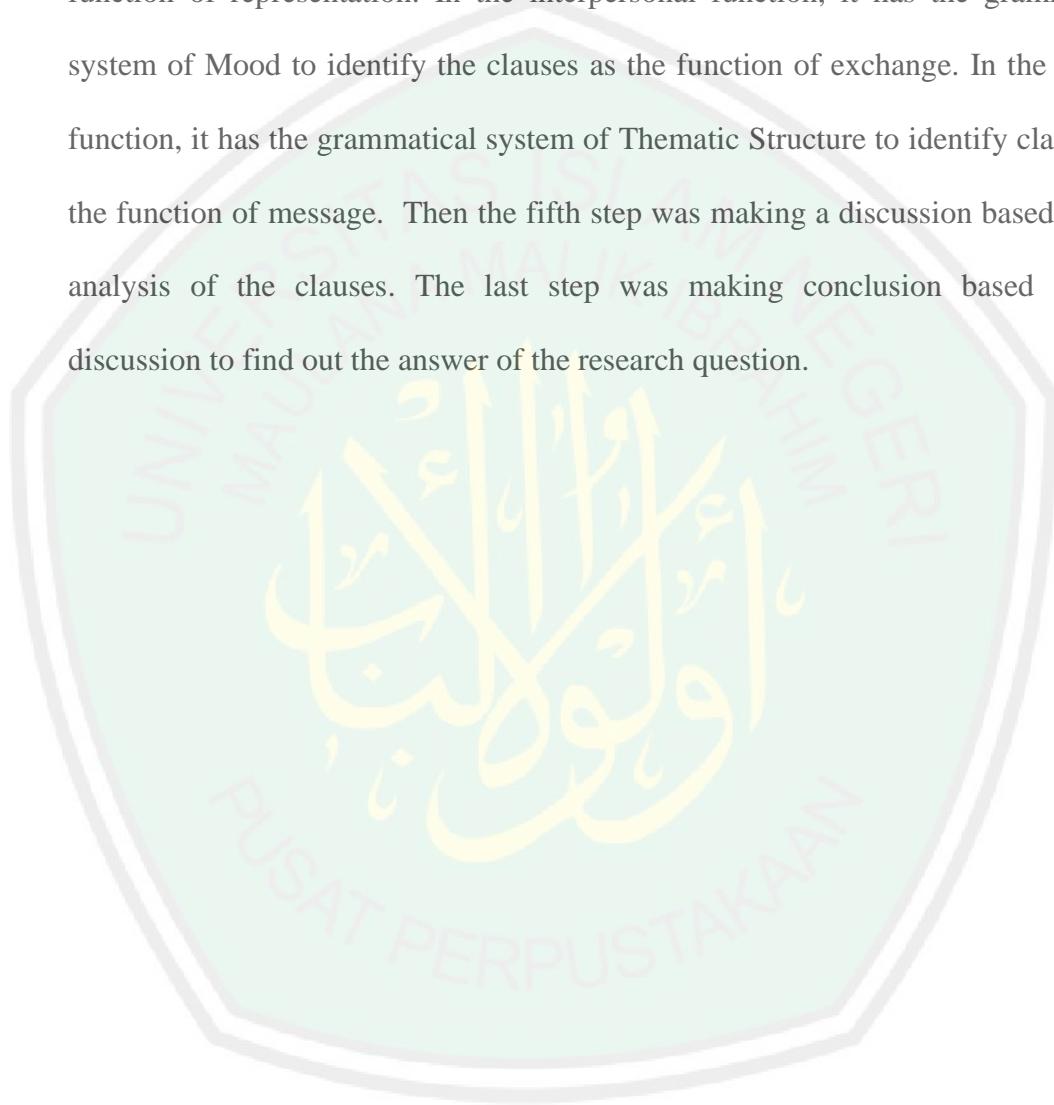
1.9 Data Collection

The data were collected through several steps. The first step which I took was searching all news about the shooting down of MH17 in either electronic media or printed media since the date incident happened on 17 July 2014. The second step was selecting statements toward the incident with the limitation of the statement from Malaysia as the victim of the Incident. The third step was finding the most complete statement by the one who has authority in Malaysia and I finally found and downloaded a video from CNN that interviewed Malaysian Prime Minister. The fourth step was searching the script of the interview to cross-checked the speaking of the video that I watched as the same as the CNN made the script of it in its official website. The last step was deciding to take the statements of the Malaysian Prime Minister in the video as the data of analysis.

1.10 Data Analysis

The data were analyzed by the following steps. The first step was sorting out the data found that had been cross-checked from the video and the script which was only in the topic of MH17. The second step was dividing the data into datum based on the answer per-one question from the reporter. Then, the third step was analyzing the data in the approach of discourse by the use of context of situation. After that, the fourth step was analyzing every datum using all the Metafunctions components such as ideational function, Interpersonal function, and the textual

function. The analysis of every datum was based on the grammatical system of the three components. In the ideational function, it has the grammatical system of transitivity which has six (6) processes to identify the clauses in the datum as the function of representation. In the interpersonal function, it has the grammatical system of Mood to identify the clauses as the function of exchange. In the textual function, it has the grammatical system of Thematic Structure to identify clauses as the function of message. Then the fifth step was making a discussion based on the analysis of the clauses. The last step was making conclusion based on the discussion to find out the answer of the research question.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two subchapters, they are theoretical framework that becomes the foundation in analyzing and investigating the data in this research and previous studies that gives the readers overview about the related topic which have been previously investigated.

2.1 Discourse Analysis

Discourse is a different perspective on seeing language with some preconditions to succeed it. It does not have specific definition, for many, particularly linguists, discourse generally defined as anything beyond the sentence. For example according to George Yule (1983) the analysis of discourse is the analysis of language in use. Based on the history, the origin of discourse comes from the transformation of the understanding language in context which was developed by several theorists with different discipline such as anthropologists, psychologist, etc. in the 1970s. Context was a triggering notion in the emergence of the term discourse and become the basic part in the analysis of discourse. Context is a substance that makes a text fully comprehended. According to Halliday & Hasan (1989) context is a situation in which linguistic interaction takes place gives the participants a great deal of information about the meanings that are being exchanged, and the meanings that are likely to be exchanged. So, the attachment between context and text is a must and certainly exist in a text.

In the elaboration about context, Halliday has a conceptual framework how to identify context as the success of communication and it has three headings as

Field, Tenor, and Mode. As Halliday (1989) stated that these three headings is to interpret the social context of a text which means the environment in which meanings are being exchanged. The description about each feature will be explained bellow.

a. Field

Field refers to what is happening, to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures some essential component?

b. Tenor

Tenor refers to who is taking part, to the nature of the participants, their status and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationship of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved?

c. Mode

Mode refers to what part of language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organization of the text, the status that it has, and its function in the context, including the channel (is it spoken or written or some combination of the two?) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic and the like.

Discourse is closely related to a term 'text'. Text is a visible form of language if someone learns linguistics. The essence of text can be written or spoken but for the analysis purpose the recorded of text then be scripted. In the discourse, as mentioned above about the different perspective, the difference lays in how to see text as a process, not an isolated word. In the form of process, a text has an attachment to what happens next as the Halliday said (1989) the semantic choices in a text as the environment for a further set. But, for analyzing a text, it can not only rely on text views as a process but also require text views as a product which means something that can be studied with the system inside. According to Halliday (1989) "the commentary embodies no conception of the linguistic system that lies behind that text; and yet without the system there would be no text" (p.11). Hence, Halliday proposed what he called as Metafunctions to provide the notion of how to analyze the discourse of a text by the system.

2.2 Metafunctions

Metafunction is a theory which sees a linguistic phenomenon from its functions related to the context around. This theory derived from two notions, the first notion is looking at the function of language from what a big deal in the function of communication and the second one is from the various concepts of subject in western tradition of grammatical analysis. For the first notion, this theory was being formulated from the previous theories that proposed by some linguist about how language is functioned. For example Malinowski (1923 in Halliday

1989) stated that the functions of language in two big headings those are pragmatic and magical, Bühler (1934 in Halliday 1989) stated that language function is in three headings those are expressive, connotative, and representational, and then Morris (1967 in Halliday 1989) stated that the classification of the function of the language is in information talking, mood talking, exploratory talking, and the grooming talking. From the theories above, Halliday then tabulate them into two classification of language function. The first is how the language as something that is built in, as the very foundation to the organization of language itself and the second is particularly to the organization of the semantic system. For the second notion, this theory started from the various concepts of subject in English clause. There are three concepts of subject (Seuren 1998 in Halliday 2004), they are psychological subject, grammatical subject, and logical subject. The three concepts bring out the type of subject based on its function, that which is the concern of the message, that which something is being predicated, and that which the doer of an action is. By the formulation of two notions, the functions of language and the concept of subject, then comes what is called Textual function, interpersonal function, and ideational function. They are one of the big theoretical framework of Metafunctions.

In the Metafunctions, based on the history above, there are three (3) concepts of function; those are Ideational Function, interpersonal Function, and Textual Function.

A. Ideational Function

Ideational or ideational function is a function that realizes a clause as a part of someone's idea, someone's logical thinking, and someone's representation of an experience toward the world around and inside the speaker or writer. Ideational function corresponds with logical subject in the concept of subject. It means the 'doer of the action'. According to Halliday (2004) the logical means having to do with relations between things as opposed to grammatical relation that is relation between symbols. The relation between things makes ideational is functionalized by speaker/writer to construe themselves to the world around and inside them. In the analysis, the ideational concept has Transitivity.

- Transitivity

Transitivity is the grammatical system of the ideational to see how a clause is the result of thinking toward the things around. According to Halliday and Matthiessen (1999 in Halliday 2004) Transitivity is the embodiment of notion that powerful impression of experience consists of a flow of events, or 'goings on' that contained therein the chunked flow of events by the grammar of the clause as figure of happening, doing, sensing, saying, being, or having. From this concept, Transitivity is channeled into six (6) manageable set of process types; those are Material process, behavioral process, mental process, verbal process, relational process, existential process.

The term experience is divided into two; those are inner experience and outer experience which then become the starting point of material process and mental process. Material process is the embodiment of outer experience; mental

process is the embodiment of inner experience. After the experience is functioned, someone will use his/her experience by connecting with the things or world around. According to Halliday (2004) stated that is to relate one fragment of experience to another. It is as the function of identification and classification. This is where the relational process.

The rest three processes are the result of the shared function from the previous three then become new process of the function. Between the material and mental process, there is behavioral process which represents the outer manifestations of inner working, the acting out of processes of consciousness and physiological states. Between mental and relational process, there is verbal process which represents human consciousness and relationship symbol in the form of language. For the last process is the shared process of relational and material, that is existential. Existential represents the phenomena of all kinds which are simply recognized to 'be', that is to exist or to happen. The following diagram illustrates how the processes came from by Halliday (2004: p.172).

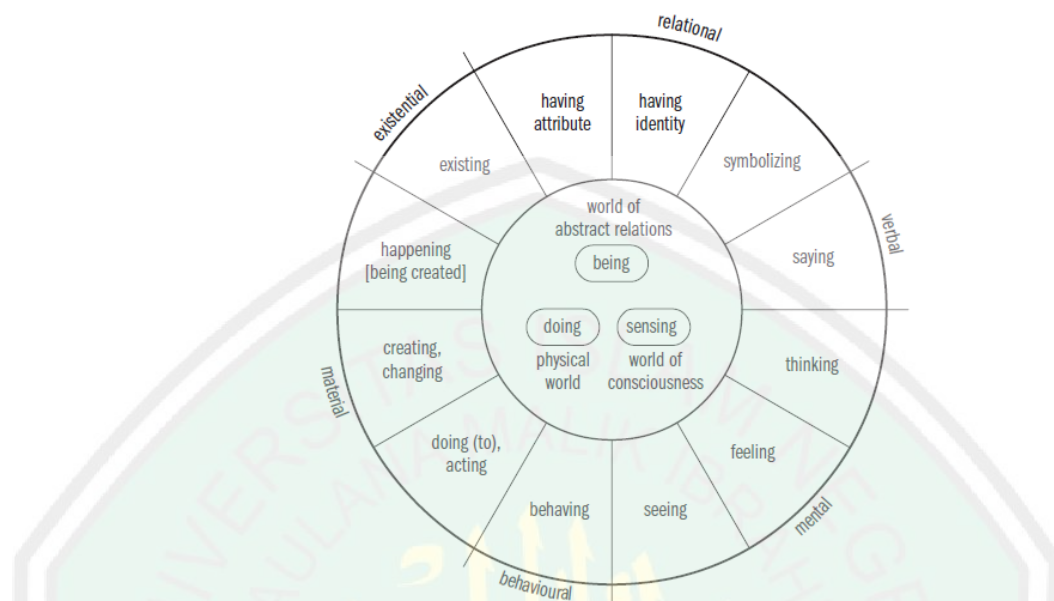


Fig. 1-1 the grammar of experience: types of process in English

The term 'Process' derived from the notion where the idea and experience are represented. 'Process' is also the embodiment of grammatical system which allows a clause to be analyzed from the ideational function. According to Halliday (2004) semantic categories which explain in the most general way phenomena of the real world are represented as linguistic structures is the concept of 'process', 'participant' and 'circumstance'. This schemata has a point of view that each clause which is in the ideational function/representational function will has the same configuration yang that is a 'process' (the phenomena that is happening), participant (a doer or something that directly involved in the process, bringing about its occurrence or being affected by it in some way), and optionally the

circumstance (the peripheral element that augments in some way—temporally, spatially, casually and so on). But if only this concept, it will be too general to analyze a clause, then it must recognize the specifications of the type of processes to facilitate the analysis. In the following, there are some explanations of different types of processes that are built in the grammar of English, and the particular kinds of participant role that are systematically associated with each.

I. Material process

Material process is a process of representing a form of a clause that indicates what is doing and happening as the outer experience. According to Halliday (2004) material clause construes a quantum of change in the flow of events as taking place through some input of energy. For example: (a) *Andi runs* and (b) *Andi hits the snake*. The implication of both cases is that Andi did something; but in (a) the doing was confined to the Andi, whereas in (b) it was directed at, or extended to, the snake. The following is a schema of material process as applied:

Andi runs
Actor process

Andi hits the snake
Actor Process goal

The term ‘Goal’ indicates ‘directed at’ means one that ‘suffers’ or ‘undergoes’ the process. Then, the concept of the extension which has the term ‘goal’ is the concept of embodiment from classical terminology ‘transitive’ and ‘intransitive’ from which the term transitivity is derived from. According to this theory the verb ‘runs’ is said

to be intransitive ('not going through') and the verb 'hits' is said to be transitive ('going through' that is extending to some other entity). This concept relates more appropriately to the clause than to the verb. The material process not only recognized the physical events such as, *run, jump, walk*, etc, but also recognized the abstract doings and happenings such as *happen, dissolve, resigned, combine* etc.

II. Mental process

Mental process is a process of representing a form of clause that concerns with human consciousness as the embodiment of the inner experience. According to Halliday (2004) this mental process is the process of sensing may be construed either as flowing from a persons' consciousness or as impinging on it. The words that indicate the consciousness such as *like, hate, remember, think*, etc. Because this concept not in the part of action, so the term 'actor' is not used. Mental process is the process how someone senses by his/her consciousness, so the term 'Senser' is used to identify who has the responsibility, and for the 'goal' is replaced by a term 'Phenomenon'.

In the mental process, According to Halliday (1994: 114) there are characteristics that make it different with material process. There are the characteristics:

- The participant of the process is always human. It comes from the notion that human is a participant is that of being endowed with consciousness.
- The elements of mental process have the wider scope. If in material process is just a thing; in the mental process beside a thing, there is also includes fact. The fact in here is not technical means, but termed as

Metaphenomenon. According to Halliday (1994) “A metaphenomenon is something that is constructed as a participant by projection – that is, as indirect or ‘reported discourse’, typically in the form of ‘*that*’ clause, if the underlying mood is declarative”. For example, in the material process such as *the city, the gift*, etc., They are interpreted as a set of buildings and a box that wrapped with a paper, but in the mental process, those things are interpreted wider as a fact that people comprehensively knows the city as the knowledge of how to survive in and a fact that a box that pleased someone by the gift. So, it can be concluded a fact is a thing that can be sensed, seen, felt, or thought.

- A form of tense used in the mental process is in the marked form **that** is present-in-present or the so-called ‘present continuous’. The form of unmarked is present tense. The form of unmarked and marked means the addition of interpretation. The marked form causes the addition of interpretation from what should be interpreted. For example, *know, like, see*, etc. is a form that means a process of sensing. But if they change into *knowing, liking, seeing* then they will have additional interpretation such as *know* which previously means a participant knows about a thing comprehensively, but in *knowing* the interpretation will be a participant that starting to know about something.
- The participants of the mental process are represented in the language as two-way processes. It means the process will have another form if the position of Phenomenon and Senser changed. For example, *Hana*

doesn't understand the teacher's explanation can be reversed as *the teacher's explanation puzzles Hana* and it does not happen in material process.

- The process of mental clause cannot be probed or substituted by *do*. For example, we can say *she knows the answer* but we cannot probe it by the question *what does she do?*

There are four (4) different sub-types of sensing in the mental process. According to Halliday (2004) the general class of mental process is in for different sub-types of sensing: perceptive, cognitive, desiderative and emotive. The following are the sub-types along with the words:

- Perceptive: *perceive, sense; see, notice, glimpse; hear, overhear; feel; taste; smell*. If in a reversed position this is the kind of process: *assail*
- Cognitive: *think, believe, suppose, expect, consider, know; understand, realize, appreciate; imagine, dream, pretend; guess, reckon, conjecture, hypothesize; wonder, doubt; remember, recall, forget; fear, (think fearfully)*. If in a reversed position these are the kind of processes: *strike, occur to, convince; remind, escape, puzzle, intrigue, surprise*.
- Desiderative: *want, wish, would, like desire; hope (for), long for, yearn for; intend, plan; decide, resolve, determine; agree, comply, refuse*. If in a reversed position this is the kind of process: *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*. if in a reversed position these are the kind of

processes: *allure, attract, please, displease, disgust, offend, repel, revolt; gladden, delight, gratify, sadden, depress, pain; alarm, startle, frighten, scare, horrify, shock, comfort, reassure, encourage; amuse, entertain, divert, interest, fascinate, bore, weary, worry.*

III. Relational process

Relational process is a process of using the experience by connecting it with the things or world around. By construing the experience, there is a process what is called as process of identification and classification/ being and having. According to Halliday (2004) the different of this relational process with material and mental process is on two things, those are nature of unfolding and nature of configuration. Nature of unfolding is the difference that becomes character of the relational process. The material process is dynamic through space such as *she is walking into the kitchen*, in the relational process is static possession such as in *she is in the kitchen*. Then, for the Nature of configuration is the different on the kind of participant, in the mental process is the participant that endowed with consciousness such as *Andi, a Teacher* but in the relational process the participant is the phenomenon of mental clause – not only things but also acts and facts such as *today's weather, your story, etc.*

By connecting in the experience, Relational process has three (3) headings of principle category in construing a configuration of 'being' and 'having'; they are *intensive, possessive, and circumstantial*. Each of categories has 2 divisions those

are *attributive and identifying*. So, there are six (6) parts to explain. According to Halliday (1994) The following is the system:

1. Intensive: 'x is a'
2. Circumstantial: 'x is at a' (where 'is at' could be for 'is at, in, on, for, with, about, about, along, etc.')
3. Possessive: 'x has a'

'x' is a representation of participant in the relational process. Then, 'a' is what is being correlated to the 'x' as participant. 'Be' these are 'is, has' are to be that are used according to the participant that is placed. This concept works based on the form of the clause that being analyzed whether intensive, circumstantial, or possessive

Each of these concepts comes in two distinct modes:

- a. attributive: 'a is an attribute of x'
- b. identifying: 'a is the identity of x'

On the attributive, a clause which has been analyzed as relational process on the meaning of attributive means 'a' is an attribute of 'x'. In the identifying mode, 'a' is the identification of 'x' and just for the identifying mode is reversible.

Type: \ Mode:	(i) attributive	(ii) identifying
1. intensive	Andi is Wise	Anton is the headmaster The headmaster is Anton
2. circumstantial	The exhibition is on Sunday	Tomorrow is the 7 th The 7 th is tomorrow
3. possessive	Hana has a guitar	The guitar is Hana's Hana's is the guitar

i. Intensive processes: Attributive

Intensive attributive is a form of a clause in the process of 'being' which points out nominal group in the adjective form becomes its attribution. The entities on the relational process have different name to the other functions of language. In the relational processes, the entities have some quality ascribed or attributed to. Structurally, the label of entity which is attributed to is the ATTRIBUTE and the entity which it is ascribed is the CARRIER. For Example:

Anton is wise

Carrier (x) process an attribute (a)

According to Halliday (1994) there are four characteristics which distinguish an attributive from identifying:

- The first is the nominal group (functioning as attribute) which is typically indefinite. It has either adjective or a common noun as head and, if appropriate, an indefinite article (e.g. *is/are* kind, *is an entrepreneur*. It cannot be a proper noun or a pronoun).

- The second is the verb realizing the process is one of the ‘ascriptive’ classes:

[phase: inceptive] *become, turn(into), grow, (into); get, go.*

[phase: durative] *remain, stay (as); keep.*

[phase: appearance] *seem, appear, qualify as, turn out, end up (as)*

[phase: senseperception] *look, sound, smell, feel, taste (like)*

[neutral] *be, feel*

If the attribute is a common noun without an adjective in front of it, it is usually expressed as if it was a circumstance (with preposition following the verb, as indicated); Attributes with noun Head are rare with the verbs *keep, go, and get*, where they would be highly ambiguous.

- The third is the probe for such clauses is *what?, how? or what . . . like?* e.g
What is Anjani? How did the president seem?, what will the mosque be like?
- The fourth is these clauses are not reversible: There are no passive forms; such *complete nonsense is sounded by your story.*

ii. Intensive processes: identifying

Intensive identifying is a form of a clause in the process of being which points out nominal group in noun form becomes its identification. Simply means as the concept above ‘a’ (something is being correlated) as the identification of ‘x’ (as participant). In the identifying mode, something has an identity assigned to it. This means that one entity is being used to identify another: ‘x’ is identified by ‘a’, or

'a' serves to define the identity of 'x'. Structurally, the label of this kind of entity as IDENTIFIED for which is to be identified, and IDENTIFIER for which serves as identity. For example:

The most riches areas are Yogyakarta and Bali
by culture in Indonesia

Identified Process identifier

It is not about membership of a class. Class membership does not serve to identify. If I say *Anjani is a writer*, this allows that there are other writers besides Anjani – It does not provide her with an identity. This mode is all about narrowing down class into the class of one. If I say *Anjani is the tallest one*, It does serve to identify Anjani, because specifying that there is only one member in the class, a single instance. (It does not say, of course, that there are no other tall girl in the world; only that there are no others within a previously specified population, e.g. *there are fifteen girls in the classroom*) This will now function as a possible answer to aquestion about Anjani's identity: Which is Anjani? – *Anjani is the tallest one*.

On the identifying a clause whether comes to the *attributive* or *identifying* is needed some indicators. According to Halliday (1994) there are for indicators to identifiyan intensive identifying process:

- The first is the nominal group realizing the function identifier is typically definite; it has a common noun as head, with 'the' or otherspecific determiner, or else a proper noun or pronoun.
- The second is the verb relizing process is one fom the 'equative' classes:
[role] *play, act as, function as, serve as*.
[sign] *mean, indicate, suggest, imply, show, broken, mark, reflect*.

[equation] *equal, add up to, make.*

[kind/part] *comprise, feature, include.*

[significance] *represent, constitute, form.*

[example] *exemplify, illustrate.*

[symbol] *express, signify, realize, spell, stand for, mean.*

[neutral] *be, become, remain.*

- The third is the probe for such clause is *which? who? Which/who . . . as?* (or *what?* if the choice is open-ended) for example: *Who is played the piano?, Which is the richest area by culture in Indonesia?*
- The fourth is these clauses are reversible. All verbs except the neutral *be, become, remain* (and those with following prepositions like *act as*) have passive form, e.g. *Stair is spelt s-t-a-i-r, Piano was played by Mrs. Hana.*

iii. Circumstantial processes: Attributive

Circumstantial in attributive mode is a form of the relational clause in the process of being which an attribute that is being ascribed to some entities. For example: *my story is about a mosque keeper. A mouse keeper* as an attribute of *My story*. But this form takes two forms: (a) one which circumstance is expressed in the form of the *attribute*, as here (*about a mosque keeper*) So, *A mouse keeper* is an attribute of *My story*; (b) the other in which the circumstance is expressed in the form of the *process*, e.g. *my story concerns a mosque keeper*. ‘Concerns’ is the form of word that indicates where the story stake on.

In the form of *attribute*, a clause is expressed by the preposition, e.g. *about, in, like, with*. Such as in *my story is about a mosque keeper, my cat is in my room, his wealth is like mountain, Rony is with the teacher*. For the note of this attributive mode that such this kind of example: *On the Wall is/hangs a picture* is not included in the Attributive but comes to the existential because this clause is beginning with the existential *there, there is (hangs) a picture on the wall*. This feature may inexplicit, although the *there* may still be present and will appear In any case in the tag: *on the wall (there) is a picture, isn't there?*

In the form of *process*, the attribute is a nominal group and the circumstance is expressed by the verb, e.g: *concerns, lasted, weights, cost* such as in *my story concerns a mosque keeper, the concert lasted all day, the bananas weight ten kilos, my ticket cost 65 thousand Rupiahs*. The verbs express a circumstantial relation such as 'be + matter', 'be + extent time', 'be + measure of weight', 'be + measure of price'. Being attributive, these are non –reversible; there are no passive equivalents such as *a mosque keeper is concerned by my story, all day was lasted by the concert, ten kilos is weighted by the bananas, 65 Rupiahs was cost by my ticket*.

These are the example of the analysis based on the explanation above:

My story	is	about a mosque keeper
Carrie	Process intensive	Attribute circumstantial

My Story	concerns	a mosque keeper
Carrier	Process circumstantial	Attribute

iv. Circumstantial processes: identifying

Circumstantial identifying is a form of clause in the process of being which shows a relationship between two entities, one entity is related to another by a feature of time or place or manner etc. And also the pattern of identifying may be organized semantically in either of two ways or it can be reversed. The relationship is expressed either (a) as a feature of the *participants*, as in *Tomorrow is the 7th*, or (b) as a feature of the *process*, as in *the exhibition takes up the whole day*.

In Circumstantial identifying as *participant*, the participant of the clause structure of this kind is in the same kind of circumstance. It is different with other form of process which is one of the participant/part is noun clause or others. But for the circumstantial identifying as *participant*, the participant is in the form of same circumstance, so the circumstance is as the subject of the clause whether in the circumstance time, place, manner or others. Both of these circumstances are identified/identifier each other. Hence, this is the reason why this is called Circumstantial identifying as *participant*. For example: *Tomorrow is theseventh*, (*Tomorrow* and *the seventh* are both time elements of circumstance). '*Tomorrow*' is as identified and *the seventh* as identifier.

In the Circumstantial identifying as process, it is not the participants that are the expression of time, Place or other circumstantial features, but the Processes itself. It encodes the circumstance of time, place, accompaniment, manner etc. as a relationship between the participants. For example:

Yogi's wife	was accompanied	by him.
Identified		Identifier

'*was accompanied*' is not the part of the subject or the object or it is called not the part of the participants. *Was accompanied* is the part of the process of the clause which *was accompanied* similar with *be + with*. '*be + with*' is one of the composition of circumstantial. As follows are some compositions of circumstantial which refers to some words (Halliday1994; p.131): (...) as *be + for* (extent in time); (...) *be + after* (location in time); (...) *be + across* (extent n place); (...) *be + with*; *be + like*.

v. Possessive processes: Attributive

Possessive type is a form of clause in the process of being which two terms is in someone's ownership. In other words, one entity possesses another. In attributive mode, the possessive relationship may again be expressed either as *attribute*, e.g. *Sigit's in the guitar is Sigit's*, or as *process*, e.g. *has, belongs to* in *Hana has a guitar, the guitar belongs to Hana*.

Hana	has	a guitar
Carrier possessor	Process possession	Attribute possessed

vi. Possessive processes: identifying

In the identifying mode, the possession takes the form of relationship between two entities; and again this may be organized in two ways, with the relationship being expressed either (a) as a feature of the participants, as in *The piano is Hana's* or (b) as a feature of process, as in *Hana owns the piano*.

The piano	is	Hana's
Identified possessed	process intensive	identifier possessor

Hana	owns	the piano
Identified	process possession	identifier

IV. Behavioral Process

Behavioral process represents the outer manifestations of inner working, the acting out of processes of consciousness and physiological states such as breathing, coughing, smiling, dreaming, and starrng. It is partly like the material and partly like the mental. The participant who is 'behaving' is labeled BEHAVER, is typically conscious being, like the Senser, but the process is grammatically more like of someone's doing.

She	looked at	me
Behaver	Behavioral process	Matter

Because the Behavioral process is intersecting between two forms of process, so the boundary is quite puzzling. According to Halliday (1994) the boundaries of behavioral process are indeterminate, but it can be recognized the following kinds as:

- (i) [near mental] processes of consciousness represented as forms of behavior, e.g. *look, which, stare, listen, think, worry, dream;*
- (ii) [near verbal] verbal processes as behavior, e.g. *chatter, grumble, talk;*
- (iii) Physiological processes manifesting states of consciousness, e.g. *cry, laugh, smile, frown, sigh, snarl, whine;*
- (iv) Other physiological processes, e.g. *breathe cough, faint, shit, yawn, sleep;*
- (v) [near material] bodily postures and pastimes, e.g. *sing, dance, lie (down), sit (up, down).*

The most typical pattern of behavioral process is a clause consisting:

“ Behaver + Process”

for example: *be quite, she is speaking!, out of the meeting, she is grumbling.* Certain circumstance types also being associated with behavioral process: the matter of group such as on point (i) and (ii), e.g. *grumbled about the meeting, thinking about you*; manner with the reminder, e.g. *sigh deeply*. Some of those in groups (i) – (iii) also regularly feature a prepositional phrase with *to, at* or *on*: *she’s talking to you, she looked at me.*

V. Verbal Process

Verbal process represents human consciousness and relationship symbol in the form of language. It covers any kind of symbolic exchange of meaning, like *the sign tells you to turn right, or my watch says it’s seven*. The grammatical function of *you, the sign, my watch* is that of SAYER. For the additional clause of the example *it’s quiet here* in *Mail said it’s quiet here* functions as the secondary clause. According to Halliday (1994) In ‘a clause complex’ being either (a) directly quoted or (b) indirectly reported. For Example:

Hana said	“I am hungry
Quoting	Quoted
Hana	said she was hungry
Sayer	verbal process
Reporting	reported

Verbal process does not require a conscious participant. The Sayer can be anything that put out a signal, like *the sign* and *my watch*. The projected cause may be either (a) proposition, as in *(She told me) it was Sunday, (She asked me) whether*

it was Sunday, 'why are you late?' (she demanded); or (b) a proposal, as in (she told me) to fix her car, (he promised) to go home. Verbal process accommodates three further participants Halliday (1994) (p.141):

1. The RECEIVER is the one to whom the saying is directed; e.g. *me, your parents*. For example: *the teacher tells me Javanese culture*.
2. The VERBIAGE is the function that corresponds to what is said. This may mean one of the two things.
 - a. It may be the **content of what is said**; e.g. *the hotel* in *Can you describe the hotel?*.
 - b. It may be the **name of the saying**; e.g. *a job* in *She asks me a job*.
3. The TARGET is the entity that is targeted by the process of saying; e.g. *her* in *She always praised her attitude*. Some verbs that accept a TARGET, such as *praise, insult, abuse, slander, flatter, blame, criticize*,

VI. Existential Process

Existential process represents the phenomena of all kinds which are simply recognized to 'be', that is to exist or to happen. For example: *There was a big cat, has there been a call for me?*. The word *there* in those clauses has no representational function; but it is needed as a subject. Existential clauses typically have the verb *be*; in this respect also they resemble relational processes. But the other verbs that commonly occur are mainly different from either the attributive or the identifying. For example:

There	was	a big cat
	Process of existence	existent entity

These are one small set group that has related meaning ‘exist’ or ‘happen’: *exist, remain, arise; occur, come about, happen, take place*. The other group employs some circumstantial feature; e.g. of time (*follow, ensue*), place (*sit, stand, lie; heng, rise, stretch, emerge, grow*). But a considerable number of other verbs can also be used in a range of abstract existential clauses; e.g. *erupt, flourish, prevail*.

Frequently an existential clause contains a distinct circumstantial element of time or place. The difference is on the part of explicitly stated there on existential, but in circumstantial, if the circumstantial element is thematic, *there* may be omitted. For example: *there was a calendar on the wall*. The second difference is on the specific ‘locating’ the process in space time. For example: *There was your girlfriend waiting at the garden*.

The object or event which is being said to exist is labeled EXISTENT. In principle, there can ‘exist’ any kind of phenomenon that can be construed as a ‘thing’: person, object, institution, abstraction; but also any action or event.

B. Interpersonal Function

Interpersonal function is a function that realizes a clause as a part of the image of interaction between speaker/writer and listener/reader. This concept derived from the notion that an interaction is a process of exchange which something that is not within the speaker is asked to exist and filled in by the listener. The process is realized as the part of speech and what to be pursued depends on the kind of speech role. According to Halliday (2004) speech role has

two fundamental types namely ‘giving’ and ‘demanding’ which are the manifestations the four primary speech functions of offer, command, statement, and question. Giving and demanding have two types of commodity that is being exchanged, those are ‘goods-&-services’ and ‘information’.

Role in exchange	Commodity exchanged	
	(a) Goods-&-services	(b) Information
i. Giving	‘offer’ Would you like this ring?	‘statement’ He’s giving her the ring
ii. Demanding	‘command’ Give me that ring!	‘question’ What is she giving her?

In its engagement with the interlocutors (listener/reader), response of speech role are matched out by a set of desired responses: accepting an offer, carrying out a command, acknowledging a statement, and answering a question. The concern here is the verbalized response from the interlocutors. Implicitly, it might not say what actually should be ‘filled in’ or explicitly responded by interlocutors; so, to make that seems understandable in the analysis it is necessary to add what is called a ‘tag’. For example:

(a statement)

Speaker

He is giving the ring, isn’t he?

Listener

Yes, he is. / No, he isn’t.

In the process of exchange, communication actors look like an action of giving each other something. For this case Halliday (2004) stated that when language is used to exchange information, the clause takes on the form of a

proposition which is something that can be argued about -- something that can be affirmed or denied, doubted, contradicted, insisted on, accepted with reservation, qualified, tempered, regretted, and so on. A proposition which is used by someone in an interaction will have an element which is called as Mood as the grammatical system of the interpersonal function to analyze.

- Mood

Mood is the grammatical system of the interpersonal function to see how a clause is the way of speaker makes an interaction to the listener. According to Halliday(2004) Mood is a grammatical system that represent what is being tossed back and forth in a series of rhetorical exchanges, carries

the argument forward, and as a move in dialogic interaction. As an exchange function, mood has general principle. According to Halliday (2004) the interpersonal system of mood is a system of the clause, not of the verbal group or of the verb. The general principal of mood in the interpersonal system categorized as indicative. In the indicative, the characteristic expression of a statement is the declarative, that of a question is the interrogative, and within the category of interrogative, there is a further distinction between yes/no interrogative for polar question and WH-interrogative for content questions. The presence of the Mood element, consisting of subject plus finite, realizes the feature 'indicative'. And within the indicative there is an order of Subject + Finite.

I. Subject

Subject is the part that references a proposition to which the proposition can be affirmed or denied in the form of nominal group. According to Halliday (2004)

the subject is what being held responsible for the functioning a clause as an interactive event. Subject in the interpersonal process is a subject that corresponds to the ‘grammatical subject’ of the terminology where the notion of Metafunctions comes from. Of course this is not in the formal sense but as in semantic origin as other grammatical functions. For example:

A statement: He is giving the ring.

The analysis

Speaker

Listener

He is giving the ring, isn't he?

Yes, he is. / No, he isn't?

He is giving the ring.

Subject

From the statement, based on the analysis, it can be concluded that the subject of the statement is ‘He’. The subject is in a pronoun form not in a nominal group form because it is not a complete discourse. In a complete discourse, it can be known and it must be in the form of nominal group that ‘He’ referred to.

For the position or place of the subject does not have to be in front, it is important to meet the nature of the subject itself. The subject position may not be in front but it is still called a subject. For example:

A question: Has he given the ring away?

The analysis

Speaker

Listener

Has he given the ring away?

Yes, he has. / No, he hasn't.

Has he given the ring away?

subject

Beside Subject and Finite, the interpersonal function also has Residue. Residue is the part of a clause. Residue consists of Predicator, Complement, and Adjunct. Predicator is a name given according to the function that is part of it like other terms that are indeed a concern of metafunctions. So, its function is to predicate. The Predicator is realized by a verbal group minus the temporal or modal operator which is the finite. For example, in the verbal group *was talking*, *was shining* the verbal group predicator such as *talking* and *shining* are the predicator. According to Halliday (2004) there are four functions of predicators; they are specifying time reference other than reference to the time of the speech event, specifying various other aspects and phases such as, seeming, trying, and hoping, specifying the voice: active or passive, specifying the process (action, event, mental process, relation) that is predicated of the subject.

The next two are Complement and Adjunct. A complement is the part of Residue that has potentiality to be Subject, but it is not. According to Halliday (2004) Complement is the element that has potentiality to be given the interpersonally elevated status of responsibility. For example, *the man gave my sister that ring*. There are two complements in the clause: *my sister* and *that ring*. Either of these could function as Subject in the clause: *My sister was given that ring by the man* and *the ring was given my sister by the duke*. The last is the Adjunct. Adjunct is the part of the clause that has no and will be no the elevating position in having responsibility such like the Complement. For example, in the *My sister was given that ring yesterday by the man* there are two Adjuncts: the adverbial group *yesterday* and the prepositional phrase *by the duke*.

- Vocatives and Expletives

Vocative and Expletive are another element of interpersonal process outside the scope of mood and residue to present the speaker. These are features of dialogue, especially in conversation. According to Halliday (2004) vocative is the element of interpersonal process which is enacting the participation of the addressee or addressees; it may serve to identify the particular person being addressed, or to call for that person's attention. The usage of vocative in many dialogic contexts is more negotiatory: the speaker uses it to mark the interpersonal relationship, sometimes thereby claiming superior status or power. Vocative is often encountered in the telephone conversation as a text signal. For example: *Dad* is the vocative as in *Dad, do you know where the keys are?*

Another element is expletive. According to Halliday (2004) expletive is the element of the interpersonal process which is enacting the speaker's own current attitude or state of mind. This element gives more fully participation in the intonation and rhythm of a clause. For example: *God* in the *God, it is really messy!*

C. Textual Function

Textual function is a function that realizes a clause as the speaker means to deliver as a message. According to Halliday (2004) this concept derived from the notion that all languages clause has the character of a message: it has some form of organization whereby it fits in with, and contributes to, the flow of discourse. The way in which this to be achieved is by having distinct status assigned to one part of it. The distinction of the status is by dividing which is enunciated as the theme and combines with the remainder so that the two parts together constitute a message.

According to Halliday (2004) the two parts of the message-structure is called Theme for the theme and Rheme for the remainder referring to Prague school terminology.

Theme-Rheme structure has a standard form. The standard form is taken from the scene for the clause itself and the position in relation to the unfolding text. By the notion that the first the reader is being led around and invited to notice and appreciate; in the second, the reader is held firmly to the topic that is being described. In other word, Theme serves as the point of departure of the message and the Rheme is the part in which the Theme is developed. The manifestation is Theme + Rheme, Theme is always precedes the Rheme. For example:

The man has given my sister that ring.

The analysis:

The man has given my sister that ring.

Theme Rheme

Because the Theme is always precedes the Rheme, so the Theme realized in various forms; it can be a nominal group or adverbial group and prepositional phrase with manifestation some expressionsuch as *for...*, *with regard to...*, *about...*and also the form of Theme is either simple or complex clause. The Theme which is also functioning as the subject in a clause is called as unmarked status such as a Theme in a form of nominal group but for the Theme is not also as the subject, it is called as the Marked such as a Theme in a form of adverbial group or prepositional group. For example:

The man has given my sister that ring.

What the man gave to my sister was that ring.

On Saturday night she got the ring

The analysis:

The man has given my sister that ring.

Theme Rheme

What the man gave to my sister was that ring

Theme Rheme

On Saturday night she got the ring

Theme Rheme

A selection of Theme corresponds with the mood. Based on the mood, there are several types of Thematic structure. According to Halliday (2004) the classification of Theme based on the Mood such as Theme in declarative clause (exclamative included), Theme in interrogative clause (WH-interrogative and yes/no interrogative), and Theme in imperative clause. For example:

She went to jewelry store = She went to jewelry store
Theme Rheme

What a beautiful ring! = What a beautiful ring!
Theme Rheme

Where did she get that from? = Where did she get that from?
Theme Rheme

Has she got the ring by the way? = Has she got the ring by the way?
Theme1 Theme 2 Rheme

Let me show you a beautiful ring = Let me show you a beautiful ring
Theme Rheme

As mentioned earlier, a clause is section composed of three headings; those are process, participant, and circumstance. The default definition, Theme consists of one of these parts. And if there is a Theme of a clause ends with one of the constituents, participant, circumstance, or process is called as Topical Theme. But in real-life dialogue, Theme is not only limited, but sometimes Theme is long and complex, and this is called as multiple Theme. Multiple Theme consists some elements such as continuative, conjunction (structural theme), conjunctive adjunct, Modal or comment adjunct (modal theme), vocative, finite verbal operator (in yes/no interrogative). For example:

Well but then surely Hana wouldn't the best idea be to join in
 Cont stru conj modal voc finite topical
 Theme Rheme

The explanation of those elements:

1. (Textual) continuative. one of small set of words which signal a move in the discourse: a response, in dialogue, or a new move to the next point if the same speaker is continuing. The usual continuatives are *yes no well oh now*.
2. (Textual) conjunction. A word or group that either links (paratactic) or binds (hypotactic) the clause in which it occurs structurally to another clause. Semantically, it sets up a relationship of 'expansion' or 'projection'. Among the most common are: Paratactic (and, or, nor, either, neither, but, yet, so, then, for), hypotactic (when, while, before, after, until, because, if, although, unless, since that, whether to, by with, despite as, even if, in case,

supposing (that), assuming (that), given that, provided (that), so that, so as to, in order to, in the event that, in spite of, the fact that)

3. (Textual) conjunctive adjunct (discourse adjunct). Adverbial groups or prepositional phrases which relate the clause to the preceding text; they cover roughly the same semantic space as conjunctions.
4. (interpersonal) vocative. Any item, typically (but not necessarily) a personal name, being used to address.
5. (interpersonal) modal comment adjunct. Expressing the speaker or writer's judgment on or attitude to the content of the message.
6. (interpersonal) finite verbal operator. The small set of finite auxiliary verbs construing primary tense or modality; they are the unmarked theme of yes/no interrogatives.
 - Given + New

The related part of Theme as grammatical unit of textual function is the Given-New which represent as the information unit. According to Halliday (2004) the discourse flow is supported by two kinds of textual resources: structural and cohesive. The grammar construes structural unit up to the rank of the clause complex; there it stops. And that was the job of the Theme. But although the grammar stops there, the semantics does not. And it was the job of Given New. If Theme + Rheme construe a clause in the guise of message based on the structural part in a clause, Given + New construe a clause in the information unit based on the cohesiveness of clauses or across the sentences. Term Information here, is the

provide the number of processes as part of ideational function, the number of kind of mood as part of interpersonal function and the number of Theme as the part of Textual Theme. The lack of this research is the researcher does not link the findings until had the holistic analysis based on the findings toward the text as a unit of phenomenon.

The second research is done by Lailatul Maghfiroh (2017). She had analyzed the transitivity on the Headlines of Jakarta Post. The result of the study on her analysis found that the dominant process of the headlines is behavioral process that indicates the kinds of texts are more physiological and physical process. And the texts emphasize more on informative clauses. Besides the lack of the research in the elaboration of findings, the research does not have other grammatical system of Metafunctions that is Theme-Rheme to validate the conclusion of the analysis which is about the notion of emphasize of the text.

The third research is conducted by Lusi Ayu (2016). She examined about the interpersonal meaning in short story of Hans Christian Andersen. In the research, she found that dominant Mood in the short story is declarative. The dominant mood then reflected the relationship between the writer and the reader. The relationship is as the provider of information, the position is the same without any right to command or persuade each other. However, the researcher only provides one side of the framework of Metafunctions.

The fourth research is examined by Robi'ah Adawiyah (2017). She did a research o analyzing Theme-Rheme organization in the academic essay of fifth semester students of State Islamic University Raden Fatah Palembang. She reported

that the students are be able to make logical relation and elaboration in organizing or developing their academic essay by applying linier progression of Theme. The lack of this research only used one function of Metafunctions in concluding the knowledge of students in comprehending the text they made. If only she could use the all three functions it would give more strong evidence toward the assessment.



CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussion which contain the analysis of statements of Prime Minister Najib Razak interview with CNN news Reporter 2014. This research is analyzed using the grammatical system of the sub theories of theoretical frame work of Metafunctions by Halliday which is in the textual function has Theme, in the interpersonal function has Mood, and the ideational function has Transitivity. The whole data of this research are not presented entirely in this chapter, yet, they are provided on appendix 1. Before doing the analysis, to give a characterization of the nature of this kind of a text, it previously will be given three headings context of situation:

Field: It is a story and the respond from a head of Government that is the Prime Minister of Malaysia toward the accident of his National civil flight MH17 which was allegedly for the first time caused by the shooting. The accident had caused all the passengers and the cabin crew died and it took place in the area of conflict between the borders of two countries. After a long term of effort, eventually he could take the body of the victims and the black boxes of the plane to get the further investigation.

Tenor: Authority (person holding authority) to the audience: audience a reporter of international media and partly unseen (like the audience of online media), the relationship (Government to International Citizen).

Mode: Spoken language, spontaneous speech alternately monologue and dialogue as public act (mass media: Television interview); Lecture: narrative

3.1 Research Findings

Data 1

“If you can imagine, just four months after MH370 disappeared, and all of a sudden, middle of the night, you know, the message comes across saying, look, we just lost a plane. It's off the radar. I mean, it was -- I was in a sea of disbelief. I mean, how could it happen within a period of four months? But there it was; it happened. And it was a huge tragedy for Malaysia, especially for the families affected.”

The analysis of the data:

Textual Function (Theme)

In the first clause, there is multiple complex Theme. The sequence of Themes are ‘*If you can imagine*’ + ‘*just four months after MH370*’ + ‘*and all of a sudden*’ + ‘*middle of the night*’ + ‘*you know*’ + ‘*the message comes across saying*’ + ‘*look*’ + ‘*we*’. The kinds of the Themes by the sequence are prepositional group, adverbial group, nominal group, minor clause, and topical Theme. The emergence of the multiple complex Theme provides more information toward what is going to deliver. From what the message is departed, the Rheme then describes what all is about. The description is on the Rheme that is ‘*just lost a plane*’. In the scope of information unit, there is not new information is given in this clause. So, only the Given element that had been stated. In the interpretation, the speaker/the Prime Minister was not directly to the topic of the question that is about his reaction or his

feeling but he started with the information about the accident/the crash and it brought to the soft opener of the statement.

The next Theme of the next clause is '*it*'. '*it*' in the term of information unit is the ellipsis, that is referring to something already presented. '*it*' is the ellipsis of the Rheme part on the first clause that is '*a plane*'. The Rheme of this clause that describes about the Theme is '*off the radar*'. In the scope of information unit, this is the first time the speaker gave New element that is '*off the radar*'.

For the next Theme, the speaker had again multiple complex Theme which consists '*I mean*' + '*it was*' + '*I was*' + '*I*'. Actually they are just kind of different pronoun not the different type of phrase. The main stress is '*I was in a sea of disbelief*'. The Theme is '*I*'. It is kind of identifying the Theme.

The next clause is '*I mean, How could it happen within a period of our months?*'. The Theme is '*I mean* + *How could* + *it*'. The first theme is '*I mean*' as gave an interpretation into semantic as: '*I will state it in other way*'. So, he described again to explain the previous clause. At the next Themes are '*how could*' and '*it*'. In here the Mood of the clause is declarative but the element is not in meant of '*that he want to be told about something*' but in the function as the rhetorical question in the process of giving statement which means '*this is the unbelievable matter*'. The next clauses are '*But there it was; it happened*'. The Theme is the conjunction '*but*' as the comparison of two different things and '*there*' as the deictic to point out the certain point that he meant. Then the topical Theme '*it*' and the Rheme is '*happened*'. '*it*' in the information unit term is the ellipsis. '*it*' in this clause refers to the accident.

For the last clause, there is multiple complex theme ‘*and*’ as conjunction and the topical Theme ‘*it*’ The Rheme of the clause is the description about the Theme which refers to the accident not the plane. The conjunction/the textual Theme gives the relationship to the previous clause structurally and semantically. The speaker still has the Theme the accident to depart the message in first part of the statement. The information unit of the clause is Given + New with the focus is ‘*a huge tragedy for Malaysia, especially for the families affected*’.

Interpersonal Function (Mood)

This first clause is in declarative Mood. The Prime Minister is giving information about who has just lost a plane and stated in the Subject of ‘*we*’. The subject with personal pronoun ‘*we*’ is the function of carrying the burden of the clause as an interactive event. And for this clause the subject ‘*we*’ refers to the Prime Minister himself and the country of Malaysia. For the Finite, it is actually lurking in the verb systemic feature ‘*present*’. Before the finite, there is ‘*just*’. ‘*just*’ is as adjunct but because the place is next to finite, it has a role in content meaning. It is associated with the meanings construed by the mood system, so it called as Mood adjunct. In the clause ‘*we just lost a plane*’, it gives the meaning that the Subject ‘*we*’ have just in a few months ago experiencing a lost. And it will be different if the adjunct ‘*just*’ is placed after the finite that becomes ‘*we lost just a plane*’. In the interpretation, It means that the subject ‘*we*’ stressing on the plane as a thing, it can be the number of entity or the kind of entity from the experience of lost. So, the position of ‘*just*’ in this clause does not stress on the number and kind of entity but on the feeling of lost. Some parts of the clause such as ‘*just four*

months after MH370 disappeared and *middle of the night* are the adjunct in the form of adverbial phrase which give additional information about the meaning that has been given.

For the next clause, the speaker turned into the Subject *'it'* which refers to the plane. Time reference that emerges from the finite is *'is'* which indicates 'present' time reference. The use of 'present' time reference in order to gave an illustration at the time. For the next clause, there is declarative mood as in – *'I was in a sea of disbelief'*. It started with the adjunct *'I mean'* which means the speaker wanted to say in another way. The subject *'I'* in *'I was in a sea of disbelief'* refers to himself with the finite *'was'* specifies past time reference when the accident happened and it was different feeling when the interview is held.

The next subject of last three clauses is *'it'*. The first mood was declarative. The Prime Minister gave a question by preceded it with adjunct *'I mean'*. In the interpretation the adjunct *'I mean'* is the indication of speaker will say it in another way and followed by declarative to make it clear. But the mood appeared was interrogative. This order then indicated that the question was kind of rethorical question with statement of *'this is the unbelievable matter'*. The next two clauses, the finite is in past time reference *'was'*. The clauses are *'But there it was'* and *'And it was a huge tragedy for Malaysia'*. The information of *'it'* refers to the accident.

Ideational Function (Transitivity)

On the face of it this is a mental process clause with *'we'* as Carrier, *'a plane'* as the attribute, *'If you can imagine, just four months after MH370*

disappeared, and all of a sudden, middle of the night, you know, the message comes across saying, look’ as circumstance. In the interpretation, this clause is in the relational process with the identifying sense of ‘we have a plane’ as the process of possessive ‘have’ and then being contrasted into the sentence ‘*we lost a plane*’. The use of relational process of possession indicated to invite the audience to have the same feeling of lost of having something.

The next clause is in the same process of clause one, that is relational process. ‘*It is off the radar*’ is a process attributive where the plane is attributed to off the radar. The process of attributive he had was to tell an entity which in this case is the plane.

The next clause is relational process of circumstantial attributive. The carrier of the clause is ‘*I*’ being attributed at ‘*in a sea of disbelief*’. The clause is then be interpreted as a metaphorical representation of meaning that would be he was shock. The speaker then had an elaboration the causes on the next clauses.

The next clause is the material process. It is in the form of WH-question with the inanimate Actor ‘*it*’. The form of the question did not require the answer as have stated in the Theme and Mood, it is a kind of rhetorical question. ‘*it*’ refers to the incident. By the rhetorical question he stated his unbelief by the range of time from the first incident he had that is “*within a period of four months*” as the Circumstance. The clause is ‘*how could it happen within a period of four months?*’

The last two clauses of data 1 are the part of relational process as intensive attributive. The speaker/ the Prime Minister described the accident/ the crash in his country point of view. The attribution of the crash is as in the Attribute part ‘*A huge*

tragedy for Malaysia'. The clause is '*And it was a huge tragedy for Malaysia, especially for the families affected*'.

Data 2

"I think so. I think there were some things that we got right with respect to the first tragedy, some things that you know, we could have done better, especially on the communications side. But this time we realized that we needed to act. And we acted differently. And we did things that were rather unconventional."

The analysis of the data:

Textual Function (Theme)

The first clause initiated by Theme '*I*' in the clause '*I think so*'. The Rheme, '*so*' describes the topic which also the part of element of information unit as part of substitution. '*so*' substitutes the verbal context '*react differently*'. The next clause, There is a multiple Themes: '*I think + There*'. The first group has a function in the experiential structure, but in this kind of clause it is kind of interpersonal Theme: Modal adjunct. This kind modal adjunct is the part of sign of person's opinion. So, the Theme is represented that had the opinion that then conveyed to the audience. Then it is continued to the second group that is the impersonal pronoun '*there*'. The opinion of the speaker/the Prime Minister then described in the Rheme '*were some things that we got right with respect to the first tragedy, some things that you know, we could have done better, especially on the communications side*'. In the order of information unit, the clause has the unmarked form that is Given + New. The Given element is showed in '*I think there were some things that we got right with respect*

to the first tragedy, some things that you know'. Then the New element is showed in 'we could have done better, especially on the communications side'.

The next clause, there is also multiple Theme: conjunction + nominal group + topical Theme= that is 'but' + 'this time' + 'we'. 'but' sets up the relationship of projection of the previous clause. On the next Theme, there are also multiple Themes: conjunction + topical Theme = 'and' + 'we'. The next clause also has the same order in multiple Themes: conjunction + topical Theme = 'and' + 'we'. The same topical Theme 'we' of some clauses was a representation that he gave the character not for himself, but for his team. All The Theme 'we' had the Rheme with one strand of information that is the action that taken. Which eventually, the speaker said it was 'rather unconventional'.

In the order of information unit, the third clause has the order of Given element only. But for the last two clauses has the order of Given + New. The Given 'And we acted' and 'we did things'. The New element is in 'differently' and 'that were rather unconventional'.

Interpersonal Function (Mood)

All the clauses have the declarative Mood. The first Subject is 'I' in 'I think so'. The Subject of the next clause is 'There' in 'I think there were some things...'. As explained in the Theme, 'there' is impersonal pronoun and it refers to the verbal context 'this time around'. The Mood is kind of declarative. For the next clauses, the Subject 'we' is embodied in each clause. The Subject 'we' refers to the question of the reporter 'you and your officials and ministers'. The entire clauses with

subject 'we' are also in declarative mood. The clauses are '*But this time we realized that...*', '*we needed to act*', '*And we acted differently*', '*And we did things that...*'.

Ideational Function (Transitivity)

There are 3 process of mental and 2 process of material in this data. The three of mental process is 2 'think' and 1 'realized'. The All of the mental processes are the category of cognitive process. The three clauses are '*I think so*', '*I think there were some things that...*', '*But this time we realized that...*'. The cognitive process is a process of knowledge and logically thinking. So, the speaker/ the Prime Minister have an analysis based on the supporting facts that he had done better in handling the accident.

The two last processes are material process, '*acted*' and '*did*'. The Material process he used is to provide the kind of action that he meant from his previous opinion. The kinds of action he meant are described in the circumstance as '*differently*' and '*rather unconventional*'. The clauses are '*And we acted differently*'. and '*And we did things that...*'.

Data 3

"Well, dealing with the separatists, something just unprecedented."

The analysis of the answer:

Textual Function (Theme)

The multiple complexes Theme are used in this data. The clause is initiated with textual Theme: continuative '*well*'. The continuative is used as a signal of move on the next point of the discourse as the request of someone. The movement on this clause is he elaborately what he meant about the unconventional term as the reporter asked. Then it turns to the explanation in the nominal group '*dealing with the separatists*' then to topical Theme '*something*'. The Rheme has New Information. He added new term of unconventional that is '*unprecedented*'.

Interpersonal Function (Mood)

The clause is in declarative form. The speaker gave a statement about what he meant about '*unconventional*'. The Subject is '*something*' and with the hidden finite '*is*' in describing the Subject. The subject '*something*' was carried out from the previous part that is '*unconventional*'.

Ideational Function (Transitivity)

The clause is in relational process of Attributive. The speaker/ the Prime Minister gave an attribute to what he did after the crash happened. In the clause the Attribute is '*just unprecedented*' and what is being attributed is the Carrier is '*something*' that refers to the '*unconventional*'. The description of the term gave the audience an insight that he did not do it before. The clause is '*something just unprecedented*'.

Data 4

"Because normally, as a government, you'd only deal with another government. But here is a movement, a separatist movement. And there was this impasse. We couldn't -- we couldn't retrieve the bodies. We couldn't get our hands on the black

boxes. We couldn't have access to the crash site. There was this impasse. We didn't know how long it would continue. And I felt I owe it to the families, the fact that -- because that really moved me. Because when I met them, I met each and every one, individual families. And it really touched me. I was moved. I was almost in tears when -- and I could feel for them a huge sense of empathy. And I told myself, look, as the leader of a country, I needed to do something. I needed to bring closure to the families."

The analysis of the answer:

Textual Function (Theme)

Data 4 is in the same form of Theme structure from data 3. It started with multiple complexes Theme. The clause is initialized with textual Theme: conjunction, conjunctive adjunct, prepositional phrase, and topical Theme. The order such like this *'because' + 'normally' + 'as a government' + 'you'*. *'Because'* is a conjunction and *'normally'* is modal adjunct: validation. Validation is a form of opinion from the speaker about the content that is being related to the general opinion. Effectively the whole of *'because normally'* becomes thematic: because: with this in mind, normally: I consider it as general opinion. So, in other word becomes *'with this in mind, I consider it as general opinion that you just have to with a form of government'*. In the information unit order, the clause is in New element only. The speaker stated his opinion toward the content.

The next Clause was started with the textual Theme conjunction *'but'* and then the topical Theme of deictic *'here'*. *'But'* is a sign of comparison between two occasions which have different sides. The speaker tried to compare two different occasions based on the general opinion. And then he continued with the Rheme *'is a movement, a separatist movement'*. The information order of this clause is Given

only; the information that had been presented before. The usage of textual Theme ‘*but*’ gave a comparison between two different pole. The previous clause that was about what should do and then this clause provided the condition that became the excuse for the Theme in the action message clause that was ‘*we*’ that refers to him and his team to break the rule or I can say he didn’t do what should do eventually because the excuse.

The next clause is the textual Theme: conjunction ‘*and*’ then the topical Theme, the impersonal pronoun ‘*There*’. ‘*There*’ is deictic of the condition that he pointed as the excuse. It showed on the finite ‘*was*’, a specific time reference of finite. The Rheme then explained much about what he called the condition; that is ‘*impasse*’. In the information unit order, ‘*There*’ is Given, the things that is already known by public or have been stated in the context. In the information unit order, ‘*there*’ refers to the context of the situation field that he was in the middle of negotiation.

The next clause the Theme is pronoun ‘*we*’. ‘*we*’ then was described in ‘what we actually faced at the moment’. He started to gave in detail what he said as ‘*impasse*’. the Rheme is ‘*couldn't retrieve the bodies*’. The usage of ‘*we*’ was continued to the next clauses when he mentioned the some sequence difficulties such as in the Rhemes ‘*couldn't retrieve the bodies, couldn't get our hands on the black boxes, couldn't have access to the crash site*’. In the information unit order, the Theme ‘*we*’ refers to the verbal context that is himself, his officials, and ministers.

The next clause is similar with the previous one; the speaker used the impersonal pronoun '*There*'. The Rheme is similar with the clause before the speaker stated some difficulties; the Rheme is '*was this impasse*'. The next clause the speaker continued the Subject '*we*', this is the same subject with the same reference. The clause in the Rheme is nominalization *didn't know how long it would continue*. The use of nominalization in the Rheme reflects that there are some impasses the speaker faced.

The next clause is multiple complexes Theme. The speaker has the textual Theme: conjunction '*and*', the kind of interpersonal Theme of presumption '*I felt*', and the topical Theme '*I*'. The Rheme explains the Theme that is about the feeling or emotion '*owe it to the families*'. When the statement is indicated more personal and emotional he then used the Theme '*I*'. For this clause he used the support of interpersonal Theme '*I felt*' to bind himself to the audience.

The next clause, the Theme is in multiple complexes and it expanded to the next four clauses. The first is textual Theme '*because*', the nominal group '*when I met them*', the topical Theme '*I*'. The nominalization in Theme adds a semantic component of exclusiveness '*this and this alone*'. So, the meaning of clauses '*when I met them, I met each and every one, individual families. And it really touched me. I was moved, I was almost in tears when -- and I could feel for them a huge sense of empathy*' is something like 'I am going to tell you something about the condition of me: it was being touched, being moved, almost in tears, and in empathy'. The clauses are in the same strand of meaning by showing the same Theme '*I*'.

The next clause, there is a multiple complexes Theme also. The first is textual Theme *'and'*, then the kind of interpersonal Theme: modal adjunct of admission *'I told myself'*, then the minor clause *'look'*, then the nominal group *'as the leader of a country'*, then the topical Theme *'I'*. The usage of interpersonal Theme is like the previous datum that for supporting the Theme that is *'I'*. The more multiple Theme means the more limitation that the speaker has toward the content. So, in the interpretation of the clause, the speaker limited his position by individual. Then the Rheme gives the explanation what for the limitation is. The Rheme is *'needed to do something'* and it expands to the next Rheme clause *'needed to bring closure to the families'*. *'needed'* can be interpreted that is the initiation from inside or we can say as internal consciousness. So, it can be classified as the same entity from feeling and emotion and for that he had the Theme *'I'*.

Interpersonal Function (Mood)

In the fourth data, the first clause is in declarative mood. The subject is *'you'* and the Finite is *'would'*. The clause with the finite modal *'would'* means the speaker's judgment on the content of the message. So, in this clause, similar with the Textual Function in the analysis of Theme, has the same meaning that the Clause is part of stating the speaker's opinion. The Subject *'you'* is as the same meaning of *'the official government'*. That subject is used as the kind of interaction form the speaker to invite the audience in bounding to the content. *The* clause is *'Because normally, as a government, you'd only deal with another government'*.

The next clause, with the same mood as declarative, the subject is the deictic *'here'* in *'here is a movement, a separatists movement'*. The finite of the clause is *'is'*. It is in positive polarity that means the same line of proposition or as supporting the content.

The next clause is in declarative Mood with the subject *'there'*. *'There'* refers to the occasion that is negotiation with the separatists. The finite is *'was'*. It is a specific time reference in pointing out when the occasion that he pointed out. The clause is *'And there was this impasse'*. In elaborating the *'impasse'*, the Subject of the next clauses is *'we'* in *'we couldn't retrieve the bodies'*, *'We couldn't get our hands on the black boxes'*, *'We couldn't have access to the crash site'*. The subject *'we'* give the explanation who has the impasse or who was being struck down by the impasse. All the mood of the clauses is declarative. The speaker was giving the information to the audience. The finite of the clauses are the finite modal *'couldn't'* as the indication of the speaker judgment of the content, in this case is the ability of the Prime Minister at the time. The finite modal is in the negative polarity as the indication of un-supporting point on the negotiation.

The same format is happened to next clauses. The clause is initialed with the subject *'there'* with the Rheme *'was this impasse'*. The finite is *'was'* as to show specific time reference. Then the next clause the subject is *'we'* with the finite is *'didn't'*. The use of finite element in negative polarity gives the same line that what he meant as the impasse . The clause is *'we didn't know how long it would continue'*.

The next subject of the clause is 'I' in 'And I felt I owe it to the families, the fact that -- because that really moved me'. The clause is in declarative mood. The finite of the clause is lurking in the verb that in present form that is owe. The subject 'I' is hold until the last clause with specific time reference of finite of past form. The entire clauses are in form of declarative. He informed to the audience about the condition at the time. The clauses are 'Because when I met them...', 'And it really touched me'. 'I was moved', 'I was almost in tears when -', 'and I could feel for them a huge sense of empathy', 'And I told myself, look, as the leader...', 'I needed to bring closure... '.

Ideational Function (Transitivity)

The first process in the clause is material process. He explained about the action that is stated in the process 'deal'. 'deal' is the abstract action what the Prime Minister did by words not by the explicitly physical. In this clause he gave the information to the audience that as a head of a government 'someone' should only deal with a government. The clause is '... you'd only deal with another government'.

The next clause, there are two kind of existential process. The speaker/ the Prime Minister stated about the existence of something when he initialed get into the crash site. The two processes of existential are 'here is a movement' and 'there was this impasse'.

After explaining the existence of difficulties, then he continued with the elaboration what he meant about difficulties, what the kind of difficulties he faced. He explained with 3 material processes by the same actor absolutely. Those are 'we

couldn't retrieve the bodies, *'we couldn't get our hands on the black boxes*', and *'we couldn't have access to the crash site*'. All the process is material with the processes are 'retrieve', 'get', and 'have'.

The speaker/ The Prime Minister stated again in the process of existential about the existence of difficulties that is in 'There was this impasse'. And evidently, after he stated the second process of existential, he continued to explain about the difficulties in the sense of mental process. They are *'we didn't know how long it would continue*', *'and I felt I owe it to the families, the fact that -- because that really moved me*'. The process parts are 'know' and 'felt'. So, the statement is implicitly gave two kind of difficulties, those are physical and mental for him.

The next clause, the speaker/ the Prime Minister had material process in representing himself in a part of what made him did that kind of negotiation. The material processes are *'... I met them...'*. Then he had mental process. 'the process 'touch' and 'moved' were not in the meaning of physical touch but the mental touch and moved of empathy. The clauses are *'it really touched me*', *'I was moved*'. Beside representing himself in the physical action appearance, he also represented himself in psychological appearance that showed in relational process such as *'I was almost in tears...'*.

The next clause was also mental process. The clause is *'and I could feel for them a huge sense of empathy*'. The ability of feeling was showed in the process part *'could feel*'.

After the representation of himself as the people who has the sensitiveness that showed either in physical and psychological representation, the speaker also

has the process of verbal. The process verbal is the process of representation that shows the creation of the speaker in build a dialogic passage. So, it can make a narration/ statement touched the listener. The verbal process is *'I told myself'*.

The last clause, the speaker/ the Prime Minister had relational process. The clause is *'I needed to bring closure to the families'*. The relational process is showed in possessive form of 'need'. In the interpretation, the Prime Minister showed her ownership of the victim.

Data 5

"Well, I decided that I needed to negotiate with the separatists. This is, as I said, unconventional. But sometimes we have to -- we have to work the back channels. You have to engage in quiet diplomacy in the service of a better outcome."

The analysis of the data:

Textual Function (Theme)

The clause is initialed with the textual Theme: continuative *'well'* then used the topical Theme "I". The continuative *'well'* in the textual function indicates a signal of move to the next point of discourse. In this clause, the Theme 'I' is still used for the Rheme about the feeling or individual meant. The Rheme of this clause is *'decided that I needed to negotiate with the separatists'*. The Rheme used the form of mark of Thematic equation which the nominalization in Rheme. The use of nominalization in Rheme is the indication as various choices then the speaker chose one. As the previous Data showed he had two different poles. The next clause, The Theme is the deictic item *'this'* with the Rheme *'is unconventional'*. In the middle of the clause there is prepositional phrase *'as I said'*. He stated again the term

‘unconventional’ to give the audience information of his action that was represented in Theme ‘*This*’ as the forced action not as his personally choice.

The next clause initiated with the textual Theme: conjunction ‘*but*’ as comparing between two different things. ‘*but*’ was used as the excuse element that he finally did the side or unconventional action. Then it is continued to the next Theme in form of Textual Theme: Modal adjunct ‘*sometimes*’. Modal adjunct shows the indication of usuality “how often” which in this case he gave degree of how often the other decisions is decided. Then the topical Theme is ‘*we*’. Then in describing the topical Theme what is all about the decision is in the Rheme ‘*have to work the back channels*’. The Theme ‘*we*’ was again used for message departed if the Rheme is the description about the action.

The last clause of data 5 the speaker had The Theme ‘*you*’ in ‘*You have to engage in quiet diplomacy in the service of a better outcome*’. The mood of this clause is imperative. The speaker commands for himself in a kind of illustrating scene. the description of the Theme is on the Rheme ‘*have to engage in quiet diplomacy in the service of a better outcome*’. The usage of Theme ‘*you*’ as inviting the audience in the part of action of what shouldn’t do as the soft way of excuse or like an asking of justification. In the information unit order, the three clauses in order of unmarked information unit, that is Given + New which New elements are ‘*unconventional*’, ‘*work the back channels*’, and ‘*quiet diplomacy in the service of a better outcome*’.

Interpersonal Function (Mood)

The first clause is in mood statement: declarative. The clause is initiated with the Subject '*I*' then for the finite is in the word '*decided*'. The finite is actually lurking in the verb/ as called 'predicator' systemic feature 'past' of 'decide'. The Residue is '*decided that I needed to negotiate with the separatists*'. For the next clause, the Subject is '*we*'. This clause is in giving information in mood that means of declarative. The Subject refers to the previous verbal context 'the speaker along with the officials of his country'. In this clause, there is modal operator/ finite modal with high degree '*have to*'. The use of modal operator indicates that the content 'the negotiation' is actually need high attention of him. The clause is '*we have to work the back channels*'. The next clause the Subject is '*you*' with the kind of mood is declarative. The changing from '*we*' to '*you*' is the speaker's way to illustrate the explanation in the imperative mood. The clause is '*You have to engage in quiet diplomacy*'.

Ideational Function (Transitivity)

In this data, the speaker had the material process as the majority of the clauses. The initial clause, there is material process '*I decided...*'. the process is kind of abstract action that the speaker did when there was an impasse on the rescuing the victim. Then he stated again the term that made him to do that kind of negotiation in the relational process that is '*This is unconventional*'. But then until the last of the data, the clause is on the material process. The material process represented him of his opinion what should do in that kind condition. The material

processes are ‘*we have to work the back channels*’, ‘*you have to engage in quiet diplomacy...*’.

Data 6

“I’m afraid I had to act alone because it was very, very sensitive. I had to press the buttons. I had to work the back channels. I had to even conduct the operation itself. I mean, now can you imagine? I was doing it myself. I was literally guiding our team from one checkpoint to another.”

The analysis of the data:

Textual Function (Theme)

The first clause on this data initiated with the Theme ‘*I*’. The Rheme is in nominalization ‘*am afraid I had to act alone because it was very, very sensitive*’. The nominalization in Rheme indicates one of the choices that he had. The next clause to the last the Theme is in the same form that is ‘*I*’. The Theme ‘*I*’ is used again for the departure of the message but for the different form of the essence of clause. He used ‘*I*’ to deliberate what he actually meant of ‘*afraid*’. Because of this kind of feeling, he then did some action which explained then in the Rhemes such as *work the back channels*, ‘*conduct the operation itself*’, ‘*doing it myself*’, ‘*guiding our team from one checkpoint to another*’. For the information unit order with the relation from the previous data, the speaker had the order of Given + New. The New elements can be seen as in the Rhemes such as *work the back channels*, ‘*conduct the operation itself*’, ‘*doing it myself*’, ‘*guiding our team from one checkpoint to another*’ and with the Given element is absolutely ‘*I*’.

Interpersonal Function (Mood)

The mood for the sixth data was all statement: declarative. He emerged himself as the Subject that is 'I' in all the clauses from the beginning until the last clause. With positive polarities he emerged finite in every clause such as 'had' and 'was'. The kind of declarative mood is the speaker was giving information about his action as the leader or the responsibility of the leader. The finite is the kind of Thematic equative; that is a sign of equal position between the Mood and residue, but in this mood function is on the function of describing the Subject.

Ideational Function (Transitivity)

In representing the his feeling when did that kind of negotiation, the speaker/ the Prime Minister represented himself in the relational process of attributive. He described himself in a certain condition as in '*I'm afraid I had to act alone*'. For the effect of his condition that he was afraid then did an action that was represented in the material processes such as '*I had to press the buttons*', '*I had to work the back channels*', '*I had to even conduct the operation itself*', '*... I was doing it myself*', '*I was literally guiding our team...*'.

Data 7

The data presented bellows were taken from the seventh question of the interview.

"On the phone, until the whole mission was accomplished".

The analysis of the answer:

Textual Function (Theme)

In the seventh data, the Theme was in the form of conjunctive adjunct: prepositional phrase '*On the phone*' and the conjunction '*until*' then the topical Theme '*the whole mission*'. And for the Rheme is '*was accomplished*'. The message he departed from the mission he conducted. He tried to describe that all the way he did was for sake of the mission not for personal point of view and it was mean about the negotiation with the separatists. For the order of information unit, the clause is all Given elements. All the elements from the mission and the accomplishment of the mission had known for every people.

Interpersonal Function (Mood)

The mood of the clause is in declarative Mood with the subject is '*the whole mission*'. The clause also with positive polarity that shows in '*was*' with specific time reference '*past*'. The speaker tried to inform again about the action he did, with the background that he told as '*unconventional*', was totally still in her responsibility or supervision.

Ideational Function (Transitivity)

The next clause the speaker had the process of relational. In the relational process he stated in attributive. He attributed the mission that he had finished the mission from the first point to the last point. The attribute he had '*was accomplished*'. The clause is '*until the whole mission was accomplished*'.

Data 8

“The leader of the Malaysian team. And I had several conversations with the leader of the separatists.”

The analysis of the data:

Textual Function (Theme)

The first nominal group of Data 8 is the answer of the question about with whom he did the guidance or negotiation in getting the access and getting around to toward the accident of MH17. Then for the clause he used textual Theme: conjunction ‘*and*’ to relate with the previous noun phrase. The Theme was ‘*I*’ and the Rheme ‘*had several conversations with the leader of the separatists*’. The information unit order is Given + New. He proposed the focus of conversation with new information in the New element ‘*had several conversations with the leader of the separatists*’.

Interpersonal Function (Mood)

The mood of this data is declarative. The subject is ‘*I*’ with the finite in specific time reference in past form of ‘*have*’. The clause gives the information of how he did the negotiation at the time. The information of the way he did the negotiation then being explained in the Residue that is ‘*had several conversations with the leader of the separatists*’.

Ideational Function (Transitivity)

In the data 8, the speaker had the relational process of possessive attributive. This kind of relational process is the representation what he had at the time when

doing the negotiation. The possessive process is *'I had several conversations with the leader of the separatists'*

Data 9

"I appealed to them. I said look, come on, you know, this is something that you need to do because you know, their families' affected. They have nothing to do with what you're fighting for. They're not involved in the geopolitical conflict. They're people; they're innocent people. Look, hand over the bodies to us. Hand over the black boxes to us. I appealed to their conscience."

The analysis of the data:

Textual Function (Theme)

In the tenth data, the Theme is *'I'* and with the Rheme *'Appealed to them'*. The next clause the speaker still used *'I'* and the Rheme in the explanation about the *'appealed'*. From The Rheme, it can be found that the appeal to the separatists or the negotiation at the time was in a form of spoken not written. The next clause he used the Theme *'I'* as the message he tried to convey. in the Rheme, he gave more detail about the illustration of negotiation such as *'said'*, *'come on'*, *'you know'*, *'this is something that you need to ...'*.

The next clause, the Theme is *'they'*. From the illustration in the form of clauses, the speaker/ the Prime Minister tried to give the message to the separatists in order to succeed the negotiation by stressing on the family affected by the Theme *'they'*. The Rheme is *'have nothing to do with what you're fighting for'*. The next

three clauses are in the same 'they' for the Theme with the Rhemes 'are not involved in the geopolitical conflict', 'are people', 'are innocent people'.

Then for the last three clauses, two of them are in the imperative Theme. The first clause was minor clause 'look' and for the two have the Theme 'hand'. The entire clause was in the function of giving an illustration to the audience which refers to the Rheme 'said'. For the last clause, the speaker/the Prime Minister had the theme 'I' in 'I appealed to their conscience'. The Rheme is in the same of verbal element with the first clause that is 'appealed'. But in the last clause gave more detail what kind of appeal he asked and stated in the Rheme is 'conscience'. In the information unit order, the speaker had the order of Given + New element. The Given elements are the first time information he talked to the public about the detail action of negotiation.

Interpersonal Function (Mood)

The Subject of the first of tenth data is 'I'. The clause is in giving information Mood as kind of statement that is 'I appealed to them'. The finite of the first clause is 'appealed' that was finite lurking in the predicate with specific time reference that is past for of 'appeal'. For the next clause, the subject also 'I' with some adjuncts as has explained in the Rheme such as 'come on, you know'. The clause is in the same mood with the previous one with giving information Mood as saying as the clause 'I said look, come on, you know, this is ...'. The next clause Subject is switch into 'They'. He used Subject 'They' which also as Theme in some clauses. As also analyzed in Theme, the use of Subject 'They' in the declarative mood in this clause is the retelling about the information about the

families of the victims. The information such as *'have nothing to do with what you're fighting for'*, *'not involved in the geopolitical conflict'*, *'people'*, *'innocent people'*.

For the first time, he gave the clause in imperative mood such as *'look'*, *'hand over the bodies to us'*, *'Hand over the black boxes to us'* with the subject *'us'*. The last clause, the subject was *'I'* again with the same mood from the first clause as the information that he appealed the conscience. The clause is *'I appealed to their conscience'*.

Ideational Function (Transitivity)

By having what he did in negotiation was the big portion of conversational part. He then gave in detail how the conversation went on. In the representing the way of conversation, he used the narrative in the verbal processes such as *'I appealed to them'*, *'I said look...'*, *'I appealed to their conscience'*.

The next three clauses, he had relational process. The clauses are *'They have nothing to do with what you're fighting for'*, *'They're not involved in the geopolitical conflict'* and *'they're innocent people'*. The speaker attributes the object of the accident that is they which refers to the families affected as *'innocent people'* and *'are not involved'*. The *'involve'* might be in a part of material process but the process that was *'are'* made the clause in the case of part of something. So, the meaning was, the families affected were not part of them at all. For the next attribution, he had the possessiveness of the families affected as *'have nothing to do with what you're fighting for'*.

Data 10

“Frankly, I don't think so. I think getting the bodies back, getting the black boxes, that would seem to be relatively easier than finding out the truth. But we owe it to the families that we must do it.”

The analysis of the data:

Textual Function (Theme)

The first clause is initiated by textual Theme that is modal adjunct *‘frankly’*. *‘Frankly’* if we turns into thematic meaning becomes: *‘in my honest opinion’*. And he had the topical Theme after that; that is *‘I’*. So, he tried to make his mark on his value or experience or we can say as the judgment and then turns into the Rheme *‘don't think so’*. The next clause, the Theme is *‘I’* which then described on the Rheme in nominalization *‘think getting the bodies back, getting the black boxes, that would seem to be relatively easier than finding out the truth’*.

Then for the next clause, the textual Theme *‘but’* is appeared; it is a sign of comparing two different poles of point of view. The different point of view he stated with the negative polarity he had for the first clause *‘don't’*. The next Theme is the topical Theme *‘we’*. The *‘we’* in the information unit refers to the himself and the team. The Rheme for the clause is *‘owe it to the families that we must do it’*.

Interpersonal Function (Mood)

The first clause Subject is *I*. This clause is in the mood of declarative. There is a negative polarity form that as indication of the speaker had different side of opinion that was the admitting of what happened. *‘so’* is ellipsis from the opinion.

The next clause which is still in the mood of declarative, the Subject is 'I' with the information of his opinion in the residue. The residue is *'getting the bodies back, getting the black boxes, that would seem to be relatively easier than finding out the truth'*. The finite of the clause is lurking in the verb in specific time reference of present that is *'Think'*. The 'Think' is kind opinion from the speaker that is not limited by time. Then for the last clause of the tenth data, the Subject is 'we' with the mood of the clause is also in declarative. 'we', as the explanation of information unit order, refers to the himself and his team. The declarative Mood he had as the *'But we owe it to the families that we must do it'*.

Ideational Function (Transitivity)

In the data 10 he used the mental processes. In this part of data, he used the mental process to represent himself of inner experience. He stated about his cognitive that is the analysis toward the crash and his perceptive toward the families affected. In the mental process of cognitive he had *'I don't think so', 'I think getting the bodies back, getting the black boxes, that would seem to be relatively easier'*. For the mental process of perceptive he had *'...we owe it to the families...'*. The perceptive he had was different Senser. In the mental of cognitive he had the Senser 'I' but for the mental of perceptive he had the Senser 'we' which refers to the he and his team.

Data 11

"I have -- I have a sense what happened. But I cannot say who did it."

The analysis of the data:

Textual Function (Theme)

He started with Theme '*I*' to state the knowledge about the truth. The clause is in unmarked form, He characterize the clause by the Theme '*I*' and then described more in the Rheme in nominalization form as '*have a sense what happened*'. Then he continued to the next clause with the textual Theme '*but*' as compared element that the speaker had. Then was continued with the textual Theme '*I*' to give the message about who had not said to everyone what happened. The Rheme was '*cannot say who did it*'.

In the information unit order, the clause has an order of New + Given. The first is '*I have a sense*' as the New element. And then it followed with the next clause the New element was in the form of the clause, that was '*I cannot say*'.

Interpersonal function (Mood)

There are two clauses in the data 11. All the clauses in the data 11 have the Subject '*I*' with declarative Mood. At the first clause, the speaker informed to the audience that he had knowledge about the case/the accident. The clause is '*I have a sense what happened*'. In the second clause, there is a finite modal 'can' in the negative polarity becomes 'cannot'. The modality showed the speaker's judgment toward the content that being proposed. The judgment was on the part of ability of the subject. The ability was the ability of saying the actor of the accident. The clause is '*But I cannot say who did it*'.

Ideational Function (Transitivity)

The first datum in data 10 is relational process of possession. This kind of possession was his knowledge about the crash. He unfolded that he actually had the knowledge of it. The process is '*I have a sense what happened*'. But then the prime minister stated about their ability or the desire in conveying. The statement is the process of verbal. That is '*... I cannot say who did it.*'

Data 12

"It was. I think the initial investigation appears to be very clear -- although they didn't use the word "missile"; they said --"

The analysis of the data:

Textual Function (Theme)

The first clause is initialed with Theme '*it*'. The clause is the answer of the question that being asked. '*it*' refers to the proposition from the reporter. The Rheme is '*was*'. '*was*' is a consent form from the idea or the opinion of the reporter that was showed with positive polarity.

Then he continued to the next clause. There is a multiple Theme, those are '*I think*' + '*the initial investigation*'. The first group has some function in the experiential structure that is the cognition process of the speaker then it is continued to the Rheme '*appears to be very clear -- although they didn't use the word missile*'. Information unit provide only the Given element because Prime Minister only provide the public information that had been announced. The Given only as manifestation as he had said that he cannot say who did it in the previous data.

Interpersonal Function (Mood)

All the two clauses in the twelfth data are in the declarative Mood. For the first clause, the Subject is 'it' and with the finite 'was' as the indication of consent toward the opinion of the reporter. The second clause subject was in nominal group 'the initial investigation'. The finite of the second clause is lurking in the verb as the predicate that is 'appears'. For the second clause, there is an adjunct of individuality that is 'I think'. The adjunct is a kind of the speaker's judgment toward the content. The second clause was also in declarative Mood. The speaker gave the information about the investigation which stated in the Residue 'appears to be very clear -- although they didn't use the word "missile"'.

Ideational Function (Transitivity)

The first clause is the conformity toward the statement of the reporter that he also agreed that everyone had the sense of what happened. The clause is 'it was'. This kind is similar with relational process but there was no attribute to be attached to the carrier. Then he continued with the analysis by the mental process of cognitive 'think' to provide his knowledge based on the data. But this clause was as the comment of the clause of relational process of attributive. The relational process of attributive is 'the initial investigation appears to be very clear'. The attribute of the clause is 'appears to be very clear' and the carrier is 'the initial investigation'.

Data 13

“-- high-energy objects. But looking at the pattern of what happened, it was a huge missile or whatever it was that exploded just outside the plane and led to the breakup of the plane in midair.”

The analysis of the answer:

Textual Function (Theme)

The first of this data continues from the last previous clause. It becomes *‘they said high-energy objects’*. The Theme of the clause is *‘They’*. *‘They’* was the departure of the message that who said about the cause of the crash. The Rheme is *‘said high-energy objects’*. In the part of information unit *‘they’* is given element which is an ellipsis from the previous data *‘the initial investigation’*.

The next clause, the Theme is multiple complexes Theme. The first Theme is textual Theme *‘but’* as part of conjunction. It relates to the previous clause in the relationship of expansion. The next two Themes are the nominal group *‘looking at the pattern of what happened’* and the Textual Theme *‘it’*. In the information unit order, *‘it’* is the given element which refers to the Rheme from the previous clause *‘high-energy objects’*.

Interpersonal Function (Mood)

Because the first part is the extension from the previous data, so the Subject is *‘they’* with the finite is lurked in the predicate *‘said’*. The mood of the clause is in declarative. The clause is *‘they said high-energy objects’*. The next clause the

Subject is 'it'. 'it' is the ellipsis of the previous Rheme that is 'high-energy objects'. The clause also is in declarative mood, the speaker/ the Prime Minister gave the information to the audience about the cause of the plane crash that the investigators called as the high-energy objects. The clause is '*But looking at the pattern of what happened, it was a huge missile or whatever it was that exploded just outside the plane and led to the breakup of the plane in midair.*'

Ideational Function (Transitivity)

The nominal group at the front of the data is the continuation from the previous data that related to the fact that he stated about his opinion. That clause is the process of verbal. The Sayer is 'They' and the process is 'said'. The last clause of the data is relational process of attributive. He gave a further explanation about the fact on the word of 'high-energy objects'. He attributed 'high-energy objects' as 'huge missile or whatever that exploded outside and led to the breakup of the plane in mid air'. The full clause of relational process is "*it was a huge missile or whatever it was that...*".

3.2 Research Discussion

After finding and analyzing the data from the statements of Malaysian Prime Minister, a discussion of those findings is necessary in order to answer the research question which proposed in the first chapter : "How are the Metafunctions of Prime Minister's statements of Malaysia in the interview of CNN toward the shooting down MH17?" in the following discussion, I present discussion about the

Metafunctions used in the interview of CNN toward the shooting down MH17 and then the way those metafunctions are represented in the interview.

3.2.1 Type of Metafunctions are used in the interview

Based on the data analysis that had been done in the previous subchapter, I found some processes of Transitivity as the part of ideational function, the forms of Mood as the part of interpersonal function, and Theme as the part of Textual Function that were used by Prime Minister of Malaysia in the interview with CNN in the topic of MH17. According to the results of the analysis, it was found that in the ideational function the appearance of material process is 17, the mental process is 12, the relational process is 17, the behavioral process is 0, the verbal process is 8, and the existential process is 4. In the interpersonal function, the appearance of Mood is in two forms, that is declarative and interrogative. In the textual function, the appearance of Theme is in simple and complex Theme and the information given is more in Given.

All the processes of ideational function appear in the statement, except the behavioral process. The processes of material process, mental process, relational process, verbal process, and existential process appear in different portion on each data. Here are few examples from processes that appear in the statement: in the material process they are '*it happened*', '*we acted differently*', '*we did things...*', in the mental process such as '*I think so*', '*...we realized that...*', '*We didn't know how long...*', in the relational process such as '*And it was a huge tragedy for Malaysia...*', '*...we just lost a plane*', '*It's off the radar*', in the verbal process such as '*And I told myself, look*', '*I appealed to them*', '*look...*' and for the last process that is

existential process such as *'And there was this impasse...'*, and *'here is a movement'*. As have stated in the chapter ii about the theory, all kind of processes are as representation about the outer experience, inner experience, identification the world around him and the mixing the two purpose of representation of the three. On the way the speaker/ the Prime Minister use them in the statement, it will be explained in the further sub chapter about the way he used the Metafunctions.

In the interpersonal function, the statement appeared in the declarative and also in the interrogative Mood. The example of the appearance the clause in declarative mood such as in the data 1 at datum 1 *'If you can imagine, just four months after MH370 disappeared, and all of a sudden, middle of the night, you know, the message comes across saying, look, we just lost a plane'*. The clause gives information about Malaysian at the time. In the declarative Mood, the example of appearance as in the data 1 at datum 4 *'I mean, how could it happen within a period of four months?'*. The clause is in the interrogative mood as the form. But for the function of the clause is not for gathering the information from the reporter, it was just a rhetorical question such has elaborated in the previous subchapter.

As well as the interpersonal function, the textual function also appears either in complex or in simple form of Theme. The use of complex Theme is a combination of some forms of clause group which that appear in the statement in the form of adverbial group, nominal group, prepositional group that become a unity of Theme in one clause. The example of the appearance of complex Theme is as in data 4 at datum 1 *'Because normally, as a government, you'd only deal with*

another government'. The use of simple Theme in the statement is showed by the pronoun as '*I*,' *we*', '*it*', '*you*', '*They*', and '*us*' such as in the data 5 at datum 4 '*You have to engage in quiet diplomacy in the service of a better outcome*'.

3.2.2. The way Metafunctions are used in the interview

Based on the previous discussion about the type of Metafunctions used by Malaysian Prime Minister in his statements in the interview by CNN, it was found that the text functioned on three purposes all at once. The first is the text was functioned as a calming down statement as representation of official to the international specifically for the family affected about the incident because it was the first time Prime Minister gave statement to the public after the incident. The second is the text was functioned expediting the on-going process of investigation. The last is the text was functioned showing his capability and responsibility as the leader of a country.

- Calming down statement.

This notion is based on the analysis of Textual Function that is about the character of the message that he delivered. In the Textual Function stated that some languages, of which English is one, the character of the message of a clause is indicated by position in the clause; in speaking or writing that an item has thematic status by putting it first. This notion is showed and clearly appeared for the first time when he opened or answered the question about what he felt and what was his reaction when the incident happened. In the answer, he did not directly answer the question in a short phrase of certain expression or certain action but he had the clause that initialed with complex Theme that is '*If you can imagine, just four months*

after MH370 disappeared, and all of a sudden, middle of the night, you know, the message comes across saying, look, we'. The clause is a retelling of story at the time. This shows he characterized his message subtly or we can say as the soft opener of his statement. This kind of soft opener in his first time statement showed he wanted to use the statement in calming down the situation by did not show certain expression and reaction that might triggered the effect toward the incident.

Besides, some parts that indicate the same notion such as in Data 1 is on the forth clause *I mean, how could it happen within a period of four months?*. The clause appeared when he tried to define his feeling toward the incident. The Theme is *'I mean, how could it...'*. *'I mean'* indicates that the speaker tried to find another way to describe although he just stated in metaphor of his feeling in the previous clause. He tried to find the description of his feeling just only by the reason elaboration not by phrase. The next is on the Data 2 on the second clause *'I think there'*. The part that that indicate opinion he made it as the Theme in the statement. In this part he stated of how the action was based on the learning of the previous accident in case he had learned how to did better handling. The clause is *'I think there were some things that we got right with respect to the first tragedy'*.

The next is on the Data 3 on the first clause. He used complex Theme to explain what he meant about dealing with separatists. The Theme is *'Well, dealing with the separatists, something...'*. When he defined what he meant as dealing with separatist, he used word *something* in which he did not directly had To Be or verb. It indicates his safe statement in making definition. The next is on the Data 12 on the second clause when he tried to explain what caused the incident. The Theme of

the clause is *'I think the initial investigation'*. The Theme indicates that he tried to provide the fact of investigation and was not assumption with no based to make a conclusion. This way will make people calm by giving the trust on the official investigator. Then on the Data 13 on the second clause he finally stated his opinion about what was actually happened. He stated with the complex Theme *'But looking at the pattern of what happened, it...'*. It is kind of analysis of what actually happened and not as assumption. This statement is a kind of calming people by giving trust to the official investigator.

- Expediting the on-going process of investigation

This notion is based on the analysis of Ideational Function that is as representation of his thinking toward the things around. From the kind of process that appeared in the statement, the majority of the statement was material and relational process in the same number that is 17 processes each. By the number of majority in the statement, defining and illuminating what happened and had been done as the point to deliver with the way of relational process and material process. Beside the two processes, the other processes such as verbal process and existential also support about his point of view of the incident so that expediting the on-going investigation. Here is how he stated.

In the first statement/or Data 1, in the first three clauses, he started with Relational process. Relational Process explained about the feeling of having and then explained what happened and the last what was his feeling. From the short sequence can be seen he did not directly stated his feeling either in positive or in

negative form but he initiated with relational process as the definition what happened. After the three of relational process form, he then had two processes of material process by explaining that the incident was really happened. In the interpretation, he only stated about what has happened and there was not Mental process as representation of his feeling that showed toward the incident at the first statement or Data 1.

As for the Mental process or mental representation, the processes was just in case of affirming what the interlocutor asked that he had did different reaction from the previous incident and about his care to do an action. The clauses are *'I think so'*, *'But this time we realized that we needed to act'*. In this first sequence of mental process indicates that he just wanted to explain the incident and what he had done, not for mental process utterances.

The next of statement he alluded about separatist that had the relation to the incident. But in this case, he just explained what he could do and could not do as *'And we acted differently'*, *'And we did things that were rather unconventional, We couldn't -- we couldn't retrieve the bodies'* and what he meant by the term *'unconventional'* as *'Well, dealing with the separatists, something just unprecedented'*. The statement was not about the information of separatist.

In the part of mental process, he just stated about his feeling at the time and how he gave the empathy to the family affected as in *'We didn't know how long it would continue'*, *'And I felt I owe it to the families'*, *'And it really touched me'*, *'and I could feel for them a huge sense of empathy'*. In the next part of material processes, he still explain what kind of action he did at toward the incident as in *'I had to press the*

buttons, *'I had to work the back channels*', *'I had to even conduct the operation itself*', *'I mean, now can you imagine? I was doing it myself*'. Then when he tried to state what the cause of the incident, he stated it in verbal process in negative form that means he did want to offend certain party. As in *'But I cannot say who did it*'.

The form of Transitivity he had shows: the first, he had a few of mental processes in which he just representing his mental toward the incident and not related to the certain party. The second, beside the majority processes (Material and relational) and mental, the other process also supports by not offend other parties. It is showed in the verbal process that he did not want to say the specific cause of the incident. From this analysis provide an indication that he take the space to have not statement related to other parties which can cause the effect toward the on-going investigation. And it can say as expediting the on-going investigation.

- Showing his capability and responsibility as the leader of a country

This notion is based in the analysis of Interpersonal Function that is about the image of interaction in which there is what is being tossed back and forth. In the statement, the speaker/ the Prime Minister had two kind of Moods those are declarative and interrogative. The two of Moods he used to fill what the interlocutor wanted to hear, in this case is giving information to the audiences. In the mood, there is a subject that responsible to the clause. The use of Subject determines who is in the responsible. There are some kinds of Subjects in the statement such as *I*, *they*, *we*, *it* etc. and the majority of the subject in the statement is *I*. *'I'* represents himself and *'we'* represents himself, his officials, and his ministers. A lot of declarative used and the subject *'I'* and *'we'* used indicate that

he was giving information that himself as the Prime Minister/the leader of Malaysian is capable and responsible toward the incident. Here the examples of some clauses that indicate them: *But we owe it to the families that we must do it, I was literally guiding our team from one checkpoint to another, I had to even conduct the operation itself, And I told myself, look, as the leader of a country, I needed to do something.*

Based on the research findings and discussion, I believe that the data obtained can strengthen the theory proposed by Halliday that is Metafunctions since all of the data adopt all functional part of Metafunctions. It can be observed through the use of ideational function to state their way of representing the idea into a clause, interpersonal function to bring what is being tossed back and forth, and textual function to state the character of the message that he wants to depart as one unit strand of meaning. Besides, it also support and completes the previous studies conducted such as Reza Fahlevi (2015), Lailatul Maghfiroh (2017), Lusi Ayu (2016), and Robi'ah Adawiyah (2017).

CHAPTER IV CONCLUSION

This chapter provides the conclusion on findings and discussion as well as suggestion for the further research.

4.1 Conclusion

Based on the research findings and discussion, the Prime Ministers' statements had all the process of transitivity as part of ideational function except behavioral process; they are material process, mental process, relational process, verbal process, and existential process, two kinds of Mood as part of interpersonal function those are declarative and interrogative, complex and simple Theme as the part of textual function. Based on the research findings, the way he organize the clauses and the message he delivered, it is concluded that the statement is used in three kinds of functions. They are as calming down statement to the public because of the incident related to other parties outside of government form, expediting the on-going process of investigation, and showing his capability and responsibility as the leader of a country.

4.2 Suggestion

Based on the findings and discussion of this research, the followings are the suggestions for the next researchers and students:

For the next researchers or the students who want to conduct a research in Metafunctions are suggested to use the other object in order to explore more the object study of Metafunctions. Besides, the researcher suggests the collaboration in Critical Discourse Analysis in order to get deep comprehensive discussion. Because

if we have known the message and the way he delivered the message, it will give more insight if we also know what background or what kind of thing that made a speaker did in that way and delivered that kind form of message.



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Appendix 1: The script of the conversation.**Aired September 24, 2014 according to CNN website**

AMANPOUR: Welcome back to the program.

Turning now to an extraordinary story of political daring: when Malaysian Prime Minister Najib Razak came here to the United Nations last year, he could hardly have imagined that two of his country's planes would suffer disaster. When MH17 was shot down over Ukraine just over two months ago, bodies were left to rot in the fields and the crucial black boxes, the key to the truth about what happened, remained under control of the separatist rebels. Prime Minister Najib, stung by his government's ineffectual response to the disappearance of MH370 in the Indian Sea, had learned his lesson. As western leaders turned up the rhetoric on Russia, it was only through the prime minister's rare personal intervention -- that means negotiating directly with the rebels that bodies and even the black boxes were recovered. And now Prime Minister Najib is telling his incredible story for the very first time. Take a listen.

(BEGIN VIDEOTAPE)

AMANPOUR: Prime Minister, welcome back to our program.

NAJIB RAZAK, PRIME MINISTER, MALAYSIA: Thank you.

AMANPOUR: It's good to see you again. This has been a very difficult year for you and for your country. For the first time you're speaking since the crash of MH17. How did you first hear about it? What was your reaction when yet another flight was blown out of the sky?

NAJIB: If you can imagine, just four months after MH370 disappeared, and all of a sudden, middle of the night, you know, the message comes across saying, look, we just lost a plane. It's off the radar. I mean, it was -- I was in a sea of disbelief. I mean, how could it happen within a period of four months? But there it was; it happened. And it was a huge tragedy for Malaysia, especially for the families affected.

AMANPOUR: Did you and your officials and ministers react differently this time around than you did the first time around? You remember you came under some criticism the first time around.

NAJIB: I think so. I think there were some things that we got right with respect to

the first tragedy, some things that you know, we could have done better, especially on the communications side. But this time we realized that we needed to act. And we acted differently. And we did things that were rather unconventional.

AMANPOUR: What was unconventional?

NAJIB: Well, dealing with the separatists, something just unprecedented. But --

AMANPOUR: What do you mean by dealing with the separatists?

NAJIB: -- because normally, as a government, you'd only deal with another government. But here is a movement, a separatist movement. And there was **this** impasse. We couldn't -- we couldn't retrieve the bodies. We couldn't get our hands on the black boxes. We couldn't have access to the crash site. There was **this** impasse. We didn't know how long it would continue. And I felt I owe it to the families, the fact that -- because that really moved me. Because when I met them, I met each and every one, individual families. And it really touched me. I was moved. I was almost in tears when -- and I could feel for them a huge sense of empathy. And I told myself, look, as the leader of a country, I needed to do something. I needed to bring closure to the families.

AMANPOUR: You said there was an impasse. And then what did you do?

NAJIB: Well, I decided that I needed to negotiate with the separatists. This is, as I said, unconventional. But sometimes we have to -- we have to work the back channels. You have to engage in quiet diplomacy in the service of a better outcome.

AMANPOUR: Did your ministers know?

Did you -- was this something you did alone or...?

NAJIB: I'm afraid I had to act alone because it was very, very sensitive. I had to press the buttons. I had to work the back channels. I had to even conduct the operation itself. I mean, now can you imagine? I was doing it myself. I was literally guiding our team from one checkpoint to another. And I was --

AMANPOUR: On the phone?

NAJIB: On the phone, until the whole mission was accomplished.

AMANPOUR: And this you did between yourself and who (sic)?

NAJIB: The leader of the Malaysian team. And I had several conversations with the leader of the separatists.

AMANPOUR: Why did they say yes to you?

NAJIB: I appealed to them. I said look, come on, you know, this is something that you need to do because you know, their families' affected. They have nothing to do with what you're fighting for. They're not involved in the geopolitical conflict. They're people; they're innocent people. Look, hand over the bodies to us. Hand over the black boxes to us. I appealed to their conscience.

AMANPOUR: Do you think anybody will admit to what happened?

NAJIB: Frankly, I don't think so. I think getting the bodies back, getting the black boxes, that would seem to be relatively easier than finding out the truth. But we owe it to the families that we must do it.

AMANPOUR: What do you think is the truth?

NAJIB: I have -- I have a sense what happened. But I cannot say who did it.

AMANPOUR: So you have a sense like most people that it was shot down by a missile?

NAJIB: It was. I think the initial investigation appears to be very clear -- although they didn't use the word "missile"; they said --

AMANPOUR: A high-energy object --

(CROSSTALK)

NAJIB: -- high-energy objects. But looking at the pattern of what happened, it was a huge missile or whatever it was that exploded just outside the plane and led to the breakup of the plane in midair.

AMANPOUR: (INAUDIBLE) environment, is Asia right when it says hang on a second, it's our turn now. You all did your polluting and your Industrial Revolution, your economic progress and now it's our turn.

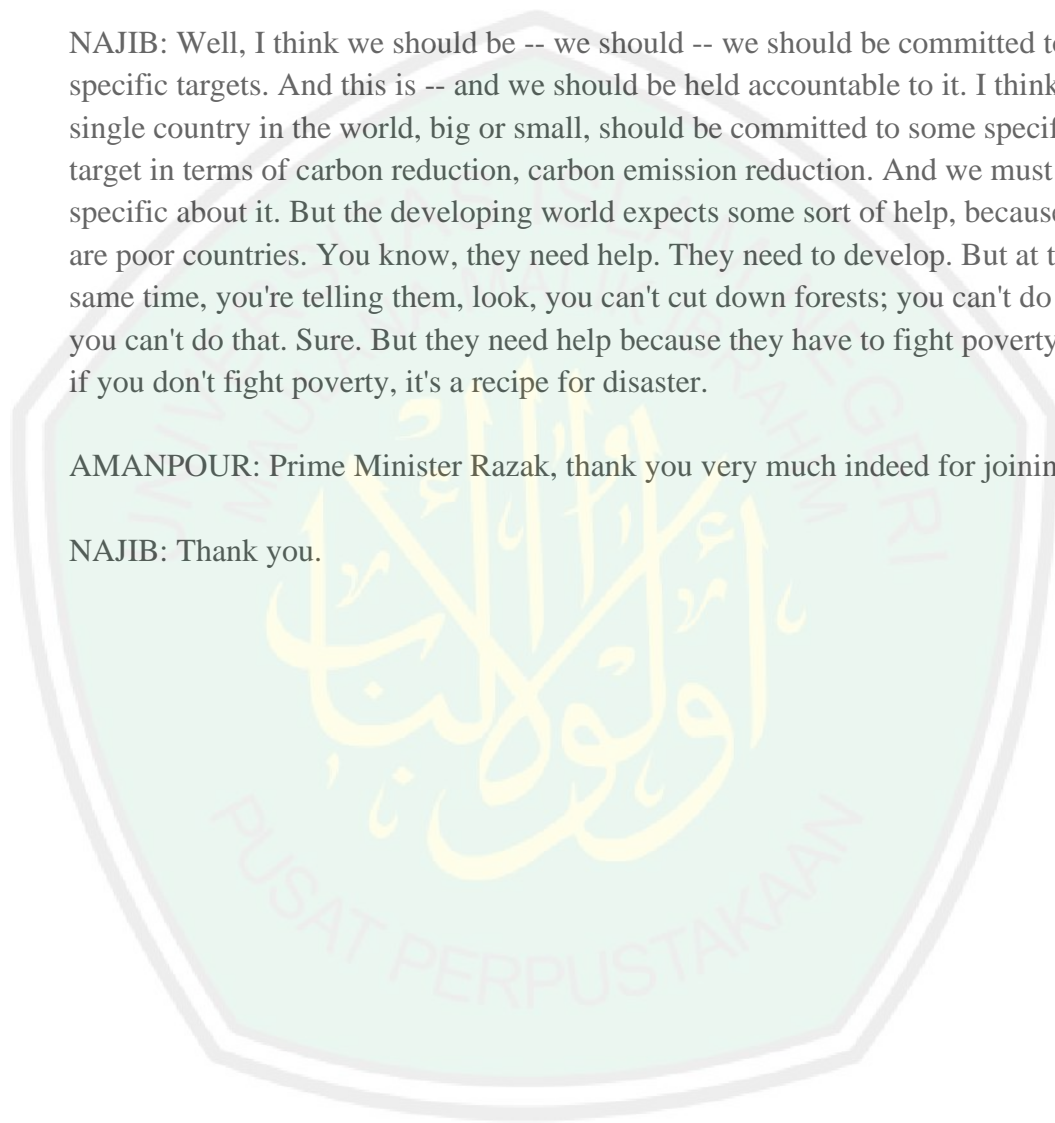
NAJIB: Well, you know, as the saying goes, two wrongs don't make a right.

AMANPOUR: What should Asia do? What should China do? What should Malaysia do?

NAJIB: Well, I think we should be -- we should -- we should be committed to specific targets. And this is -- and we should be held accountable to it. I think every single country in the world, big or small, should be committed to some specific target in terms of carbon reduction, carbon emission reduction. And we must be specific about it. But the developing world expects some sort of help, because they are poor countries. You know, they need help. They need to develop. But at the same time, you're telling them, look, you can't cut down forests; you can't do this, you can't do that. Sure. But they need help because they have to fight poverty. And if you don't fight poverty, it's a recipe for disaster.

AMANPOUR: Prime Minister Razak, thank you very much indeed for joining us.

NAJIB: Thank you.



Appendix 2
Data Tabulations

Data	Datum	Ideational (Transitivity)						Interpersonal (Mood)		Textual (Theme)	
		Mtr	Mtl	Rlt	Bhv	Vrb	Exst	Dclrtv	Intrgtv	The message dprtr	Information
1	<i>If you can imagine, just four months after MH370 disappeared, and all of a sudden, middle of the night, you know, the message comes across saying, look, we just lost a plane</i>			✓				✓		<i>If you can imagine, just four months after MH370 disappeared, and all of a sudden, middle of the night, you know, the message comes across saying, look, we</i>	Given
	<i>It's off the radar</i>			✓				✓		<i>It</i>	Given + New
	<i>I mean, it was -- I was in a sea of disbelief</i>			✓				✓		<i>I</i>	Given + New New: <i>in a sea of disbelief</i>
	<i>I mean, how could it happen within a period of four months?</i>	✓							✓	<i>I mean, How could it</i>	Given

									incident		
	<i>But there it was; it happened.</i>	✓						✓ Subject: <i>it</i> refers to the incident		<i>But there it</i>	Given
	<i>And it was a huge tragedy for Malaysia, especially for the families affected.</i>			✓				✓ Subject: <i>it</i> refers to the incident		<i>And it</i>	Given + New New: <i>a huge tragedy for Malaysia, especially for the families affected</i>
	<i>I think so</i>		✓					✓ Subject: <i>I</i> refers to him		<i>I</i>	Given + New New: <i>so</i>
2	<i>I think there were some things that we got right with respect to the first tragedy, some things that you know, we could have done better, especially on the communications side</i>					✓		✓ Subject: <i>I</i> refers to him		<i>I think there</i>	Given + New New: <i>we could have done better, especially on the communications side</i>

	<i>But this time we realized that we needed to act</i>		✓					✓ Subject: We refers to himself, his officials and ministers.		<i>But this time we</i> Given + New New: <i>realized that we needed to act</i>
	<i>And we acted differently</i>	✓						✓ Subject: We refers to himself, his officials and Ministers.		<i>And we</i> Given + New New: <i>acted differently</i>
	<i>And we did things that were rather unconventional</i>	✓						✓ Subject: We refers to himself, his officials and Ministers		<i>And we</i> Given + New New: <i>rather unconventional</i>
3	<i>“Well, dealing with the separatists, something just</i>									<i>Well, dealing with the separatists, something</i> Given + New New: <i>something just unprecedented.</i>

	<i>unprecedented.”</i>			✓			✓ Subject: <i>dealing with the separatist</i>		
4	<i>Because normally, as a government, you'd only deal with another government</i>	✓					✓ Subject: <i>you</i> refers to the audience	<i>Because normally, as a government, you</i>	Given
	<i>But here is a movement, a separatist movement</i>					✓	✓ Subject: <i>Here</i> (deictic)	<i>But here</i>	Given + New New: <i>a movement, a separatist movement</i>
	<i>And there was this impasse</i>					✓	✓ Subject: <i>There</i> (deictic)	<i>And there</i>	Given + New New: <i>impasse</i>
	<i>We couldn't -- we couldn't retrieve the bodies</i>	✓					✓ Subject: <i>We</i> refers to himself, his officials, and ministers.	<i>We</i>	Given + New New: <i>couldn't retrieve the bodies</i>
	<i>We couldn't get our hands on the black boxes</i>	✓					✓ Subject: <i>We</i>	<i>We</i>	Given + New New: <i>couldn't get our hands on the black boxes</i>

							refers to himself, his officials, and ministers.			
<i>We couldn't have access to the crash site</i>	✓						✓ Subject: We refers to himself, his officials, and ministers.	<i>We</i>	Given + New New: <i>couldn't have access to the crash site</i>	
<i>There was this impasse</i>					✓		✓ Subject: <i>There</i> (Deictic)	<i>There</i>	Given	
<i>We didn't know how long it would continue</i>		✓					✓ Subject: We refer officials, and m	<i>We</i>	Given + New New: <i>didn't know how long it would continue</i>	
<i>And I felt I owe it to the families the fact that -- because that really moved me</i>							✓ Subject: <i>I</i>	<i>And I felt I</i>	Given + New New: <i>owe it to the families</i>	
<i>Because when I met them, I met each and every one, individual</i>							✓	<i>Because when I</i>	Given + New New: <i>met each and every one, individual</i>	

	<i>families</i>	✓						Subject: <i>I</i>			<i>families</i>
	<i>And it really touched me</i>		✓					✓ Subject: <i>it</i> refers to the incident		<i>And it</i>	Given + New New: <i>touched me</i>
	<i>I was moved</i>		✓					✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>moved</i>
	<i>I was almost in tears when --</i>			✓				✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>almost in tears</i>
	<i>and I could feel for them a huge sense of empathy</i>		✓					✓ Subject: <i>I</i>		<i>and I</i>	Given + New New: <i>could feel for them a huge sense of empathy</i>
	<i>And I told myself, look, as the leader of a country, I needed to do something</i>					✓		✓ Subject: <i>I</i>		<i>And I</i>	Given + New New: <i>told myself, look, as the leader of a country, I needed to do something</i>
	<i>I needed to bring closure to the families</i>			✓				✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>needed to bring closure to the families</i>
5	<i>Well, I decided that I needed to negotiate with the separatists</i>	✓						✓ Subject: <i>I</i>		<i>Well, I</i>	Given
	<i>This is, as I said,</i>			✓				✓		<i>This</i>	Given

	<i>unconventional</i>							Subject: <i>I</i>			
	<i>But sometimes we have to -- we have to work the back channels</i>	✓						✓ Subject: <i>We</i> refers to himself, his officials, and ministers		<i>But sometimes we</i>	Given + New New: <i>work the back channels</i>
	<i>You have to engage in quiet diplomacy in the service of a better outcome</i>	✓						✓ Subject: <i>You</i> refers to the audience		<i>You</i>	Given + New New: <i>engage in quiet diplomacy in the service of a better outcome</i>
6	<i>I'm afraid I had to act alone because it was very, very sensitive</i>		✓					✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>very sensitive</i>
	<i>I had to press the buttons</i>	✓						✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>press the buttons</i>
	<i>I had to work the back channels</i>	✓						✓ Subject: <i>I</i>		<i>I</i>	Given
	<i>I had to even conduct the operation itself</i>	✓						✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>conduct the operation itself</i>
	<i>I mean, now can you imagine? I was doing it myself</i>	✓						✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>doing it myself</i>
	<i>I was literally guiding our team</i>									<i>I</i>	Given + New New: <i>guiding our team</i>

	<i>from one checkpoint to another</i>	✓						✓ Subject: <i>I</i>			<i>from one checkpoint to another</i>
7	<i>On the phone, until the whole mission was accomplished</i>			✓				✓ Subject: <i>The whole mission</i>		<i>On the phone, until the whole mission</i>	New + Given New: <i>On the phone</i>
8	<i>And I had several conversations with the leader of the separatists</i>			✓				✓ Subject: <i>I</i>		<i>And I</i>	Given + New New: <i>had several conversations with the leader of the separatists</i>
9	<i>I appealed to them</i>					✓		✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>appealed to them</i>
	<i>I said look, come on, you know, this is something that you need to do because you know, their families' affected</i>					✓		✓ Subject: <i>I</i>		<i>I</i>	Given
	<i>They have nothing to do with what you're fighting for</i>			✓				✓ Subject: <i>They</i> refers to the family affected		<i>They</i>	Given + New New: <i>have nothing to do with what you're fighting for</i>
	<i>They're not involved in the geopolitical conflict</i>			✓				✓ Subject: <i>They</i> refers to the family affected		<i>They</i>	Given + New New: <i>not involved in the geopolitical conflict</i>

	<i>They're people; they're innocent people</i>			✓			✓ Subject: <i>They</i> refers to the family affected		<i>They</i>	Given + New New: <i>innocent people</i>
	<i>Look, hand over the bodies to us</i>				✓		✓ Subject: <i>us</i> refers to him, his officials and ministers		<i>Us</i>	New
	<i>Hand over the black boxes to us</i>				✓		✓ Subject: <i>us</i> refers to him, his officials and ministers		<i>Us</i>	New
	<i>I appealed to their conscience</i>				✓		✓ Subject: <i>I</i>		<i>I</i>	Given + New New: <i>conscience</i>
10	<i>Frankly, I don't think so</i>		✓				✓ Subject: <i>I</i>		<i>Frankly, I</i>	Given + New New: <i>So</i>
	<i>I think getting the bodies back, getting the black boxes, that would seem to be relatively easier than finding out the truth</i>			✓			✓ Subject: <i>I</i>		<i>I think</i>	Given + New New: <i>getting the bodies back, getting the black boxes, that would seem to be relatively easier than finding out the truth</i>
	<i>But we owe it to the families that we must do it</i>			✓			✓ Subject: <i>We</i>		<i>But we</i>	Given

							refers to himself, his officials and ministers		
11	<i>I have -- I have a sense what happened</i>			✓			✓ Subject: <i>I</i>	<i>I</i>	Given + New New: <i>have a sense what happened</i>
	<i>But I cannot say who did it</i>				✓		✓ Subject: <i>I</i>	<i>But I</i>	Given + New New: <i>cannot say who did it</i>
12	<i>It was</i>			✓			✓ Subject: <i>It</i>	<i>It</i>	Given
	<i>I think the initial investigation appears to be very clear -- although they didn't use the word "missile"</i>			✓			✓ Subject: <i>I</i>	<i>I think the initial investigation</i>	Given
13	<i>they said high-energy objects</i>				✓		✓ Subject: <i>They</i> refers to the official of investigator	<i>They</i>	Given
	<i>But looking at the pattern of what happened, it was a huge missile or whatever it was that exploded just outside the plane and led to the breakup of the</i>			✓			✓ Subject: <i>it</i> refers to the incident	<i>But looking at the pattern of what happened, it</i>	Given

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PROFILE

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FORMAL EDUCATION

1999-2005 Elementary School

SDN 1 Watukebo

2005-2008 Junior High School

SMPN 1 Rogojampi

2008-2011 Senior High School

SMAN 1 Srono

2011-2018 Higher Education

Universitas Islam Negeri Maulana Malik Ibrahim Malang
Department of English Literature

ORGANIZATION EXPERIENCES

2012 Staff of Culture and Art Division in English Letters Students Association

2013 Coordinator of Culture and Art Division in English Letters Students Association

2014 Member of Advanced Debate Community

2014 Member of IKAWANGI (Banyuwangi student community)

ACTIVITY AND WORKING EXPERIENCES

- 2012 Guide for Students in Studi Bahasa dan Budaya Indonesia by UIN Malang with Deakin University, Australia
- 2013 Faculty Musician
- 2013 Attended ELITE Conference
- 2013 Liaison officer in East Java Debate Competition in UIN Malang
- 2015 Internship program as a trader analyst in PT. Victory International Futures, Malang

