TRANSITIVITY ANALYSIS ON NOVELS USED IN MALAYSIAN SECONDARY SCHOOLS FOR *SIJIL PELAJARAN MALAYSIA* (SPM) ENGLISH LITERATURE SUBJECT

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By

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ABSTRACT

TRANSITIVITY ANALYSIS ON NOVELS USED IN MALAYSIAN SECONDARY SCHOOLS FOR *SIJIL PELAJARAN MALAYSIA* (SPM) ENGLISH LITERATURE SUBJECT

Jessica Leng Hui Zhen

With the indeterminate nature of language use shaped by individual worldviews and experiences, this study investigated the transitivity choices literary writers make to convey experiential meaning. Focusing on the significance of literary texts in society, it addressed challenges faced by writers in expressing local thoughts and realities, linguistic complexities and ambiguity, the use of language to convey social issues and ideologies, and the limited studies on literary texts through the lens of transitivity system. Using Halliday and Matthiessen's (2014) Transitivity System, this study analysed *The Clay Marble* and *The Lost King*, two novels studied in Malaysian secondary schools for the SPM English Literature subject. In *The Clay Marble*, relational process (64) was the most frequently used, followed by material process (38) and mental process (31). In *The Lost King*, relational process (56) was similarly dominant, followed by material (27) and mental processes (24). Employing textual analysis with transitivity analysis as its means, this study identified themes and provided insights into the representations of the characters and events. The findings indicated that transitivity choices played a crucial role in shaping the representation of characters and events as different transitivity choices convey distinct meanings, ideologies and themes. Furthermore, transitivity analysis revealed the social issues embedded in the novels, offering a deeper understanding of how language choices reflect social realities. In conclusion, this study demonstrated that transitivity analysis is an effective methodological tool for

uncovering meaning in literary texts, revealing how language functions as a representation of human interactions and societal contexts.

Keywords: Literary texts, Transitivity Analysis, Experiential meaning, Writer's Transitivity Choices, Representation of Characters and Events

Subject Area: P325-325.5 Semantics

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LIST OF ABBREVIATIONS

SPM	Sijil Pelajaran Malaysia
SFL	Systemic Functional Linguistics
RQ	Research Questions

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is the basis of human socialisation as it is largely influenced by society due to its social functions in transmitting culture, values, norms and identities (Kovacevic et al., 2018). With that mentioned, language can be viewed as a social phenomenon as it is used to convey human's inner and outer world's experiential meaning (Ammara et al., 2019). Language has long been used as the medium for expression such as emotions, ideas, events, and information. This can be clearly seen in the use of language in literary texts. For centuries, literary texts have existed, and they have been transitioning across time and society where modern literary texts include themes that are increasingly socially influenced (Johnson, 2014). This transition occurred to allow readers to connect best with the written text because of its relevance to the readers. Over the past two centuries, novels have become the dominant form of literary texts due to their relevance in the socio-economic realities that reflect those of their readers (Abbas, 2012).

Subsequently, one could see the impact of literary texts like novels as they are regarded as authentic language inputs that allow readers to develop linguistically, socio-culturally, affectively and cognitively (Soy et al., 2023). Novels, considered as the dominant form of literary texts carry an impact in societies as they become part of the education system globally (Suoth et al., 2023). In the Malaysian context, young adult readers in secondary schools are exposed to novels due to their inclusion in the Sijil Pelajaran Malaysia (SPM) English Literature syllabus. The introduction of the English Literature subject was attributed to the move in increasing appreciation of literature, developing awareness of social issues as well as improving English literacy among Malaysians

(Ministry of Education, 2018). A total of two novels were introduced namely, *The Clay Marble* by Minfong Ho and *The Lost King* by Scot Gardner. These two novels were selected for analysis in this study due to the relevance of the protagonists of the novels to their readers as the novels highlight social issues as well as challenges that young adults face before subsequently, overcoming them to grow and become a better person (Ministry of Education, 2018). With this inclusion of novels in the educational institution, it can be seen that novels are a vital part of the society due to their impact in conveying values, ideologies and themes to readers (Alfarhan, 2024).

Prominent use of novels in educational institutions due to its positive impact on the society (Rachmijati & Anggraeni, 2019) has resulted in the prevalence of studies conducted on novels due to the pertinence of language as a social phenomenon (Kovacevic et al., 2018). Novels which use language as a medium of expression are a form of social phenomenon due to their impact on our society as they delve into social issues that reflect social reality (Subhita, 2023). In novels, the use of language by writers to construct and convey meanings is complex as writers make various linguistic choices in order to convey the social purpose of the texts (Yousif & Bulaila, 2023). The linguistic choices made by writers are highly relevant to the society around them and the social purpose of the texts (Rabiah, 2018) since the writers' linguistic choices carry experiential meaning. Even though writers create fictional worlds and characters in novels, their linguistic choices are highly reflective and related to their personal world experiences. These linguistic choices made by novel writers are also known as transitivity choices as the writers make these choices to foreground the happenings or events in the novels (Yousif & Bulaila, 2023). However, these transitivity choices are highly indeterminate in nature due to the various word choices and structural arrangements of sentences that can be made to convey a specific idea or meaning (Halliday & Matthiessen, 2014). This resulted in the substantial amount of effort being placed on the linguistic

analysis of novels by establishing the basis of interpretation of the literary texts through the text itself (Abbas, 2012). This linguistic analysis on literary texts through the text itself where it looks at the way a sentence - its words and structural arrangements, gives meaning, has been developing actively due to its creativity and legitimacy which is in line with the rapid development of linguistics (Ajtony, 2013).

Semantics which looks at the complexity of meaning and interpretation of language is one of the aspects in linguistics that is receiving attention due to its significance among the society (Hussain & Sajid, 2015). This is because meaning making, and comprehension are important in ensuring effective communication (Syamsuddin & Samsinar, 2021). In literary works, writers make meaning through their linguistic choices such as word choices and structural arrangement of sentences. Thus, by linguistically analysing the meaning presented in literary texts through the text itself, it can help to showcase the basis of interpretation of the text more clearly to provide a better understanding on how literary text writers, specifically novel writers manipulate language in order to convey certain meaning (Babintseva et al., 2023).

In understanding how the meaning of a language is constructed and conveyed, various theories have been developed throughout the years. One of them is the Systemic Functional Linguistics (SFL) theory proposed by Micheal Halliday in 1985. Under the SFL theory, Halliday came up with the Transitivity System (1994), encompassing the transitivity analysis which analyses clause structures in texts to show who does what to whom, and how. Transitivity analysis was developed by Halliday (1994) to explain how people make meaning through a system of choices in textual materials where writers create meanings according to social circumstances (Piyaporn, 2018). This means that certain word choices or grammatical forms reflect human attitudes and shape their perception of the world.

The Transitivity analysis focuses on the concept that humans use language to express their experiences and perceptions of the world (Halliday & Matthiessen, 2014). As aforementioned, novel writers use language to convey the social purpose of their texts which inevitably involves their personal experiences of the world due to the social issues included in the texts (Shalini & Samundeswari, 2017). By using language to express their world experiences, novel writers make transitivity choices in order to express happenings or on-going events. These transitivity choices can be analysed through a transitivity system in which each clause is analysed into its basic components namely process, participants, and/or circumstances (Piyaporn, 2018). These components indicate the role of each element in the clause by showing a process involving participant(s) in a certain circumstance.

With the categorisation of the three components, "participants", "processes", and/or "circumstances", one can analyse the ways novel writers construct and convey certain themes, ideologies or meaning through the representation of the characters and events (He & Yang, 2019). This is because the categorisation of the three components can show the transitivity choices made by writers and the ways characters are presented during certain happenings and circumstances which help to address the highly indeterminate nature of language. Consequently, the use of transitivity analysis has been receiving attention on various textual materials such as novels, short stories, textbooks, newspaper articles and poems as it brings forth new perspectives in text analysis (Malik et al., 2024). As previously stated, language is a social phenomenon where we interpret what is being said or written (Ismail et al., 2022). In understanding the ideational function of language, transitivity analysis is significant in understanding the experiential meanings contained in texts coherently (Ammara et al., 2019). According to the researcher, the Transitivity system

explores the ways language construct ideologies, themes and meanings, making it an essential system of construing human experiences of the inner and outer world encoded in language.

Following that, the significance and benefits of the transitivity analysis are apparent as seen in past studies conducted on both fiction and non-fiction materials (Arifiani & Meisuri, 2014; Cunanan, 2011; Emilia et al., 2017; Isti'anah, 2014; Song, 2013; Wahyudin, 2016). Besides that, transitivity analysis is also used to identify linguistic features of texts (Senjawati, 2016). These past studies share the common point of using transitivity analysis in understanding the experiential meaning in texts. Most of these studies corroborate that transitivity analysis is suitable in analysing texts and understanding the ways meanings are constructed and conveyed through the grammatical, structural and word choices as it provides better insight on the ways meanings are conveyed through language. Therefore, through the use of transitivity analysis, this study addressed the problems in relation to how meaning is constructed and conveyed through the writers' transitivity choices in the representation of characters and events in novels that reflect social issues.

1.2 Statement of Problems

The central problem to be researched by this study is the writers' use of language in novels to construe world experiences as it is highly indeterminate due to the nature of world experiences that are established differently to each individual (Halliday & Matthiessen, 2014). When novel writers use language in construing fictional characters and plots, the language consists of experiential meaning that is affected by the writers' world experiences. With this systemic indeterminacy being the fundamental of the Transitivity System, this study utilises it to address the problem as it can differentiate the construing of a similar experience through the different meaning conveyed by writers using different process types (Halliday & Matthiessen, 2014). To elaborate, a writer can be looking at the feelings of happiness from the inner viewpoint of emotions

(I liked it/I feel happy-Mental process) or by describing happiness as a quality being added to the participant (She is happy-Relational process). With that mentioned, the use of language in literary texts requires linguistic analysis to help discern the writers' meanings through the lens of world experiences and their relations to them.

With the indeterminacy of language due to the incorporation of world experiences, writers face issues in being intelligible to their foreign readers as some writers face difficulties in presenting their local consciousness, thoughts, cultures, and reality (Chin & Mohammad, 2021; Meena, 2021; Mohammad, 2008). This happens when expressions or ideas in novels that present the writers' cultures, beliefs, or reality differ from the readers' world knowledge (Meena, 2021). The researcher also stated that readers who share the writer's mother tongue or cultural values can easily understand what the writer is trying to convey but that is not the case for foreign readers. In Malaysian schools, the literary texts used consist mainly of writers from different countries and social backgrounds. When compared with the Malaysian society, the cultural background and social values presented by these foreign writers would differ from Malaysians' cultural and social background. As a result, Malaysian readers tend to face difficulties in visualizing the happenings conveyed by the writers. On the other hand, in the context of Malaysian writers, they face challenges in their language choices due to the heterogenous nature of multiculturalism as Malaysian writers face complexities in presenting the Malaysian social and cultural backgrounds that differ individually (Mohammad, 2008; Raihanah, 2009). Malaysian literary writers face difficulties in producing English literary texts due to English being an acquired second language for most Malaysians (Wan & Zarina, 2021). Vice versa, Malaysian readers also consist of different cultural backgrounds with different mother tongues. With most Malaysian writers and readers utilising English as a second language and practicing different cultural beliefs, the analysis on the

novels used currently in the Malaysian society would address the problem as it can show the ways that writers can convey certain issues or ideas that differ with their readers' world knowledge through their transitivity choices.

Additionally, with the issue of the indeterminant nature of language use in novels, linguistic choices in transitivity need to be analysed as language in literary texts is crucially fundamental in propagating and perpetuating implicit ideologies that imperceptibly influence its readers (Matu, 2008). This is because lexical choices play a critical role in constructing certain ideologies (Mahmood et al., 2022). Linguistic studies are required to uncover how certain meanings/ideologies are presented in literary texts due to the ideational function of language (El-Rahman, 2022). This is because language carries ideologies which are usually incorporated when writers' express certain issues due to the influence of the writers' experiential knowledge. The need to conduct linguistic analysis on literary texts is necessary to show how certain words can be used to convey their surface meaning as well as incorporate certain ideologies (Khafaga, 2021). Literary texts that are usually created by writers in relation to their external worldviews and inner worlds involve inherent ideologies which are presented in the language used to convey certain thematic messages in literary texts. In the novels that were analysed in this study, the writers presented the challenges faced by young adults and the progression in successfully overcoming them. In *The Clay Marble*, the writer utilised the historical Cambodian Civil War as the backdrop of the novel whilst addressing the social issues stemmed from war such as poverty, lack of food, seeking for refuge and facing harsh situations. Meanwhile, in *The Lost King*, the writer presented an unusual happening of a group of students getting lost during a school camping trip whilst addressing the social issues of belonging in a social group and acceptance of social differences among the characters. By presenting these issues, the writers would inherently convey certain

ideologies as their use of language will convey the perception of the Cambodian Civil War and the situation of being lost in an unfamiliar and socially secluded place with a group of individuals who are not closely knitted. By analyzing the language use in literary texts, one can shed light on how experiential meanings which incorporate certain meanings and ideologies are constructed and expressed through the characters and events in novels (Ahmad & Hussain, 2022). This study is relevant to both Malaysian writers and readers. For the former, this study is able to show the ways writers can express ideas such as war and occupation due to the Malaysian history of the British occupation and the invasion of the Japanese army. Besides that, writers are able to see the way social issues such as social acceptance and belongingness among young adults can be expressed. Conversely, Malaysian readers are able to determine the linguistic choices made by writers to convey their world experiences and social issues.

Moreover, the indeterminate nature of language use in literary texts has brought about the issues of linguistic complexity and ambiguity because writers represent ideas and characters through the paradigmatic system of language choices (Deane, 2020). Writers possess a systemic choice when using language in a particular context to achieve their social goals. This makes the context of a situation an important determinant in the writers' meaning-making choices (Nagao, 2019). Language is a semogenic system that creates and represents meanings where the grammatical choices affect the meanings created in relation to the context of language use (Mahboob, 2017). Subsequently, linguistic complexity and ambiguity arise as language in literary texts consists of tiers of meaning, where the linguistic forms explicitly convey their literal meaning and the writers' point of view as well as linguistic structures that implicitly convey meaning and the writers' point of view (Hasyim & Syarifuddin, 2021). This poses difficulty in determining the meaning of the linguistic structures and the lexis as each lexis has its meaning. However, when

structured together, their relationship is no longer proportional as there might be implied meaning or another meaning altogether (Hasyim & Syarifuddin, 2021). This issue is relevant in the Malaysian society because both readers and writers use English as a second language. Therefore, the indeterminate nature of language use by foreign writers in the novels such as *The Clay Marble* and *The Lost King* is able to bring about the issues of linguistic complexity and ambiguity due to the social contexts of the novels that are different with the social context of the Malaysian society. With that mentioned, it is imperative to explore why writers structure their language in a certain way to represent characters and events as well as to understand how the linguistic patterns are arranged to mean what it does to its readers (Pasaribu et al., 2020). Further understanding on the representation of ideas and characters in literary texts that goes beyond the literal meaning helps to bridge the gap between language and the meaning conveyed by writers (Liu & Ye, 2021). This can help to address the issues of linguistic complexity and ambiguity in the Malaysian society.

Another issue to be addressed in this study is the limited studies conducted on novels. The lack of studies can be addressed from two aspects. Firstly, there is a lack of study on novels that involves understanding SFL in literary text analysis such as understanding the language use as well as the meanings constructed and conveyed by writers (Pasaribu et al., 2020). Secondly, there are also limited studies conducted on the ways language is used in literary texts such as novels that reflect and interact with the social world (Phuong & Dung, 2024). In view of the first aspect, the use of SFL in literary text analysis covers a wide range of aspects such as the writers' goals and intentions, character development and interaction, and text organisation. Consequently, more studies are required to provide more data to explore the contributions of the Systemic Functional Linguistics Theory in analysing literary texts (Pasaribu et al., 2020). By looking at literary texts through the lens of the transitivity system, the approach provides readers with the main characters

of the narratives, the locations of the events and the time they take place as well as foreshadowing the following events through the analysis of the participants, processes and circumstances (Correa & Dominguez, 2014). Thus, this creates the need for this study to be conducted to contribute to the knowledge gap of transitivity analysis in literary text analysis. In view of the second aspect, the use of language can be seen evolving concurrently with society due to technological advancement and modernisation. This is because the use of language reflects the society as language is part of culture (Amalia & Juanda, 2021). By looking at the language use by writers in novels, it can help to provide more knowledge on the ways writers can use language to express, reflect and represent a society and its respective culture. Both novels that were analysed in this study consist of characters from different cultural backgrounds and societal norms. *The Clay Marble* reflects the Cambodian society, and *The Lost King* reflects the Western society. These two novels are read by Malaysian young adults who do not share the same cultural backgrounds of the characters. In novels, even though writers create fictional characters and settings, the analysis on the language and the ways it is structured can help to bring insight on how literary texts can be construed to reflect and interact with the social world. As language evolves over time, it also becomes a vital tool in highlighting the important features of each period. Language also acts as the precursor of social development (Phuong & Dung, 2024). To elaborate, this study can highlight important features of the Cambodian Civil War period from *The Clay Marble* and the social development of individuals who are distant but becomes accepting and understanding of each other in the plight of being lost in the wild from *The Lost King*. The study on the use of language in literary texts can also shed light on societal changes as well as provide more knowledge on the ways writers can use language to convey a society's cultures and norms to its readers of different cultural backgrounds. With more studies conducted on novels using the Transitivity Analysis,

Malaysian writers and readers can understand the ways language can be used to express the social world such as the Malaysian history and cultures.

Lastly, there is a need to examine novels' transitivity system due to its critical role in the creation and reading of texts (Yousaf et al., 2022). Fictional novels are highly diverse as writers tend to construe counterfactual alternatives that do not represent the real-life situations of the current society (Hollis, 2021) as well as to construct fictional realities that reflect the experiences of the writers and even real-life events. The use of language in literary texts carries specific purposes and writers manipulate language to suit the purpose of the narratives (Babintseva et al., 2023). Writers usually express society, events and values through the characters in the story (Nasrum & Faiqah, 2020). Subsequently, writers make linguistic choices based on the social purpose of their texts to convey meaning through the portrayal of the characters and events (Fernandez, 2018). In the two novels analysed in this study, the writers can be seen incorporating a real-life historical event, the Cambodian Civil War as well as an unusual happening of being lost in the wilderness that hardly occurs to an individual in their everyday lives. From this, it can be seen that novels' characters and plots introduce world experiences or social norms that do or do not represent real-life situations of the current society (Sugiarti & Prihatini, 2023). Therefore, there is a need to investigate transitivity of the language use in novels to discern the experiential meaning presented as it can uncover a text's ideologies and meanings. This enables writers to get a better understanding to construct a fictional representation of reality that does or does not reflect their world experiences through their transitivity choices.

1.3 Brief Introduction of Selected Novels

With regards to the problems highlighted above, this study has analysed two novels that are currently used in Malaysian secondary schools under the *Sijil Pelajaran Malaysia* (SPM)

English Literature subject. The novels are *The Clay Marble* by Minfong Ho and *The Lost King* by Scot Gardner. These two novels were selected for analysis due to their similarities in conveying the idea of hope and overcoming challenges among young adults. Since this study focused on the indeterminacy of language in construing world experiences, the analysis on these two novels could help address this issue as it can show how ideas of having hope and overcoming challenges among young adults can be expressed differently using transitivity choices (Fauzi et al., 2024). These two novels highlighted two different societies during two different periods. Hence, by analysing these two novels, the researcher highlighted the ways writers can make transitivity choices to convey their world experiences or meaning (Ahmad & Hussain, 2022).

1.4 Research Objectives

1) To identify the types of transitivity processes used in literature texts namely, *The Clay Marble* and *The Lost King*
2) To investigate how the main characters and events are represented in *The Clay Marble* and *The Lost King* through the analysis of participant, process and circumstance
3) To compare the process, participant and circumstance in the two texts, *The Clay Marble* and *The Lost King*

1.5 Research Questions

1) What are the types of transitivity process used in the literature texts namely, *The Clay Marble* and *The Lost King*?
2) How are the main characters and events represented in *The Clay Marble* and *The Lost King* through the analysis of participant, process and circumstance?

3) What are the comparisons between the process, participant and circumstance in the two texts, *The Clay Marble* and *The Lost King*?

1.6 Significance of the Study

This study is significant as it contributes to the understanding on the transitivity choices that literary writers make to convey meaning (Ahmad & Hussain, 2022). The Transitivity System is able to show the ways writers use language to convey experiential meaning through transitivity patterns (Anjarwati et al., 2021). This study is beneficial to linguists as it emphasizes on the ways linguistic choices can convey certain issues, messages or meaning. Through transitivity analysis, the breakdown of clauses and the identification of transitivity process types are able to show the ways meaning is conveyed through word choices, grammatical and structural composition of sentences through the writers' representations of the characters and events in the novels (Feng, 2013). Understanding transitivity will help linguists to better comprehend the ways writers construe their world experiences through their linguistic choices. Besides, with the lack of studies conducted using SFL on novels, this study can benefit linguists as it can provide examples and data to add on to the knowledge gap.

In addition, findings from this study are significant as they highlight the ways novels convey meaning through transitivity choices. Novels have social impacts on their readers as writers convey certain issues that shape readers into creating belongingness and their self-identities (Moeller & Becnel, 2014). These two novels portray the issues and challenges faced by young adult characters. Due to their impact on readers, it is significant to analyse the novels to show the language use and issues that writers convey in the texts. Young adults are affected by the novels that they read as issues that they face in their social lives are reflected in the literary texts (Ivey & Johnston, 2013). This causes characters or events in a novel to act as a frame of reference in the

self-development of the readers as they can resonate and identify with the novel's characters and storylines (Govindarajoo et al., 2022). Therefore, this study is beneficial in providing a better understanding of the ways writers can convey certain issues to relate to their readers.

Additionally, this study is significant for novel writers, especially the Malaysian English novel writers. This is because English Malaysian literary writers face difficulties in portraying the heterogenous society of Malaysia due to multiculturalism and the use of English as a second language (Raihanah, 2009; Chin & Mohammad, 2021). Through the findings of this study, writers can get a better understanding on the ways English language can be used to convey the social aspects of Malaysia such as the cultures and history that make up the fabric of Malaysian society. This can be helpful in encouraging more Malaysian literary writers to produce English literary texts that portray and represent the social aspects and development of the Malaysian society (Chin & Mohammad, 2021).

Lastly, this study is significant in providing more examples in visualising the transitivity analysis. This is because with transitivity analysis conducted on the two novels, *The Clay Marble* and *The Lost King*, the classification of the clauses into its process types can provide more real-life examples to visualise the types of clausal structures that can be classified into each process type. Through the visualisation of the transitivity analysis, this study provides larger data and examples that can benefit individuals who are interested in the Transitivity System and the understanding of a clause as a unit of representation as well as the classification of clauses according to their respective transitivity process types (Khan & Eid, 2021).

1.7 Limitations of the Study

This study possesses some limitations as more studies can be conducted on other literary texts such as poems or short stories using transitivity analysis in order to provide further understanding on the language use by looking at the transitivity choices made by literary text writers. This study is limited to only two novels that are currently used as literature textbooks for the *Sijil Pelajaran Malaysia* (SPM) subject, 2206 English Literature in Malaysian secondary schools. Due to the indeterminate nature of language, the findings of this study are still limited as they cannot be generalised as representative of all other literary texts.

Besides that, this study is limited to the analysis of only literary works and its findings might not be applicable to non-literary works. The use of language in literary works varies from non-literary works as the former is more poetic and aesthetic while the latter is more fact-based and referential. This is because literary works are associated with literary perspectives where imagination is communicated through writing while non-literary works are written in a factual manner with the intention to inform (Qureshi et al., 2019). Clearly, the different use of language is attributed to the distinct purposes of the texts written, making the findings mostly relevant to literary works than to non-literary works.

Moreover, both novels that were analysed in this study are foreign texts which use American English and Australian English due to the writers' demographic backgrounds. Thus, the findings of this study will be more directed towards foreign literary texts. Even though one of the novels that was analysed was written from the perspective of Southeast Asian culture, the writer's language use might also be influenced by her tertiary education and residence in the United States of America.

Furthermore, this study is only focused on the Ideational Metafunction through the use of Transitivity Analysis to determine the participants, transitivity processes, and circumstances used by the writers to portray characters and events in the story. Such approach makes this study limited as it only focused on investigating these elements in the two novels.

1.8 Definition of Key Terms

1. Systemic Functional Linguistics (SFL)

- It is a theory or approach that studies the relationship between language and its functions in social contexts (Halliday & Matthiessen, 2014).

2. Transitivity

- Transitivity refers to the way meaning is represented in a clause (Halliday & Matthiessen, 2014; Qomariah et al., 2021).

3. Transitivity System

- This system can be defined as a set of grammatical system which construes world experiences or experiential meaning into six process types namely, Material, Mental, Relational, Behavioural, Verbal, and Existential (Halliday & Matthiessen, 2014).

4. Experiential Meaning

- Experiential meaning is defined as the meaning expressed and formed in a clause that refers to the ways that the world is viewed based on one's awareness (Anjarwati et al., 2021). It can also be defined as the manifestations of the outer world experiences that reflect real-life world experiences as well as the inner world experiences that reflect the happenings inside one's consciousness (Mehmood, 2014).

5. World Knowledge/World Experience

- World knowledge or world experience in language is defined as the factual knowledge or experiences that a person acquired through his or her understanding of the world and social interactions (Tsucana, 2024).

6. Participant

- It is usually identified as nouns in clausal structures which consist of individuals or objects involved in carrying out the process or affected by the process (Halliday & Matthiessen, 2014; Qomariah et al., 2021).

7. Process

- It can be regarded as the going-ons or happenings in the clause that is usually realised through the verbal group in a clause (Halliday & Matthiessen, 2014; Qomariah et al., 2021).

8. Circumstance

- This is used to indicate the setting such as environment, nature or the location of the process where it gives more information about the process and the participants and it is usually realised through prepositional phrases (Halliday & Matthiessen, 2014; Qomariah et al., 2021).

9. Symbolism

- It is defined as the use of symbols to represent the intangible through visible representations (Merriam-Webster Dictionary, n.d.).

1.9 Summary of the Introduction

To summarise, this study addresses the issue of language use by novel writers due to the highly indeterminate nature of constructing and conveying experiential meaning through the characters and events in novels. This is because the perception of the world differs according to each individual as his or her world experiences are different. Subsequently, even if the theme, ideology or meaning is the same, writers will construct meaning using various transitivity choices as it differs according to each writer. Therefore, by analysing the language use in novels through the breakdown of the clauses into the three components, "participants", "processes" and/or "circumstances", one can address the indeterminacy of the experiential meaning conveyed by the writers (Halliday & Matthiessen, 2014).

1.10 Overview of the Study

This dissertation consists of five chapters. Chapter One comprises of the background of the study, statement of problems, brief introduction of selected novels, research objectives, research questions, significance of the study, limitations of the study, definition of key terms and overview of the study. Chapter Two focuses on the literature review, theoretical framework and conceptual framework of the study. Chapter Three looks at the research methodology of the study which includes research design, criteria of data selection, samples of the study, and data analysis. Chapter Four presents the findings and discussions in relation to the research questions of this study. Chapter Five provides the implications of this study, recommendations for future researches and conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter has reviewed and explained several aspects that are noteworthy to this study. Past studies pertaining to the use of transitivity analysis across various types of texts were also reviewed and the research gap was discussed. Additionally, the theoretical framework and conceptual framework of this study were introduced and explained.

2.2 Literature in English among the Malaysian Society, Its Impact and the Development of English Malaysian Literature

Literature refers to imaginative or creative writings that consist of fictions such as poetry, novels and drama as well as non-fictions (Alfarhan, 2024). The researcher also emphasizes that the existence of literary works have always carried a significant impact in the shaping of society and influencing individuals' thoughts and actions. This is because literature texts such as novels convey ideas as well as cultural norms of a society. Moreover, literary texts, acting as a powerful tool to convey various perspectives, experiences, and themes, have a significant impact due to their ability to broaden worldviews and challenge preconceived notions (Alfarhan, 2024). The impact of literature on the society is apparent due to the reflection of society in the writers' worldviews and perceptions of society. With the incorporation of the writers' social perception of issues or the society through their literary works, readers are able to see societal changes or development. In fact, readers are able to experience various societies and norms through literary works from writers of different social backgrounds due to the incorporation of writers' social perceptions or

worldviews. That said, it is apparent that literature is highly tied to the Malaysian society as expressed in its introduction and exposure to Malaysians (Chin & Mohammad, 2021).

Literary works in English were first introduced in Malaysia as part of the British colonial government's efforts to introduce English Language in the society (Siti, 2010). The literary works introduced consist of poetry, drama, short stories or novels which are currently still maintained in the postcolonial Malaysian education system. During the British colonisation, the incorporation of literary works in English had successfully developed literacy of the English language. In the present Malaysian society, English acts as an important second language for interracial communication among Malaysians as well as global communication. With this, it can be seen that literary works in English have a significant impact on the Malaysian society. Currently, the incorporation of literary works in English still carries significance due to its ever-standing impact on developing English literacy among readers. Presently, the incorporation of literary works in English in the Malaysian education system is aimed not only to improve literacy but also to develop an understanding to literary texts that discuss social issues from different periods and cultures (Ministry of Education, 2018). Undeniably, there is a significant impact of literary texts on the Malaysian society.

However, with the exposure of traditional imported English literary texts from Europe and United Kingdom, most readers in the Malaysian society were unable to visualise certain objects, people or happenings due to the cultural contexts in the texts that differ from the Malaysian cultural context (Siti, 2010). Subsequently, Malaysian writers were encouraged to produce literary works in English that portray the Malaysian cultures and norms (Siti, 2010). In spite of that, Malaysian writers face challenges in language choices and representation of the society due to the heterogeneous nature of multiculturalism (Raihanah, 2009). This is because writers inevitably

include their worldviews and social backgrounds through the representation of characters and happenings in the texts. Having been encouraged to localise literary texts in English, the writers resort to representing the Malaysian society through their social experiences. However, due to multiculturalism, each writer brings his or her own distinctive social and cultural background in the work which can be problematic as the writer would face complexities in either presenting his or her experiences as an individual, or experiences as a member of an ethnic group or citizen of the nation (Raihanah, 2009). Nevertheless, several Malaysian English literary writers such as Shirley Lim and K. S. Maniam, have demonstrated that the challenge of multiculturalism can be overcome through the writers' ability to be relatable by highlighting common social experiences either as an individual, ethnic-related or as a writer who represents diversities of the nation as a whole (Raihanah, 2009).

Therefore, it can be seen that the use of literary works in English in the Malaysian education system is significant (Mohammad, 2003). Even though Malaysian writers are encouraged to produce localised English literary works, they are facing issues and complexities in localising English literary texts due to the challenges in language choices and representation of a multicultural society. Thus, this study aimed to provide crucial insights to Malaysian writers by showing the ways that they can make language choices as well as represent characters and events in their literary works.

2.3 Literary Texts, Writers' Language Use and Worldviews

Literary texts are the expression of literary writers through language where creative manipulation of language is involved (Onyekachi, 2019). In fact, the researcher also emphasizes that literature does not exist without language as literary writers are required to select and arrange words to attract readers' attention. When creating literary texts, writers use language, and it often

reflects their worldviews. This is because writers reflect concepts or perspectives of the society and world (Butrvicha et al., 2024). The use of language in literary texts is also reflective of the change and development in culture and society as it shows the ideology or perception of the world (Dreeva & Tolparova, 2019). Literary works involve the writers' personal knowledge of the world and the manifestation of that knowledge through language (Dreeva & Tolparova, 2019). This shows that literary texts are closely tied to language and society. When literary writers express their worldviews, they convey experiential meaning. In other words, writers make linguistic choices that convey different types of experiences and these linguistic choices are known as transitivity choices which affect the interpretation of meaning as well as the characterisation and ideologies conveyed by writers (Megheirbi, 2010).

Hence, it can be seen that the language use by literary writers are indeterminate due to the individuality and personal aspect of each writer's worldviews, experiences and ideologies (Halliday & Matthiessen, 2014). Thus, more understanding is required on the linguistic choices that literary writers make in order to convey certain world experience or ideologies. In order to look into the indeterminate nature of language due to the incorporation of worldviews and experiences, the Transitivity System was introduced as it looks at the linguistic choices made by writers to convey worldviews, experiences and ideologies.

2.4 Transitivity System, Transitivity Analysis and its Functions

The Transitivity System was developed by Micheal Halliday in 1994 under the Systemic Functional Linguistic theory in 1985. This system encompasses the transitivity analysis which analyses clause structures in texts to show who does what to whom, and how. It provides information on the participants involved and the social settings of on-going events. The Transitivity analysis was developed to explain the way people make meaning through a system of

choices in textual materials. This is because writers create meanings according to social circumstances due to their perception of the world.

According to Halliday's SFG, language performs three metafunctions in contexts namely, ideational, interpersonal, and textual. Each clause performs all the three metafunctions at the same time. However, this study focuses on the transitivity system which uncovers the ideational metafunction that refers to the concept which underlies humans' use of language to express their experiences and perceptions of the world. By using language to express their world experiences, humans make transitivity choices in order to express happenings or on-going events that reflect the social setting. These transitivity choices are analysed through a transitivity system in which each clause is analysed into process, participants, and/or circumstances (Piyaporn, 2018).

With the categorisation of the three components, "participants", "processes", and/or "circumstances", the approach can be used to analyse the ways novel writers construct and convey certain themes, ideologies, meaning or social setting through the representation of the characters and events. The use of transitivity analysis is prominent in demonstrating language patterns and the ways meanings and ideologies are conveyed in literary texts as it uncovers the relation between lexis, their meanings and influences on the structure of the linguistic features in the texts (Nguyen, 2012). Moreover, according to Nguyen (2012), the transitivity system uses the text itself in analysing sentence structures to discover the linguistic patterns and how words are structured to convey meaning. Therefore, it is widely used by linguists to give light to the language usage in literary texts by writers. This is apparent in past studies conducted on both fiction and non-fiction materials by Arifiani and Meisuri (2014), Cunanan (2011), Emilia et al. (2017), Isti'anah (2014), Song (2013) and Wahyudin (2016).

The transitivity analysis is a feasible method of examining diverse types of texts (Ammara et al., 2019; Haroon & Arslan, 2021; Isti'anah, 2015). Ever since Halliday employed it to analyse William Golding's The Inheritors in 1971, it has become a method that is frequently used in textual analysis (Haroon & Arslan, 2021). In the transitivity system, the world of experience is represented through six processes, namely, the material process, the mental process, the relational process, the behavioural process, the verbal process, and the existential process. Due to the nature of the transitivity system which can provide a quantitative analysis of discourses it has become convincing and objective, leading many scholars to employ this theory when conducting textual analysis (Zhang, 2017). The six transitivity processes will be discussed in detail below.

2.4.1 Material Process

Material process is the process of doing which includes actions, activities, and events. In other words, the material process is an arrangement of a process, and participants involved require some input of energy to carry out actions and the participant is likely to undertake a change (Arifiani & Meisuri, 2014). They express the notion that some entity 'does' something-which may be done 'to' some other entity (Marbun, 2016). The participant who becomes the source of energy bringing about the change is called an Actor. Other participants can also be found in material processes such as Goal, Affected, and Agent.

This is an example of material process taken from Marbun (2016),

The lion	caught	the tourist.
[Actor]	[Process: Material]	[Goal]

2.4.2 Mental Process

Halliday (1994) states that mental process or the process of sensing reflects the processes of feeling, thinking, and seeing. Mental processes differ from Material ones as they indicate something that goes on in the internal world of the mind and some examples of verbs which refer to these mental processes are thinking, imagining, liking, wanting, and seeing (Marbun, 2016).The two participants in a mental process are termed as Senser and Phenomenon where the Senser is the conscious being that is feeling, thinking or seeing while Phenomenon is that which is 'sensed'- felt, thought, or seen (Arifiani & Meisuri, 2014).

This is an example of mental process taken from Marbun (2016),

Mark	likes	delicious food.
[Senser]	[Process: Mental]	[Phenomenon]

2.4.3 Verbal Process

Verbal process is understood as the process of saying where there is always one participant representing the speaker called a Sayer and the additional participants are Receiver, Verbiage and Target (Arifiani & Meisuri, 2014). The receiver is the one to whom the saying is directed, the verbiage is the function that corresponds to what is said which may be the content of what is said, or it may be the name of the saying, and the target is the entity that is targeted by the process of saying (Marbun, 2016). Besides, the message of the sayer may be reported in a separate projected clause or it may be summarized within the same clause. If a projected clause is used, this is not

analysed as a participant in the verbal process and the process and the participant in the projected clause are analysed separately.

This is an example of verbal process taken from Marbun (2016),

She	answered	one interviewer	‘Don’t ask, just go.’
[Sayer]	[Process: Verbal]	[Receiver]	[Projected]

2.4.4 Behavioural Process

Behavioural process is the process of behaving where the process is mid-way between materials on the one hand and mental (Eggins, 2004). For example, many mental perception process have paired process which express conscious physical act involved in perception: ‘see’ (mental) and ‘watch’, ‘look’, ‘stare’, etc. (behavioural); ‘hear’ (mental) and ‘listen’ (behavioural); and so on (Marbun, 2016). A behavioural process has one participant only, Behaver (Arifiani & Meisuri, 2014). A behavioural process functions more like one of doing than one of thinking/feeling. If there is another participant which is not restatement of the process, it is called a Phenomenon (Eggins, 2004).

This is an example of behavioural process taken from Marbun (2016),

She	lives	in the fast lane.
[Behaver]	[Process: Behavioural]	[Circumstance: place]

2.4.5 Relational Process

Relational process is known as the process of being. Halliday (2004) defines that a relational process is the process to say that experience is modelled as being (Arifiani & Meisuri, 2014). There are three types of relational processes, namely attributive, identifying and possessive processes. The meaning of an attributive is that "X is a member of the class A" (Eggins, 2004). There are two participants, a Carrier and an Attribute. An identifying process has a Token and a Value as the participants. A Token is the participant being defined, while a Value is the participant which defines. The last type of relational processes, possessive, is defined as the process of ownership and possession between clausal participants (Eggins, 2004).

This is an example of relational process taken from Marbun (2016),

Plant cells	have	a cell wall.
[Carrier]	[Process: Relational] Attributive: possessive	[Attribute]

2.4.6 Existential Process

Existential process is understood as the process of existing. Eggins (2004) defines that an existential process represents experience by positing that there was/is something. Existential process is easy to identify since the structure involves 'there' and 'it'. An Existent is the only obligatory participant (Arifiani & Meisuri, 2014). Eggins (2004) explains that an Existent usually follows the 'there is/there are' sequence, may be a Phenomenon and is often in a fact or an act.

This is an example of existential process taken from Marbun (2016),

Maybe there	's	some other book.
	[Process: Existential]	[Existent]

2.5 Past Studies on Transitivity Analysis

Various studies have been conducted in view of the key concept in this study that is transitivity analysis. This review will discuss the findings and show the development of these concepts through the lens of past studies conducted globally. Past studies on transitivity analysis have been conducted through various perspectives. This can be seen through the use of transitivity analysis in analysing various kinds of texts such as newspaper articles, textbooks, and literary texts across different countries.

2.5.1 Transitivity Analysis on Textbooks

Past studies of transitivity analysis conducted on textbooks mostly determined the transitivity processes that were used. In a study conducted on the textbook, 'Reading Passages of Practice Your English Competence' used by 8th graders in Medan, all six of the transitivity processes were used in the reading passages, however, material process was the most dominant (Arifiani & Meisuri, 2014). This study stated that material process was dominantly used in the reading passages as the texts consisted of actions and happenings (Arifiani & Meisuri, 2014). The study also concluded that the use of material process was suitable with the textbook that was analysed (Arifiani & Meisuri, 2014).

In another facet, transitivity analysis was also utilised to analyse the gender roles presented in textbooks, where the major findings indicated that textbooks in English as a Foreign Language classes expressed the gender roles asymmetrically. This means that male characters were represented more frequently than female with the ideology of power and the ideology were presented through the portrayal of the gender roles (Emilia et al., 2017). The study employed a qualitative descriptive analysis to analyse the textbook. The study concluded that educators using textbooks should be aware of the gender issues presented and the ways to use these textbooks due to the latent cognitive and communicative implications on EFL learners (Emilia et al., 2017).

From these studies, it can be seen that transitivity analysis conducted on textbooks were able to determine not only the types of transitivity processes that are suitable for the purpose of the text but also the ways that textbooks present the ideology of gender roles. Similarly, this study also looked at the types of transitivity processes that were used to suit the purpose of the text. Even though this study focuses on transitivity processes used in literature texts, it can provide more understanding on the ways transitivity processes can be used to suit the purpose of different types of texts and the meanings conveyed through the discourses. This shows that transitivity analysis is able to determine the social purpose of the texts, and the transitivity choices used to present the social purposes.

2.5.2 Transitivity Analysis on Literary Texts

Several past studies also illustrated the use of transitivity analysis on literary texts. The past studies focused on the discernment of the types of transitivity processes used in the texts from different aspects such as to understand the characterisation, ideologies or social issues presented in narratives. In Hussain et al. (2023) study that analysed the novel, *The Reluctant Fundamentalist*,

the researchers examined the way transitivity patterns evolved and shifted throughout the narrative in relation to the main character's changing ideological stance and identity. Findings of the study revealed that transitivity patterns reflect worldview and social positioning. Similarly, a comparative study by Sarwat et al. (2023) used transitivity analysis to analyse transitivity processes used in Charlotte Bronte's, *Jane Eyre* and Toni Morrison's *Beloved*. The study also discussed the diverse female representations and ideologies presented by the authors. From this, it can be seen that transitivity analysis is able to showcase worldview and ideologies in narratives.

Another significant aspect of using transitivity analysis to analyse novels is the understanding of characterisation through transitivity. Through transitivity analysis on *A Thousand Splendid Suns*, Rauf and Saleem (2021) investigated the portrayal of the character, Mariam. The findings displayed the use of various transitivity process to show the transformation of Mariam from an innocent and docile person to a powerful and empowered woman. The use of mental process presented Mariam's rationality while verbal process suggested the influential and controlling role played by Mullah, a religious segment in the Afghan society. The use of material process in the novel also suggested the transfer of power from Mariam's husband, Rasheed to Mariam.

In addition, another study on short narrative texts in Arabic and English also looks at the use of transitivity analysis as a means to understand text and the authors' perspectives through linguistic features (Al-Janabi, 2013). Al-Janabi found out that transitivity analysis was able to discover the important role of the writer in shaping the characters and structuring the entire narrative through the choice of words and sentence structure. The researcher also found out that transitivity analysis was applicable to analyse both Arabic and English narrative texts where the

usage of transitivity processes differed based on what the writer wishes to convey to his or her readers.

Besides that, Song (2013) conducted transitivity analysis on the short story *A Rose for Emily*. This study looked at the transitivity processes and the ways in which they function to construct themes as well as shape the characters in the short story. The findings were discussed from the perspective of the transitivity process types and the way each process type function to illustrate the themes and characterisation in the story (Song, 2013). The short story used all the six transitivity processes and Song concluded that the transitivity analysis functioned well to illustrate the themes in the story as well as portray the characters.

Additionally, the transitivity analysis conducted on Hoa Pham's *Heroic Mother* investigated the portrayal of the main character's personality through the language used by writer (Nguyen, 2012). According to Nguyen (2012), through the use of the transitivity analysis, the writer was able to discern the main character's personality based on the tendency of the writer to use more mental and behavioural processes to express the main character. The study also discovered that even though the story was written from a first person's narrative where the main character narrates her own story, the main character was not the central focus as the participant but rather the environment and the society surrounding her were mentioned more as she shares about her innate thoughts and feelings. It can be concluded that the use of transitivity analysis helped to provide linguistic evidence to readers which supports the comprehension of the intended meaning conveyed by the writer (Nguyen, 2012).

In another study where transitivity analysis was conducted on *Old Mrs. Grey* by Virginia Woolf, Cunanan (2011) found out that the transitivity system was able to reveal how the characters

in the story are portrayed through the transitivity processes with existential process being used the most. The study also found out that the debilitation of the main character was portrayed through the use of the transitivity processes and the unconventional writing style of the writer was also reflected. Therefore, the researcher concluded that the transitivity analysis can serve in literature teaching through the linguistic application of categorisation into vocabulary, syntax and semantics.

In understanding the characterisations of specific characters in novels through transitivity analysis, Chiranorawanit and Sripicharn (2020) conducted a corpus-based study of the characterisation of Mother, specifically, Mrs. Weasley in *The Harry Potter* novels. The study discerned the dominant use of verbal, material and behavioural process in the characterization of Mrs. Weasley. The various representations of Mrs. Weasley through the different transitivity processes and roles displayed that she is a good mother where she was described to be a disciplinary mentor and caretaker. In another corpus-based study by Ammara et al. (2019), the novel, *To the Lighthouse* was analysed. The study discerned transitivity in the novel using corpus analysis tool software where relational process was used most, followed by mental and material process. Moreover, Rendadirza and Ardi (2020) analysed Mary Norton's *The Borrowers* and focused on the use of transitivity processes to showcase the characters in Chapter One. The findings showed that relational process was used dominantly to explain the characters in Chapter One. Besides that, material process and verbal process were also significantly used in the first chapter.

Qasim et al. (2018) also utilised transitivity analysis to analyse linguistic choices in the novel, *Moth Smoke*. The study investigated how the behaviours of various characters, their social positions, and feelings were constructed and presented through language use. The use of material process was prominent in the novel. Furthermore, the study also found out that the participant roles

assigned to the characters successfully presented the characters. Moreover, the attitude of narrator, circumstances and thematic concern of novel complemented the point of view and transitivity choices associated with the characters. Looking at another study by Yousaf et al. (2022), the transitivity analysis on William Golding's *Free Fall* was able to determine the process types, participants, and circumstantial elements. The study deciphered the experiential meanings intended in the novel, the themes and their implications. The findings recorded material process, mental process and relational process to be used most.

Following that, Yousif and Bulaila (2023) examined the transitivity patterns and the extent of the conformation of linguistic approaches to literary texts with existing literary analyses. Transitivity analysis was conducted on D.H. Lawrence's *The Rocking Horse Winner*. The findings showed that material, mental and relational process were used most. In terms of the extent of conformation, the findings from the linguistic analysis found similarities with literary approaches that analysed the story from psychological point of view.

The use of the transitivity analysis can be found in the analysis of persuasion skills through Darani (2014) study on George Maxwell's *Animal Farm*. The study revealed that material process was highly used, showing that persuasion is expressed through actions where one needs to act rather than involving emotions and verbal actions as making changes upon acting is more effective. Therefore, this study concluded that literary texts require more investigation in terms of its linguistic analysis due to the socially constructed meaning in language that influences one's perceptions as well as interpretation of information.

From the review of the past studies using transitivity analysis on literary texts, it can be seen that transitivity analysis serves as a textual analysis tool which is able to uncover the socially

constructed meaning of the texts as well as the portrayal of the characters and themes of the literary texts through detailed linguistic analysis of the writers' language use. This study brought forth more data and knowledge on the use of transitivity analysis in analysing the language use in novels to represent characters and events. It also focused on the use of language in the novels as a whole in comparison to other past studies that focus on the representation of a particular character, society, or ideology.

2.5.3 Transitivity Analysis on Newspaper Articles

In a study conducted on opinions in newspaper articles, Isti'anah (2014) utilised transitivity analysis to look at the processes used to express the Jakarta election process. The study employed Critical Discourse Analysis (CDA) to analyse four opinions on the election. The researcher discerned material process to be the dominantly used transitivity process and findings show that the opinions in the newspaper articles also used relational, verbal, and mental processes to describe Jakarta and portray the expectations of the people. Besides that, the study indicated that the opinions influenced the readers through the language use as seen in the positive labels used to portray Jakarta.

In another study, Wahyudin (2016) used the transitivity analysis to analyse a news article from Jakarta Post to understand the perspective of the author. The analysis showed that verbal process was the dominant process used as the author's purpose was to inform and persuade readers on the news item. It can be concluded that the news was effective as the author constructed the text with rich experiential information that represented the meaning of the text.

From the past studies above, it can be seen that transitivity analysis also serve to uncover the social function of the newspaper articles. These previous studies indicated that the transitivity

processes were utilised to construct the socially-influenced texts which convey the experiential meaning of social issues and personal worldviews of the authors. As compared to analysis on newspaper articles that report real-life issues of the world, this study looked into novels and uncovered the use of language in representing fictional characters and events. From there, the difference in the use of transitivity process to suit the social purpose of the texts can be compared.

2.6 Summary of Significant Past Studies

Table 2.1

Summary of Past Studies Using Transitivity Analysis to Analyse Literary Texts (Recent to Older)

Author(s) and Year	Title	Place of Publication	Main Findings
Hussain, Ajmal and Akhtar (2023)	Unraveling Changez: A Transitivity Analysis of Character Development in The Reluctant Fundamentalist	Pakistan Journal of Humanities and Social Sciences	The writer's use of transitivity patterns evolved and shifted throughout the narrative in relation to Changez's changing ideological stance and identity. The findings revealed that transitivity patterns reflect worldviews and social positioning.
Sarwat, Tariq and Shah (2023)	Analysing Transitivity Processes in the Novels of Charlotte Bronte's "Jane Eyre" and Toni Morrison's "Beloved": A Comparative Study	The International "Journal of Academic Research for Humanities"	The use of transitivity analysis uncovered the diverse female representations and ideologies presented by the writer. The use of material process in *Jane Eyre* and mental process in *Beloved* were prominent to represent the characters and ideologies. In both novels, mental and behavioural process were highly utilised.
Yousif and	Transitivity Analysis of D. H. Lawrence's	International Journal of	This study examined the transitivity patterns and the extent of the conformation

Bulaila (2023)	The Rocking Horse Winner	Arabic-English Studies	of linguistic approaches to literary texts with other existing literary analyses. This is a novel study were it provided another perspective to the use of transitivity analysis. The linguistic analysis of this study found similarities with studies using literary approaches that analysed the story from psychological point of view.
Yousaf, Mushtaq and Arshad (2022)	Transitivity Analysis of Golding's Novel *Free Fall*: A Stylistic Analysis	International Journal of Pukhtunkhwa	The determination of the process types, participants, and circumstantial elements in William Golding's *Free Fall* deciphered the experiential meanings intended in the novel, the themes and their implications. Material process, mental process and relational process were used most.
Rauf and Saleem (2021)	Transitivity Analysis of Mariam's Character in *A Thousand Splendid Suns*	University of Chitral Journal of Linguistics and Literature	The use of transitivity analysis showed the portrayal of Mariam. It presented the transformation of Mariam from an innocent and docile person to a powerful and empowered woman. The use of mental process presented Mariam's rationality whilst verbal process suggested the influential and controlling role played by Mullah (religious segment in Afghan society). The use of material process suggested the transfer of power from Rasheed to Mariam.
Chiranorawanit and Sripicharn (2020)	A Corpus-Based Study of Characterization of Mother in Children's	The New English Teacher	The various representations of Mrs. Weasley through the use of different transitivity processes and roles showed that she is a good mother where she was

	and Young Adult Literature: A Transitivity Analysis of Mrs. Weasley in The Harry Potter Novels		characterised as a disciplinary mentor and caretaker. The use of verbal, material and behavioural process were mostly significant in the characterization of Mrs. Weasley.
Rendadirza and Ardi (2020)	Transitivity Process in Mary Norton's Novel The Borrowers (1952)	English Language and Literature	The use of transitivity analysis to analyse Chapter One of Mary Norton's *The Borrowers* resulted in the discovery of relational process being used dominantly to explain the characters. Besides that, material process and verbal process were also significantly used by the writer.
Ammara, Anjum and Javed (2019)	A Corpus-Based Halliday's Transitivity Analysis of "To The Lighthouse"	Linguistics and Literature Review 2019	The methodology of this study was unconventional where transitivity in the novel was discerned using corpus analysis tool software. The use of the corpus analysis tool software yielded results were relational process was used most, followed by mental and material process.
Qasim, Talaat, Khushi and Azher (2018)	Linguistic Choices in Hamid's Moth Smoke: A Transitivity Analysis	International Journal of English Linguistics	Transitivity analysis was employed to investigate how behaviour of various characters, their social positions, and feelings were constructed and presented through language use. The attitude of narrator, circumstances and thematic concern of novel complemented the point of view and transitivity choices associated with the characters.
Darani (2014)	Persuasive Style and its Realization	Procedia – Social and	By analysing the persuasion skills presented in George Maxwell's *Animal*

	Through Transitivity Analysis: A SFL Perspective	Behavioral Science	*Farm*, this study revealed that material process was highly used, showing that persuasion is expressed through actions where one needs to take action rather than involving emotions and verbal actions as making changes upon acting is more effective. Thus, literary texts require more investigation in terms of its linguistic analysis due to the socially constructed meaning in language that influences one's perceptions as well as interpretation of information.
Al-Janabi (2013)	Transitivity Analysis in English and Arabic Short Narrative Texts: A Constructive Study	Al-Adab Journal	By viewing the use of transitivity analysis as a method to understand text and the authors' perspective, it was able to discover the important role of the writer in shaping the characters and structuring the entire narrative through the choice of words and sentence structure. The findings show that transitivity analysis is not limited to only English narrative texts but it is also applicable to analyse Arabic narrative texts. The findings showed the differences in the transitivity choices made by the writer based on what the writer wishes to convey to his or her readers.
Song (2013)	Transitivity Analysis of A Rose for Emily	Theory and Practice in Language Studies	The use of transitivity analysis on the short story *A Rose for Emily* looked at the transitivity processes and the ways in which they function to construct themes as well as shape the characters in the short

			story. The findings were discussed from the perspective of the transitivity process types and the way each process type function to illustrate the themes and characterisation in the story. The short story used all the six transitivity processes and they functioned well to illustrate the themes in the story as well as portray the characters.
Nguyen (2012)	Transitivity Analysis of "Heroic Mother" by Hoa Pham	International Journal of English Linguistics	Additionally, the transitivity analysis conducted on Hoa Pham's *Heroic Mother* investigated the portrayal of the main character's personality through the language used by writer. Through the use of the transitivity analysis, the writer was able to discern the main character's personality based on the tendency of the writer to use more mental and behavioural processes to express the main character. Even though the story was written from a first person's narrative, the main character was not the central focus as the environment and the society surrounding her were mentioned more as she shares about her innate thoughts and feelings. The use of transitivity analysis helped to provide linguistic evidence to readers which supports the comprehension of the intended meaning conveyed by the writer.
Cunanan (2011)	Using Transitivity as a Framework in a	Asian EFL Journal	Transitivity analysis was conducted on *Old Mrs. Grey* by Virginia Woolf where it

	Stylistic Analysis of Virginia Woolf's Old Mrs. Grey		revealed the way characters in the story were portrayed with existential process being used the most. The findings were significant as it presented the debilitation of the main character through the use of the transitivity process as well as the unconventional writing style of the writer.

2.7 Research Gap

As mentioned before, English literary works carry significance and have impacted the Malaysian society, especially young adult readers as well as Malaysian literary text writers. With an extensive review of previous studies, this study determined that there are knowledge gaps with regards to the understanding and creation of literary works through the transitivity system.

Firstly, there is knowledge gap in the understanding of the creation of literary texts as well as the meaning, themes, or ideologies conveyed by literary texts writers to its readers (El-Rahman, 2022). The creation of literary texts includes writers' social experiences and worldviews whilst the reading of literary texts requires the ability to relate to the meaning, themes or ideologies conveyed by the writers. With the inclusion of the writers' personal experiences and worldviews in the creation of the literary texts, indeterminacy is attached to the writers' language use due to the various linguistic choices that can be made to express an idea or issue (Halliday & Matthiessen, 2014). Thus, more knowledge is required to understand the creation of literary texts.

Secondly, there is a lack of study conducted on understanding the use of language in the creation of literary texts (Yousaf et al. 2022). As mentioned earlier, Malaysian writers face issues

in the creation of localised English literary works due to challenges in their language choices and representation of multiculturalism (Raihanah, 2009). Thus, by looking at the language use in the creation of literary texts, it can aid literary writers in the representation of characters and events in their literary works.

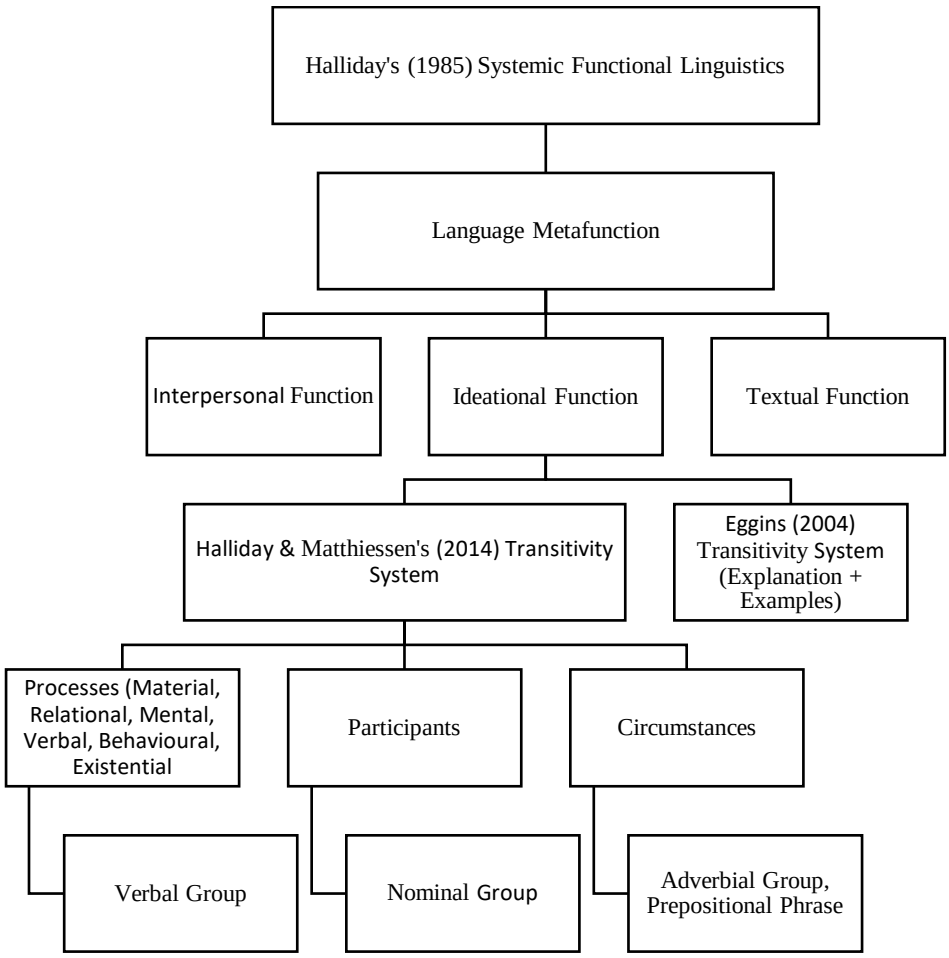
Thirdly, there is a lack of study in using the Transitivity System to understand the ways literary text writers use language to convey certain meaning, themes or ideologies (Pasaribu et al., 2020). This research gap limits the understanding of how writers can utilise language by making transitivity choices to convey certain meanings, themes, or ideologies that reflect their social experiences or worldviews.

Therefore, this study explored the ways writers can use language through the lens of the Transitivity System to show how literary text writers can make suitable transitivity choices to convey meanings, themes or ideologies that reflect their social experiences or worldviews. This would help both literary text readers and writers in the Malaysian society as they are able to understand the creation of literary texts and its social purpose.

2.8 Theoretical Framework

Figure 2.1

Theoretical Framework



This study incorporated Halliday and Matthiessen's (2014) Transitivity System that was developed under the Systemic Functional Linguistics Theory by Halliday (1985). The Systemic Functional Linguistic Theory states that language construe human experiences and it can be looked at from three language metafunctions, namely Interpersonal metafunction, Ideational metafunction,

and Textual metafunction. The Ideational metafunction looks at human experience that is construed through lexicogrammar of language (Halliday & Matthiessen, 2014). Under the Ideational metafunction of language, the Transitivity System was first developed in 1994 by Micheal Halliday before it was revised in 2014 by Christian Matthias Ingemar Martin Matthiessen. The Transitivity System involves the experiential metafunction of language where clauses represent the flow of events through the identification of three elements: process, participants and circumstance (Halliday & Matthiessen, 2014). According to Halliday and Matthiessen (2014), in the transitivity system, clauses interpret the relationship of significance between a word and its meaning. The 'process' element is realized by a verb which directly involves 'participants' and 'circumstances'. Experiential meaning expresses a flow of events centered on a process which can be construed into six process types (Halliday & Matthiessen, 2014). They are material process, behavioural process, mental process, verbal process, relational process and existential process. Material process shows actions where the actor does something with/without a goal (I jumped over the fence.) while mental process looks at the innate sensing of the participant which usually involves thoughts and feelings (I like chocolate.). Relational process characterises and identifies where the 'be' verb is usually used (He is kind.) while behavioural process depicts the physiological and psychological aspect of a conscious being (I laughed at her silly antics.). Verbal process is used to indicate saying ("I am happy," she said.) while existential process states something that exists or happens and is usually accompanied with the word 'there' (There was once a magnificent castle on the hill.) (Halliday & Matthiessen, 2014).

The theoretical framework for this study also referred to the book by Eggins (2004) *An Introduction to Systemic Functional Linguistics* which provides further explanation and detailed

examples on the Transitivity System developed by Halliday (1994). Eggins (2004) clearly advocates the Transitivity System by Halliday and Matthiessen (2014), making it the basis for the application of the theory in this study.

This theoretical framework was designed to answer the three research questions proposed in accordance with the problem statements mentioned. This study focused on the language use by writers in conveying themes, meaning or ideologies through the representation of fictional characters and events in literary texts. When literary writers use language to create literary works, their worldviews are conveyed through the experiential meanings created by the transitivity choices that they made. This is where the theoretical framework designed is applied in this study as the Transitivity System looks at the linguistic choices and focuses on the experiential meanings conveyed. The Transitivity System explores the experiential meaning through the flow of events or happenings which are determined by the transitivity verbs (Processes). The Transitivity System also examines Participants and Circumstances to show who does what to whom. Thus, this helps to answer the research questions of this study as it focuses on the ways language is used by writers to convey themes, ideologies or meanings to their readers. By using this theoretical framework, the language used by the writers in the representation of the characters and events in both novels were discussed through the three Transitivity elements, Participants, Processes and Circumstances.

2.9 Conceptual Framework

Figure 2.2

Conceptual Framework

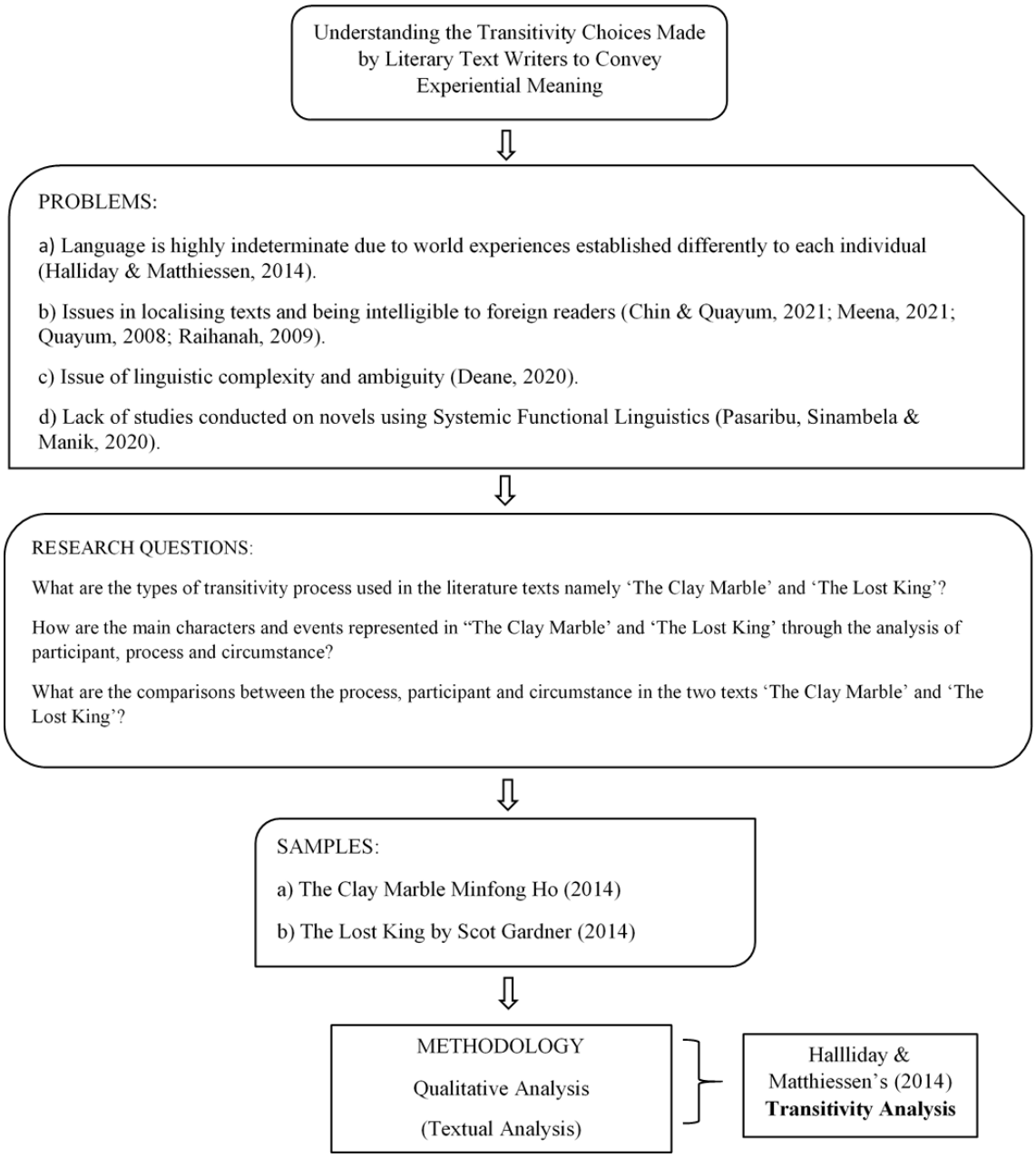


Figure 2.2 shows the conceptual framework of this study. The framework highlights the statement of problems and the three research questions posed in this study. Besides that, the framework also listed the samples of this study which consisted of two novels used in the Malaysian secondary schools for the SPM English Literature subject. Moreover, the framework stated the methodology of this study which included a qualitative research design, specifically textual analysis and transitivity analysis to analyse the samples of this study.

2.10 Summary of the Chapter

To summarise, this chapter reviewed on past studies conducted using transitivity analysis as well as the development and impact of literary texts in the Malaysian society. It also highlighted the research gap as well as introduced the theoretical framework that was developed to answer the research questions proposed in this study. Therefore, this study is aimed at using the transitivity analysis to look at literary writers' use of language in creating literary works which carry experiential meanings due to the influence of their worldviews. By looking at these aspects, this study gained further understanding on the creation of literary works and the ways writers make linguistic choices to convey meaning to their readers.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter introduces the research design of this study as well as the samples that were analysed. This study employed a qualitative research design using textual analysis with transitivity analysis as the means of textual analysis on the samples. Two novels namely, *The Clay Marble* by Minfong Ho and *The Lost King* by Scot Gardner were chosen as samples. The data analysis steps were also explained in this chapter.

3.2 Research Design

Qualitative research explores real-life issue by answering the "hows" and "whys" that are challenging to be quantified (Busetto et al., 2020). According to the researchers, the data in qualitative research generally consists of words instead of numbers. Qualitative research is inherently inductive where it involves the exploration of meanings and insights in a given situation (Mohajan, 2018). Besides that, it focuses on words instead of statistics as it interprets situations to understand the meanings that are deciphered from day to day by individuals (Walia, 2015).

This study employed a qualitative research design where textual analysis was employed with transitivity analysis as the means of textual analysis in order to answer the research questions. Qualitative research methods were chosen to collect and analyse the data because the methods enable the issues and research subjects to be evaluated in an in-depth and detailed manner. Besides that, the use of qualitative research methods increases the sensitivity to contextual factors as well

as the flexibility in adapting to unexpected ideas besides developing new ideas and theories through the evaluation of materials with greater details (Mohajan, 2018). The core of qualitative data is to look for themes and patterns that can be challenging to quantify and to allow explanation of "how", "why" or "what" (Tenny et al., 2022). In addition, textual analysis is a qualitative method to understand language and the symbols presented in texts in order to understand the ways people make sense of the text or the world (Arya, 2020). According to Arya (2020), the goal of textual analysis is to understand the meaning or message conveyed and not merely analyse the structure of the text. Through the use of textual analysis, one is able to understand the subjective interpretation of texts due to the variations in an individual's sense-making such as cultural differences, different values and belief systems, as well as different cognitive processing abilities (Rockson et al., 2023). Some previous studies in which textual analysis was conducted using transitivity analysis on literary texts could be found in Briones (2016), Harahap et al. (2024), and Pasaribu, et al. (2020).

Thus, this study analysed two novels using textual analysis which consisted of reading through numerous words and identifying themes in the novels before clausal structures relevant to the themes were selected to be analysed. With transitivity analysis, the data were analysed in an in-depth and detailed manner as the clauses were broken down and categorised into the transitivity elements.

3.3 Sample Selection

The sample of this study involved two novels titled *The Clay Marble* by Minfong Ho and *The Lost King* by Scot Gardner. These samples were chosen because they are relevant in the Malaysian society as young adults in Malaysian secondary schools are reading these two novels

due to their inclusion in the SPM English Literature syllabus (Ministry of Education Malaysia, 2020). These two novels were also selected for analysis due to its relevance to the young adult readers as they consists of young adult protagonists. One of the novels, *The Clay Marble* highlighted a theme which is war and the effects of the communist party, Khmer Rouge's ruling on the Cambodian people. This theme relates to the Malaysian society as Malaysia has experienced British colonisation in the 19th century, pre-World War 2, and post-World War 2, Japanese invasion in the years 1941 to 1945 as well as the insurgency of communism in 1947 (MyGovernment Portal, 2023). In each literary text, historical and cultural contexts are reflected in its discourse due to the writer's socioeconomic background which influence his or her choice of characterisation and language use (Akhter & Lamba, 2022). In the other novel, *The Lost King,* the writer highlighted themes such as personality differences among friends as well as the strengthening of friendship bonds through the acceptance of differences. These issues are very much relevant to young adult readers who are going through puberty and self-growth (Alsarrani et al., 2022). Both novels have plots that occurred at different timelines- one was based on a historical context while the other was set in the modern age. The analyses on these two novels serve to highlight the similarities and differences in the writers' language use through the transitivity lens as both writers conveyed the idea of hope as well as portrayed young adult characters overcoming challenges in life. As Malaysian young adult readers are now exposed to these novels, the analysis on the writers' transitivity choices in conveying a historical event involving war and an unusual happening of being lost in the wilderness contributes to their understanding of the meaning conveyed by both writers. Moreover, this analysis would be beneficial to Malaysian writers and linguists in general as they can get a clearer visualisation on the ways language can be used through certain transitivity choices

in order to convey similar issues and ideas. As the Malaysian society is multicultural and multilingual, the analyses on these two novels provide Malaysian readers and writers a better understanding on the transitivity choices that writers make to convey a variety of ideas and themes. Therefore, findings from these samples would be relevant to the local society as well as writers and linguists in general as the analysis method can serve as a tool in understanding the way a text conveys its functions and meaning (Fernandez, 2018).

3.4 Samples of the Study

3.4.1 Background of the Texts

a) *The Clay Marble* (Ho, 2014)

This novel was published in 1991. Nevertheless, the novel that was analysed in this study is the students' edition currently used in Malaysian secondary schools under the syllabus of Sijil Pelajaran Malaysia (SPM) English Literature subject. This students' edition was first published in 2014 with 150 pages. It illustrated the life of a girl named Dara as well as her friend Jantu and the struggles that they faced during the early 1980s in the settings of the war-torn Cambodia after the fall of the Khmer Rouge. The story highlighted the growth of Dara as she transitioned from being immature, naive, childish and unimportant in terms of decision-making and leadership in her family to being opinionated and she developed her voice through her attitudes, behaviour and thinking (Syamsina & Ida, 2020). This piece of literary text was written by an award-winning author of literature for children and young adult, Minfong Ho. She spent most of her childhood in Thailand. Later on, she studied in Taiwan before she pursued higher education in Cornell University in Ithaca, New York. In 1980, she worked as a nutritionist with an international organisation at the refugee

camps at Thai-Cambodian border. This novel, *The Clay Marble* was the result of that sojourn.

b) *The Lost King* (Gardner, 2014)

This novel was published in 2008. However, the novel that was analysed in this study is the students' edition that is currently being used in Malaysian secondary schools under the syllabus of Sijil Pelajaran Malaysia (SPM) English Literature subject. This students' edition was first published in 2014 with a total of 170 pages. This novel looked at the experiences of Peter King and his classmates as they attended a school wilderness camp but were lost in the midst of completing a group task. Together, Peter King and his classmates braved through the cold nights and Mother Nature as they searched for the trail that led them back to the camp. Despite disagreements and conflicts, they had to make choices and work together to survive in the wilderness where they had nobody but each other. Along the way, Peter King and his classmates formed a friendship bond and experienced the lifelong lessons of surviving in the forest with bare resources. This novel was written by Scot Gardner, an Australian young adult fiction writer. Most of his works represented everyday people, mostly young adults with their everyday problems. His works were classified as 'absurd fantasy' and 'gritty realism'.

3.5 Data Analysis

The data were analysed using textual analysis where the characters and events conveyed in the novel were determined and themes were generated. Then, sentences which portray the themes

were extracted and transitivity analysis was performed. The transitivity analysis allowed the researcher to determine the transitivity processes that were used by the writers to portray the representation of the characters and events in the novels. The transitivity processes that were determined were tabulated and the frequencies were compared to see which processes were dominantly used in the novels to portray the characters and events/circumstances. Through the transitivity analysis, the linguistic features such as clausal structure, vocabulary and grammatical structure were also shown and discussed in the findings.

3.5.1 Validation of Data Analysis

This study had appointed an inter-rater to verify the analysis of the clauses into its respective process types. A portion of the data was submitted and verified by the inter-rater. This increased the reliability and credibility on the classification of the transitivity process types. The inter-rater appointed is an expert on the field of Discourse studies encompassing various fields such as health communication, media, and literary works. The inter-rater was also a co-editor for two books titled "Discourses of Southeast Asia: A Social Semiotic Perspective", and "Discursive Approaches to Politics in Malaysia". The biodata, invitation letter, as well as the letter of acceptance for the appointment of the inter-rater had been included in Appendices.

3.5.2 Steps of Analysis

The steps of analysis for this study were as follows:

1) Reading through the texts 3 times to get an understanding of the characters and events in the novels by getting the main idea of text.

2) After getting the main idea of the text, the main characters who were involved in the major events of the novel were determined.

3) After determining the main characters and the major events of novel, themes conveyed by the writers through their portrayal of the main characters and the major events were generated.

4) Based on the themes generated, the respective sentences/clauses which reflect the portrayal of characters and events in the texts were determined. Complex sentences were broken down into simple clauses to allow transitivity analysis to be conducted.

5) Transitivity analysis was conducted on the selected clauses to determine the transitivity processes used by the writer.

    a) Grammatical groups present in the clauses were determined
    b) Verbal group in the clauses were determined
    c) Transitivity processes used in the clauses were identified
    d) Circumstance of the clauses in terms of the structural arrangement of grammatical components were determined

6) The frequency for each of the transitivity process determined was tabulated.

7) The main themes for each novel and the transitivity elements for the clauses analysed were presented. The clausal breakdown of the transitivity processes were included to show the classification of the clauses into its respective process types and the transitivity elements present in each process type.

8) The findings between two novels were compared.

9) The findings were then discussed.

3.6 Summary of the Chapter

To summarise, this study employed a qualitative research design where textual analysis and transitivity analysis were conducted on two novels, *The Clay Marble* and *The Lost King* to determine and show the types of transitivity processes used as well as the representation of characters and events through the transitivity elements, Participants, Process and Circumstance.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of this study according to the three research questions posed in Chapter 1. The findings looked at the types of transitivity process that the respective novel writers used in the representation of the characters and events. The comparisons on the use of transitivity between two novels were also discerned. Besides that, discussions were made in regard to the suitability of the transitivity analysis in answering the research questions as well as the social issues that the writers highlighted through their representation of the characters and events.

4.2 Findings

This study analysed a total of 293 clauses with 161 clauses for *The Clay Marble* by Minfong Ho novel and 132 clauses for *The Lost King* novel by Scot Gardner. After transitivity analysis was conducted, the clauses were categorized into the types of transitivity processes and their frequencies were tabulated. Additionally, the clauses were broken down to determine their clausal structures. After conducting transitivity analysis, the representation of the events and characters for both novels were also determined and classified into themes. Each of the themes determined for each novel was discussed with examples of clauses and the types of transitivity processes determined through the transitivity analysis. The findings for both novels were discussed to understand the ways both writers use language to convey the social purposes of the texts. The social issues and the ways the writers used language to present them through the representation of the characters and events were also discussed. The findings for this study were presented and discussed according to the three research questions posed.

4.3 RQ 1: What are the types of transitivity processes used in *The Clay Marble* and *The Lost King*?

Table 4.1

Types of Transitivity Processes Used in The Clay Marble and The Lost King

	The Clay Marble	The Lost King
Material Process	**38**	**27**
Mental Process	**31**	**24**
Verbal Process	**11**	**9**
Behavioural Process	**12**	**14**
Relational Process	**64**	**56**
Existential Process	**5**	**2**

Table 4.1 shows that all transitivity processes were used by the writers. Both novels recorded similar results where relational process was determined to be dominantly used with *The Clay Marble* recording a frequency of 64 and *The Lost King* at 56. It is then followed by the material process at 38 and 27, mental process at 31 and 24, and behavioural process at 12 and 14 respectively. Both novels used the verbal process and existential process the least. *The Clay Marble* recorded 11 and 5 respectively whilst *The Lost King* recorded 9 and 2 respectively.

What is striking about the findings in this table is the use of relational process in describing the state of the main characters and major events. The use of relational process conveys the concepts and social issues intended by the writer (Dewi et al., 2023). Dewi et al. (2023) also state that the

use of relational process is evident in literary texts as it helps to show the relation between two entities as well as provide descriptive image of certain abstract concepts or themes that writers want to convey. It is apparent that material process was also prominently used in both novels as it shows actions or happenings in the novels. The use of material process is important to portray the actions of the characters or participants in the novels in order to show the progression of actions or happenings in the novels (Halliday & Matthiessen, 2014; Malik et al., 2024). Significantly, the writers' use of material process allows them to represent their real-world experiences of doing and happening in their literary work (Anjarwati et al., 2021).

After analysing the types of transitivity process used in both novels and their respective frequencies, the findings moved on to answer the second research question of this study.

4.4 RQ 2: How are the main characters and events represented in *The Clay Marble* and *The Lost King* through the analysis of 'Participant', 'Process' and 'Circumstance'?

The representation of the characters and events pivotal to the two novels were discussed respectively. For each novel, the representation of the characters and events were categorised according to the main themes conveyed by the writer which highlighted the major events and the characters involved. These main themes were discussed through the transitivity analysis components- Participants, Process, and Circumstance. Under the findings presented for each theme, examples were also provided in table format to show a clear classification of the clauses into their respective transitivity process types. The table shows the clausal breakdown of the process types into its constituents to allow a better understanding of how the clauses were classified into the process types. It is to be noted that the examples of the clausal breakdown provided in the findings

constitute only a portion of the data analysed. The complete data analysis has been included in Appendices.

4.4.1 *The Clay Marble*

In *The Clay Marble*, a total of five themes were determined. The representation of characters and events in this novel will be discussed under each theme.

Theme 1: The effects of war on the people of Cambodia

The first theme determined in *The Clay Marble* was the effect of the Cambodian Civil War on the people of Cambodia. This theme was present throughout the entire novel as the focus revolves around the idea of Cambodians seeking refuge at the Nong Chan Camp whilst detailing the sufferings of the Cambodians and the things that they have to face throughout the war. The writer mostly used relational process and material processes to visualise the sufferings and the implications of the war between the Khmer Rouge and the invading Vietnamese soldiers. The 'Participant' mainly focuses on Khmer Rouge and the Cambodians. Looking at clausal structures which use material process, the writer depicted what the Khmer Rouge did to properties, land or people. An example is the sentence "The Khmer Rouge soldiers had even set fire to our houses and rice barns" (Ho, 2014, p. 9). The words that the writer used are mostly negatively connoted words such as set fire, destroyed, killed or hurt and bombs as seen in the sentence "Many of the villagers were killed or hurt by shrapnel" (Ho, 2014, p. 10).

Table 4.2

Examples of Clausal Breakdown of Material Process

Actor	**Process: Material**	**Goal**
The Khmer Rouge soldiers had even	set fire	to our houses and rice barns.
The Communists	destroyed	my own family

Table 4.2 illustrates the examples of the clauses that were broken down into their constituents to show material process.

Table 4.3

Example of Clausal Breakdown of Material Process (Without Actor)

Goal	**Process: Material**	**Circumstance**	**Actor**
Many of the villagers	were killed or hurt	by shrapnel	-

In Table 4.3 is an example of the clause that was broken down into its constituents to show material process. This example is a clause that uses material process without an actor.

Table 4.4

Example of Clausal Breakdown of Material Process (Without Actor)

Circumstance	**Process: Material**	**Goal**	**Circumstance**	**Actor**
For months, bombs	were dropped	around us,	sometimes as often as five or six times a day	-

Table 4.4 presents another example of the clausal structure arrangements of material process without an actor.

As seen in Table 4.3 and Table 4.4, the writer also depicted what the Khmer Rouge soldiers did without specifically mentioning the actor. The writer structured the sentences by focusing more on the goal (the Cambodians-Participant) and the Circumstance (the ways the Khmer Rouge soldiers cause suffering to the Cambodians) to emphasize what they are experiencing by not assigning an actor into the sentences "For months, bombs were dropped around us" (Ho, 2014, p. 9) and "Many of the villagers were killed or hurt by shrapnel" (Ho, 2014, p. 10).

Besides that, the writer used relational process to express the main character, Dara's idea of liberation by using the word 'nightmare' as well as depicting feeling of fear through the words 'cold' and 'silent' respectively as seen in the sentences "Liberation turned out to be a long nightmare of hunger and misery" (Ho, 2014, p. 11), "And fear- always that cold, silent fear" (Ho, 2014, p. 11). This showed the effects of war atrocities on the people's emotions and minds as the war was described as a long nightmare where the people were gripped with cold dread, and unable

to wake up from it. The sentences which reflect the effects of war are "I was beset by my own intense fear" (Ho, 2014, p. 11), and "Three years passed like one long nightmare" (Ho, 2014, p. 11). The main 'Participant' is the Cambodians affected by the war as the writer focuses on describing their emotional and mental states by using attributes that have negative connotations. The examples are shown in the tables below.

Table 4.5

Examples of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**	**Circumstance**
Liberation	turned out	to be a long nightmare of hunger and misery.	-
You	are	gripped	by such a cold dread.
It	was	eerie	-
I	was	beset	by my own intense fear.

From the examples shown in Table 4.5, the writer mainly used relational process to describe the emotional and mental state of the people by using attributes that are negatively connoted. From this, it is seen that the writer conveyed the effects of the war to be negative by mainly using material

and relational processes with negatively connoted words and goal-focused clauses to describe the physical, emotional and mental effects of war on its people under the ruling of the Khmer Rouge in Cambodia.

Theme 2: The tight-knit community relationship among refugees

The second theme determined was the tight-knit relationship shared among the refugees at the Nong Chan camp. This theme was presented after the main character Dara, her brother and mother had arrived at the Nong Chan camp in search for food, supplies and rice seeds so that they could move on with a better life after the death of Dara's father. After the arrival of Dara and her family members at the Nong Chan camp, the writer visualized the community relationship that the refugees share in the midst of their sufferings. This theme was implicitly shown through the interaction between the characters when Dara and her family arrived at the refugee camp. This can be seen in the use of verbal and behavioural processes as the character, Nea conversed with Dara's mother about their situation as well as extended a smile. The main 'Participant' was the refugees at the Nong Chan camp such as Nea and Dara's mother.

Table 4.6

Examples of Clausal Breakdown of Verbal Process

	Sayer	**Process: Verbal**
"Let me help you get your fire started",	she	said
"Until you get your rations, my family can share ours with you",	she	said

Table 4.6 consists of examples of clauses broken down into their constituents to show verbal process.

Table 4.7

Example of Clausal Breakdown of Behavioural Process

Behaver	**Process: Behavioural**	**Circumstance**
She	was smiling	up at us.

Table 4.7 exemplifies a clause broken down into its constituents to show verbal process.

Additionally, the use of material processes was apparent as Nea's gestures were welcoming when she comforted Dara's mom through the action of touch. The writer also used material process

to depict the community-based relationship among the refugees who were sharing rations with each other. An example can be seen in Table 4.8.

Table 4.8

Example of Clausal Breakdown of Material Process

Actor	**Process: Material**	**Circumstance**	**Goal**
The girl	reached out and put	her hand	on Mother's arm.

Table 4.9

Example of Clausal Breakdown of Material Process

Actor	**Circumstance**	**Process: Material**	**Goal**	**Circumstance**
The families	who arrived earlier	sharing	with those	who come after them.

Both Table 4.8 and Table 4.9 each consist of an example that breaks down a clause into its constituents to show material process.

Additionally, the writer used relational process to describe the tight-knit community relationship between the refugees by using the word 'family' as seen in Table 4.10 and Table 4.11.

Table 4.10

Example of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**
Everyone	was	Part of some family

Table 4.11

Example of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**
It	feels	As if we're already part of the same family

The writer also used mental processes to express Dara's feelings of being part of a community that feels intimately connected as visualised in Table 4.12.

Table 4.12

Example of Clausal Breakdown of Mental Process

Senser	**Process: Mental**	**Phenomenon**
I	felt,	we were intimately connected

Therefore, the writer conveyed this theme by structuring the sentences to show Nea physically and verbally welcoming Dara's family using friendly gestures even though they were strangers because they shared the same fate- seeking for safety at the refugee camp. The writer also evoked the tight-knit community relationship among the refugees by using the word 'family'. Moreover, the writer also utilized the character Dara by expressing her feelings of intimacy with Nea and other refugees at the camp.

Theme 3: Courage and bravery stem from a person and not from a lifeless object

The third theme that was determined was the courage and bravery that the character Dara had gained throughout her experiences in the novel. The main participant is Dara. The writer can be seen showing the belief of Dara in herself as she becomes more courageous and braver when facing challenges in life. It can be seen how the writer reorients the beliefs of Dara through the use of relational and mental processes. The writer used relational processes to allow the character Dara to realise that the courage and bravery which she believed was given to her by the clay marble was nothing but just her own determination and courage. These values stemmed from inside her rather than a lifeless object. The writer uses relational process to instill the idea that magic was never

present in the clay marble through the use of negative clauses before the iteration that the magic was in the character herself and showing the process of the character, Dara believing in herself.

Table 4.13

Examples of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**
The magic	is	only in the making of the marble.
The magic	was	never in the marble.
The magic	isn't	in the marble.
It	's	in me.

Table 4.13 shows examples of clauses with relational process being broken down into their constituents.

As depicted in Table 4.14, the writer also used mental process to portray that the magic is all in her mind. With the use of the word 'believe' the writer shows that as long as Dara believed, there is magic. The magic is from Dara and not the lifeless object, the clay marble.

Table 4.14

Examples of Clausal Breakdown of Mental Process

Senser	**Process: Mental**	**Phenomenon**
"because you	believed	it would"
You've got to	believe	in yourself, Dara

Therefore, it can be seen that the writer conveyed this theme of courage and bravery through the use of relational and mental processes by depicting it through the character, Dara who believed that the clay marble given to her by Jantu has magic powers to help her become brave and courageous. However, Dara came to realise that the clay marble doesn't have magic powers in reality. It was only because she believed it to be magical that the clay marble seemed to possess magical qualities to encourage her to feel brave.

Theme 4: The concept of experiencing death and accepting it

The fourth theme presented by the writer was the concept of experiencing death and the acceptance of it. The writer introduced the concept of death through the characters who are the main 'Participant', Duoic- he was hurt due to an explosion and his leg had to be amputated, Dara's father- he was dragged away by the Khmer Rouge soldiers into the forest and killed due to the fact that he was literate and was teaching the people in the village to read and write and Jantu- she was shot by one of the soldiers and later succumbed to her injuries towards the end of the plot. The idea of death was mainly conveyed through the use of relational process where the writer describes the physical expressions on Jantu's face in the face of death by using words and phrases such as 'blank'

and ‘hard’ and ‘the look of someone who wasn’t going to try anymore’. The examples are shown in Table 4.15 below.

Table 4.15

Examples of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**
It	was	as if a mask had descended on her face, making it blank and hard.
It	was	the look of someone who wasn’t going to try anymore.
Jantu	looked	as if she was about to drift off to sleep

In Table 4.15, examples of the clausal breakdowns of the relational process into its constituents are depicted.

To add on, the writer used behavioural process through phrases like ‘breathed a deep sigh’ and ‘gazed through me’ as seen in the sentences “She breathed a deep sigh” (Ho, 2014, p. 136) and “Glowing with a dull sheen, they gazed though me, at something far away” (Ho, 2014, p. 137). The examples are shown in Table 4.16.

Table 4.16

Examples of Clausal Breakdown of Behavioural Process

Circumstance	Behaver	Process: Behavioural	Circumstance
Glowing with a dull sheen,	they	gazed	through me, at something far away.
-	She	breathed	a deep sigh.

Later on, the writer also proceeds to show the acceptance of death through the character of Dara where mental and relational processes were seen in the sentences “I understand that Jantu will never wake up in that hammock again” (Ho, 2014, p. 140) and “I understand that Father will never come home to us again” (Ho, 2014, p. 140).

Table 4.17

Examples of Clausal Breakdown of Mental and Relational Process

Senser	**Process: Mental**	**Phenomenon**	**Carrier**	**Process: Relational (Attributive)**	**Attribute**
I	understand	that	Jantu	will	Never wake up in that hammock again
I	understand	that	Father	will	Never come home to us again.

Table 4.17 shows the examples of the clausal breakdown of both mental and relational processes in a single sentence into their constituents.

Therefore, it can be seen that the writer depicted the concept of experiencing death and accepting it using relational, behavioural, and mental processes. The writer shows that death is a complex process as it mainly involves inner feelings. The writer also used relational process to describe the abstract concept of death by showing it physically through the characters' expressions and actions.

Theme 5: The idea of believing in yourself and self-growth through challenges conveyed using the symbolism of the clay marble

The fifth and final theme that was determined in *The Clay Marble* was the idea of self-belief and self-growth when going through challenges in life. This theme was conveyed through the use of symbolism where the writer used a clay marble to highlight the self-belief and self-growth of the main character, Dara as she faces several challenges in life before finally settling down and living a better life at the end of the novel. The main 'Participant' of the novel is Dara and the clay marble that was made by Jantu to encourage Dara. The writer used action verbs to convey the symbolism of the clay marble as a form of comfort and the physical form of good luck towards the character Dara. The clause "I squeezed the marble for good luck" (Ho, 2014, p. 88) shows Dara's reliance on the clay marble as a form of comfort and it also signifies the magical powers of the clay marble in bringing luck for the character, Dara. In clauses such as "held the marble in my hands" (Ho, 2014, p. 84) and "touch my magic marble lightly" (Ho, 2014, p. 113) shows the comfort that the clay marble brings towards the character, Dara. This indicates that the writer wishes to convey to its readers that something lifeless such as a clay marble is able to bring comfort as long as one believes that it possesses the magical powers to bring about good luck.

Table 4.18

Examples of Clausal Breakdown of Material Process

Actor	**Process: Material**	**Goal**	**Circumstance**
I	held	The marble	In my hand
I	squeezed	The marble	For good luck
I ….	…touched	my magic marble	lightly

Table 4.18 shows the clauses broken down into their respective constituents of material process.

However, towards the end of the novel, the writer can be seen instilling the idea of self-believe and self-growth as the character Dara was finally enlightened that she was able to overcome all the challenges that she faced because she believed in herself and that she possessed the courage and strength inside herself that she did not need a magic clay marble anymore.

Table 4.19

Examples of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**
I	Don't	Need magic marbles anymore
The magic	Isn't	In the marble
It	's	In me

In Table 4.19, the examples depict the clauses broken down into their constituents for relational process.

Therefore, it can be seen that the writer depicted this theme using the clay marble as a symbolic representation of the growth of Dara though the use of material process and relational process. The writer can be seen conveying the theme of believing in oneself to overcome challenges in life through the use of the clay marble and the character, Dara.

Moving on, the representation of characters and events in *The Lost King* through the transitivity elements- Participants, Process and Circumstances are shown in the section below.

4.4.2 *The Lost King*

In *The Lost King*, a total of five themes were determined. The representation of characters and events in this novel were discussed under each theme.

Theme 1: A person's personality is more than just the surface

The first theme determined in this novel was that the depiction of a person's personality goes beyond the surface. The 'Participant' included Peter King and Sully. In the beginning of the novel, the writer introduced the main character, Peter King as someone who doesn't get along with others due to his personality that is different than his other peers. The writer used material, relational and existential processses to convey this concept. Using the existential process, one can see the writer expressing it as a fact that the character, Peter King believes that he is unable to be friends with anyone even if he tried because he just could not blend in with the others due to the lack of common ground with his peers.

Table 4.20

Example of Clausal Breakdown of Material Process

Actor	**Process: Material**	**Goal**
I	Took off	My cloak of invisibility

The example in Table 4.20 is the clausal breakdown of the material process into its constituents.

Table 4.21

Examples of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attributive**
It	‘s	Not as if I try to be a freak
you	have	The sort of guy nobody can take seriously

The examples in Table 4.21 are the clausal breakdown of the relational process into its constituents.

Table 4.22

Example of Clausal Breakdown of Existential Process

	Process: Existential	**Existent**
There	‘s	Not enough common ground there with any one person to want to hang out.

The example in Table 4.22 is the clausal breakdown of the existential process into its constituents.

Furthermore, the participant, Sully was portrayed as a bully and has a mean and self-centered personality. However, the writer conveyed the theme that a person's personality is more than meets the eye as one's personality may be affected by difficulties he or she faces in life that others are not aware about. The writer used a few processes such as relational, mental, and verbal processes to convey this theme.

Table 4.23

Examples of Clausal Breakdown of Relational Process

Carrier	**Process:Relational (Attributive)**	**Attribute**
He	has	his own problems.
He	didn't seem	Like such a self centred idiot now…

The examples in Table 4.23 are the clausal breakdown of the relational process into its constituents.

Table 4.24

Examples of Clausal Breakdown of Mental Process

Senser	**Process: Mental**	**Phenomenon**
…that I	knew	there was a reason for it.
	Hearing	the truth about his life made his attitude and his determination make sense.

The examples in Table 4.24 are the clausal breakdown of the mental process into its constituents.

Table 4.25

Example of Clausal Breakdown of Verbal Process

Sayer	**Process: Verbal**	**Verbiage**
I	don't go around telling	everyone the details of my train wreck of life.

The example in Table 4.25 is the clausal breakdown of the verbal process into its constituents.

Therefore, the writer is seen using relational, existential, mental and verbal processes to describe the personalities of the characters and the theme that one should not judge a person on the

surface level but rather to understand and accept that sometimes, a person might be facing difficulties in life that affects him or her to behave in an unpleasant or different way.

Theme 2: Hardships bring people who are different together and help form a stronger and deeper relationship

As seen in the theme stated above, Peter King was not close with his other peers, Sully, Bethany, and Emily. The writer used relational process to describe the awkwardness and distance in their relationship through the sentences "I've been put in the wrong group" (Gardner, 2014, p. 17), "If I could hand-pick my own group, it would have been the opposite of that" (Gardner, 2014, p. 16). The writer also used mental process to show their feelings of hate for each other such as "They hate each other" (Gardner, 2014, p. 25) and verbal process as seen in the phrases "He swore" (Gardner, 2014, p. 32), "Bethany howled' (Gardner, 2014, p. 32) and "he screamed" (Gardner, 2014, p. 32). The clauses are depicted in the tables listed below.

Table 4.26

Examples of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**
It	would have been	exactly the opposite of that
I	've been put	in the wrong group

The examples in Table 4.26 are the clausal breakdown of relational process into its constituents.

Table 4.27

Example of Clausal Breakdown of Mental Process

Senser	**Process: Mental**	**Phenomenon**
They	hate	each other

The example in Table 4.27 is the clausal breakdown of mental process into its constituents.

Table 4.28

Examples of Clausal Breakdown of Behavioural Process

Behaver	**Process: Behavioural**
He	swore
Bethany	howled
He	screamed

The examples in Table 4.28 visualise the clausal breakdown of the behavioural process into its constituents.

However, towards the end of the novel one can see that Peter King was able to befriend others after facing the difficulties of being lost and surviving in the wild. The writer used relational process and mental process to show that the characters were bonded together stronger and deeper due to their ability to look past each other's differences and placing their outmost trust in each other.

The writer also used and italicised the word ‘we’ to show their bond together and that they are in it together.

Table 4.29

Examples of Clausal Breakdown of Relational Process

Carrier	**Process: Relational (Attributive)**	**Attribute**
We	should	stay together.
These guys	are	trustworthy.
That	was	a team effort.

The examples in Table 4.29 are the clausal breakdown of relational process into its constituents.

Table 4.30

Examples of Clausal Breakdown of Mental Process

Senser	**Process: Mental**	**Phenomenon**
We	decided	to skip the track
We	ignored	the instructions

The examples in Table 4.30 are clauses broken down into their constituents to show the behavioural process.

Therefore, the writer depicted the theme of people having different personalities forming a bond and deeper relationship after facing difficulties together. The writer used relational process, mental process and behavioural process to show the characters' differences and the unbelongingness among peers before moving on to use relational process and mental process as well as the word 'we' to show that they have bonded and accepted each other.

Theme 3: The experience of being lost and feeling fear

The third theme depicted by the writer focused on the experience of being lost and feeling fear. The 'Participant' consisted of King, Emily, Bethany and Sully. The writer described the fear of the participants when they realised that they were lost. The use of relational process was dominant due to the descriptive nature of the sentences. Some examples of sentences include "The place seemed incredibly big and lonely" (Gardner, 2014, p. 38), "Truth is, it scared me" (Gardner, 2014, p. 38), "My chest was tight" (Gardner, 2014, p. 39) and "It nearly made me sick" (Gardner, 2014, p. 53). The writer can be seen using negatively connoted words such as 'scared, lonely, crying, hopeless, sick, monster'. The writer also used mental process as seen in the sentences "I needed some magic" (Gardner, 2014, p. 55), "I needed some soothing" (Gardner, 2014, p. 55) and behavioural process in the sentence "Bethany started crying" (Gardner, 2014, p. 39) to show the feelings of the 'Participant'.

Table 4.31

Examples of Clausal Breakdown of Relational Process

Carrier	**Process:Relational (Attributive)**	**Attribute**
The place	seemed	incredibly big and lonely
My chest	was	tight
It	nearly made	me sick
I	was	as scared as she was

The examples in Table 4.31 show the clauses broken down into their constituents to reveal the relational process.

Table 4.32

Examples of Clausal Breakdown of Mental Process

Senser	**Process: Mental**	**Phenomenon**
I	needed	some magic
I	needed	some soothing

The examples in Table 4.32 depict the clauses broken down into their constituents to show mental process.

Table 4.33

Example of Clausal Breakdown of Behavioural Process

Behaver	**Process: Behavioural**
Bethany	started crying

The example in Table 4.33 shows the clausal breakdown of relational process into its constituents.

From the examples, it is visible that the writer used the relational process, mental process and behavioural process to describe the experience when the characters realised that they were lost as well as their emotions in regard to that realisation.

Theme 4: Hope is important when facing challenges and difficult situations

The fourth theme determined was the importance of hope when facing challenges and difficult situations. While being lost in the forest, the characters had hope that they would be found. It is because of their hope that they persevered and made it out alive. The participants consisted of the four main characters, Peter, Sully, Bethany and Emily. The writer used relational process to show the fear and realization of the characters when they were lost but used material process to signal hope. It can also be seen that the writer used 'we' to show the characters unified and held the same belief and hope that they will be found. The hope of the characters is also further emphasised in the sentence "They *will* find us." (Gardner, 2014, p.159) as the word 'will' was italicised to show an emphasis that the characters are sure that they will be found by the rescuers. The examples are shown in Table 4.34 and Table 4.35.

Table 4.34

Examples of Clausal Breakdown of Relational Process

Carrier	**Process:Relational (Attributive)**	**Attribute**
A glimmer of hope	took	its place.
We	’re not going	to die.
hope	began	to rise.
We	’re going	to make it.
We	’re going	to survive.

The examples in Table 4.34 show the clausal breakdown of relational process into its constituents.

Table 4.35

Example of Clausal Breakdown of Material Process

Actor	**Process: Material**	**Goal**
They	*will* find	us

The example in Table 4.35 shows the clausal breakdown of material process into its constituents.

Therefore, it can be seen that the writer used relational process to depict the hope in the characters by expressing that they will survive and make it out as well as used material process to show the hope that the characters wished to be rescued.

Theme 5: Difficult times help you to grow and appreciate life

The fifth theme determined was that difficult times help one to grow and appreciate life. The main participant is the main character, Peter King as the writer illustrated the realisation and lesson that Peter had learned from his experience of being lost before finally found and reunited with his family. The writer used relational process, mental process and behavioural process to present this theme. The sentences "Makes you realise what's important and what's not" (Gardner, 2014, p.160) and "you also find out what's real" (Gardner, 2014, p.170) reflect the thought that Peter had internalised as a life lesson in his mind. The writer also used relational process in the sentence "It *was* good for me" (Gardner, 2014, p.169) with the 'was' italicised to show the emphasis that even though being lost was scary but it was a valuable life lesson for Peter.

Table 4.36

Examples of Clausal Breakdown of Mental Process

Senser	**Process: Mental**	**Phenomenon**
Makes you	realise	what's important and what's not
you also	find out	what's real

The examples in Table 4.36 show the clausal breakdown of mental process into its constituents.

Table 4.37

Examples of Clausal Breakdown of Behavioural Process

Behaver	**Process: Behavioural**	
-	Taught	me more about my place in the world in two days than
I'd	learned	in years of stuffy classrooms

The examples in Table 4.37 show the clausal breakdown of behavioural process into its constituents.

Table 4.38

Example of Clausal Breakdown of Relational Process

Carrier	**Process:Relational (Attributive)**	**Attribute**
It	*was*	good for me.

The example in Table 4.38 shows the clausal breakdown of relational process into its constituents.

Therefore, from the examples seen in the tables, the writer used relational, mental and behavioural process to depict this theme. The writer showed the realisation of the character Peter

through mental and behavioural processes before using relational process to describe the experience of being lost as a life lesson learned.

Moving on to the next section, this study answered research question three which focuses on the comparisons between the transitivity elements- Participant, Process and Circumstance as well as the syntactic structures of the clauses analysed for the two novels.

4.5 RQ 3: What are the comparisons between the process, participant and circumstance in the two texts, *The Clay Marble* and *The Lost King*?

4.5.1 Comparisons of Participants

From the findings, both novels consisted of main characters (participants) who were young adults. The main participants in *The Clay Marble* novel were I (Dara) and the other characters (Jantu, Nea) and the Khmer Rouge soldiers/ Communist Party while in *The Lost King*, the main participants were I (Peter), the other characters (Sully, Bethany and Emily), and they (rescue team, loved ones and school personnel searching for them). The writers for both novels depicted the difficulties that main participants had to go through and the way they overcame them. In *The Clay Marble*, the writer depicted the struggles of a young adult who is a refugee seeking for better life by going to a refugee camp (Nong Chan Camp) at the Cambodian-Thai border. On the other hand, *The Lost King* depicted the experience of being lost in the wilderness whilst on a school camping trip before being found and growing from the experience. Even though the social settings were different, the participants for both novels were young adult characters, and the writers showed the characters' growths after experiencing difficulties and overcoming them. Besides that, the participants such as the Khmer Rouge soldiers as well as the rescue team and loved ones were

indicators of the social setting of the novel respectively. The Khmer Rouge soldiers acted as the indicators of a war which requires soldiers, while the rescue team and loved ones were the indicators of a situation in which individuals were lost and needed to be rescued. Therefore, the writer's use of participants is important in the determination of the events/circumstances as it reflects the social setting of the novel.

4.5.2 Comparisons of Process

From the analysis above, it was evident that writers of both novels used all the transitivity processes to convey the events and characters of the novels. It was also notable that both writers mainly used relational process to convey the main events and characters of the respective novels. Even though both novels consisted of different characters and happenings, their main concept was about conveying how the main character (young adults) faces difficulties in life, coming out of it and becoming better and stronger. From the findings above, it can be seen that the relational process was most suited for the writers to describe the characters' feelings and experiences as well as the happenings in the respective novels. It helped the writers to better visualise the characters and events of the novels to its readers. Both writers also had the concept of hope in their novels. In *The Clay Marble*, the writer expressed the idea of hope using mental processes while in *The Lost King*, the writer used material process. This may be due to the circumstance of the events in the novels as in *The Clay Marble*, the character Dara expresses hope due to her situation in a war-torn country in which she is unable to physically take any action but rather, she internalizes her hope in the form of belief that the situation will get better in time. However, in *The Lost King*, the main character, Peter King was lost in the wilderness during a school camping trip. Therefore, his form of hope was in the physical sense where he hoped to be rescued by his teachers and the authorities.

4.5.3 Comparisons of Circumstance

As for the aspect of circumstance, it was mostly determined through the use of prepositional phrases in the analysed clauses. The two novels consisted of different social settings and circumstances. This can be seen in the social environment expressed in the novels. In *The Clay Marble*, focus is placed on the social setting of a country in war and the struggles of the people affected by the war. The writer mostly depicted circumstances that were negative in terms of the surroundings, actions or emotions. For example, the writer used negatively connoted words such as "set fire", "destroyed", "killed" or "hurt". The writer also depicted the violence that the Khmer Rouge soldiers inflicted on the people such as burning down houses and killing of the Cambodians. In *The Lost King*, circumstances mostly reflected the feelings and surroundings whilst being lost as well as portraying how a group of distant schoolmates were able to look past their differences and grow a strong bond due to their shared experience of being lost in the wilderness. For example, the writer can be seen portraying the character, Peter to feel isolated. He was also called names by his peer, Sully. However, Peter then formed a close bond with his peers, Sully, Bethany and Emily after going through the difficulties of surviving in the wilderness with scarce resources. The writer also portrayed the circumstances of being lost and the fear that those characters experienced when they realised they were lost. Nevertheless, even though both novels do not share the same social settings, there were similarities as the writers depicted the circumstance of facing challenges or difficulties and overcoming them to grow, become better and forge stronger bond with others. Through the comparisons of circumstance in both novels, it was visible that circumstance enriches the sentences and the text as a whole as it provides more information for readers to understand the meaning or idea conveyed by the writer.

4.5.4 Comparisons on the Syntactic Structures of Analysed Clauses/Sentences

In terms of the syntactic structures, both novels used complex sentences to convey the events and characters. However, when the sentences were broken down into simple clausal structures for transitivity analysis, the clauses were direct, and the transitivity processes were easily identified. This enabled easier classification of the types of transitivity processes used by the writers. It was also apparent that the writers employed certain words to emphasise or direct the readers to the meaning or idea that they wish to convey such as the word 'family' to evoke the idea of tight-knit community-life among refugees in *The Clay Marble* as well as 'We' to show the bond between the characters. In *The Clay Marble*, it was notable that the writer structured several sentences without an actor to show the effects of war on the people in Cambodia. This causes the readers to focus on the goal which is the people who are suffering. Therefore, the writer can be seen shifting the focus from the actor (Khmer Rouge soldiers) to the goal (Cambodians), who were affected by the atrocities. This sentence structure without an actor also helped to shift the focus on the main character, Dara and the reason for her and her family seeking refuge at the Nong Chan refugee camp.

In *The Lost King*, the writer appeared to use mainly direct and explicit sentences. Most of the sentences were used to describe the surroundings and feelings of the characters when they were lost. The writer utilised certain words, such as 'scared' and 'feeling sick' to evoke the fear of the characters as they come to the realisation that they were lost. Besides, the writer also highlighted the relationship between the characters by showing how the characters were distant from each other using words and phrases like 'invisibility', 'not enough common ground' and 'freak' before showing them building trust with each other and having teamwork by using the words and phrases

'we', 'stay together', trustworthy' and 'team effort'. With the use of direct and explicit sentences, there was no implicit meaning in the sentences analysed in the novel as the sentences mainly described the present reality of the characters in the novel.

From the comparisons made, the linguistic features have shown their contribution to the success of the text to achieve its purpose. The use of specific words in the novel helped the writers to convey specific ideas or meaning. For example, in *The Clay Marble*, negatively connoted words such as "kill", "hurt" and "destroyed" conveyed the sufferings and effects of war on the people of Cambodia which led them to become refugees. Meanwhile, in *The Lost King*, the use of words such as "scared", and "sick" conveyed the emotions that a person feels when he or she is lost. The transitivity choices made by writers were highly contextual when conveying the social issues or experiences of the characters in the novels due to the functional nature of language (Aisaro & Suhardi, 2023). From these, it can be seen that transitivity analysis is useful in showing the language used by writers to convey meaning. Through the analysis of the transitivity choices that writers make to convey meaning, the worldviews and experiential meanings conveyed were reflected through the representations of the characters and events. The use of transitivity analysis provided linguistic evidences of the interpretation of meaning in literary texts. Once again, this shows that transitivity analysis is an effective and suitable method in analysing texts to uncover meaning.

4.5.5 Causes of Similarities and Differences between the Two Novels

The findings for both novels recorded similarities in the use of process types. The reason for this similarity can be attributed to the purpose of the texts as both are fictional novels where relational process is used most due to the descriptive nature of the novels (Apendi & Mulyani, 2020; Katawazai et al., 2021). Besides that, according to the researchers, material process was

prominently used due to the need to explain the actions of the characters and the flow of events or happenings in the novels. In terms of the differences in the use of participants and circumstances between the novels, the cause can be attributed to the different social settings and concepts that the writers wished to convey in the respective novels. For example, *The Clay Marble* conveys the social setting of the Cambodian Civil War and its implications whereas *The Lost King* conveys the social setting of a group of classmates being lost in the wilderness. Adding to that, both writers carry different worldviews and experiences. That contributes to the difference in the ways language is utilized to convey experiential meaning. Moreover, both novels discussed and focused on different social issues which gave rise to the difference in the findings of the transitivity choices made by the writers (Ali et al., 2022). Based on their study, Ali et al. (2022) stated that transitivity choices are highly functional due to the indeterminate nature of language as context plays an important role in meaning-making.

4.6 Discussions

The findings of this study were discussed from several aspects. Firstly, discussion was made on the use of transitivity analysis in analyzing novels as to whether it has successfully answered the research questions of this study. Secondly, discussion was also made on the contributions of the transitivity elements to the success of the texts. Thirdly, a discussion was emphasized on the comparison in the findings of the transitivity processes used in *The Clay Marble* and *The Lost King* novels with findings from other studies. Fourthly, the portrayal of social issues highlighted through the themes determined in the two novels were discussed. Lastly, the discussion focused on the transitivity choices made by the writers to convey real-life social issues.

4.6.1 The Use of Transitivity Analysis in Analysing Novels

From the findings above, writers of both novels utilised all transitivity processes to convey the meaning intended in representing the characters and events of the novels. As seen in other past studies conducted on various types of texts, all transitivity process were used to convey meaning and the purpose of the text (Aslam et al., 2023; Qasim et al., 2018; Zhang & Gao, 2020). It was also visible that the writers selected specific words as well as structured the sentences to best convey the meanings and social purposes of the novels (Jaelani et al., 2023; Megheirbi, 2010). This is because in literary texts, writers make lexical choices and syntactic manipulation to represent characters and convey themes, ideologies or meanings (Cunanan, 2019). With the use of the transitivity analysis, this study was able to dissect the sentences into simple clauses and their meaningful parts which show the meanings and social purposes of the texts that the writers wish to convey through their transitivity choices. Through the dissection of the sentences and segmentation of the clauses, the processes determined in the analysis conveyed the idea of the texts as well as characterise the texts (Jaelani et al., 2023). These findings suggest that transitivity analysis is a reliable method to understand the language use in literary works and the meanings conveyed by writers (Qasim et al., 2018).

4.6.2 Contributions of Transitivity Elements to the Success of the Texts

Through the breakdown of clausal structures into the transitivity elements and the classification of process types, the use of transitivity analysis helped to show the ways language is used to convey meaning (Ahmad & Hussain, 2022). Through the transitivity elements, the writers' linguistic choices were apparent and significant in the creation of texts as they affected the meanings conveyed (Hadifi, 2023). These transitivity elements helped writers achieve the social

purpose of the texts (Alraimi & Abdalla, 2019). The contributions of the transitivity elements to the success of a text in conveying meaning to its readers can be seen through the use of the six transitivity process types. From the findings, the use of relational process is the most frequent, followed by material process and mental process. These three processes recorded the most frequent usage between the two novels due to their suitability in conveying the meanings intended by the writers. For example, the writer in *The Clay Marble* utilised material process to show the effects of war. These effects were depicted through the actions of the Khmer Rouge soldiers and the Cambodians. Through the use of material process, readers are able to follow what the participants are doing (Zein et al., 2018). Correa and Dominguez (2014) state that the lack of material process in narratives will cause difficulty for readers to follow what is happening to the participants. Relational process was also used to describe the surroundings and the participants affected by the war while mental process expressed the emotions and thoughts of the participants affected by the war. Similarly, the writer of *The Lost King* novel also used material process to show the actions of the participants as they try to find their way back to the campsite and make efforts to be found by the authorities. The use of relational and mental processes were also evident in expressing the surroundings as well as the emotions and thoughts of the participants when they were lost in the wilderness. The determination of the three transitivity elements, participant, process, and circumstance visualised the transitivity choices that writers make to convey the meanings and social purposes of the texts. By determining the transitivity elements through the lens of transitivity analysis, the meanings and purposes of the texts can be determined which contribute to the success of the creation of the texts (Zein et al., 2018).

4.6.3 Notable Use of Relational Process in *The Clay Marble* and *The Lost King*

Based on the findings of this study, the use of the relational process was notable in describing the state of the main characters and major events which helped to convey the concepts and social issues that the writers wish to convey. The use of relational process is evident in literary texts as it helps to show relation between two entities as well as provide descriptive image of certain abstract concepts or themes that writers want to convey (Ammara et al., 2019; Ramadan, 2019). In *The Clay Marble*, the writer used a clay marble and described it as a magical entity which represented good luck to the main character, Dara. The use of relational process was evident in conveying the clay marble as magical which helped the character, Dara to be brave and persistent in overcoming the difficulties as a refugee. The clay marble became the symbolism of Dara's self-growth and self-belief. On the other hand, the use of relational process was also apparent in describing the relationship between the characters in *The Lost King*. The characters who cannot be friends due to their different personalities were able to form a deep bond due to their shared sufferings after being lost in the wilderness whilst on a school camp trip. It was mostly used to describe the characters' personalities and their experiences of being lost. From the discussions, the use of relational process was effective in achieving the social purposes of the texts as it was able to show the relation between characters as well as describe and convey concepts or social issues that the writers wished to convey. This is because novels are descriptive in nature due to the imaginative aspect where fictional characters and realities need to be further described and explained to their readers. Thus, it can be seen that relational process is suitable to be used in novels due to its purpose in helping writers to convey themes and the plot of the novels through the representation of the characters and events.

4.6.4 Comparisons on the Findings of Transitivity Process with Past Studies

In both *The Clay Marble* and *The Lost King*, relational process was used most followed by material process and subsequently, mental process. In some past studies which conducted transitivity analysis on novels, the use of relational process was most dominant which corroborated the findings of this study. In the study by Yousaf et al. (2022), William Golding's novel *Free Fall* also used material and relational processes the most to convey the experiential meaning of the novel as the processes functioned best to convey the writer's intended meaning. As seen in the study on Mary Norton's novel *The Borrower* by Rendadirza and Ardi (2020), the use of relational process was the most followed by material process. In the study by Ammara et al. (2019) on the novel *To The Lighthouse* by Virginia Woolf, the use of relational process was most dominant followed by the mental and material processes. However, there were also some past studies conducted on novels which extensively used material process. As seen in the study by Qasim et al. (2018), the *Moth Smoke* used material process the most as the characters were mainly presented with actions. In another study by Emodi (2022), the use of material process was the most in the analysis of proverbs in the novel entitled, *A Man of the People*. Material process was used by writer, Achebe to show the actions of accepting and resisting bribe in order to create the awareness of the real-life social situation of the African community (Emodi, 2022). From these findings, it can be inferred that transitivity process types are utilised in novels based on the social purpose of the text and the meaning that literary writers wish to convey to their readers (Fauzi et al., 2024).

Moreover, the transitivity processes clearly visualised the sentence's function and the meaning conveyed. In a past study conducted, the researcher concluded that the transitivity system presented the linguistic features of the texts which helped to improve comprehension of the texts

(Al-Janabi, 2013). The linguistic features of texts are essential in their connection to the meaning conveyed by the texts (Emodi, 2022). Most studies conducted on novels using the transitivity system were able to identify the type of events or characters represented through the determination of the participants, transitivity processes and circumstances. It is proven that the interpretation of meaning in a text is supported with the use of transitivity system as it shows the detailed linguistic evidence and analysis (Fauzi et al., 2024).

Therefore, the use of transitivity analysis in this study has successfully answered the three research questions of this study. Findings from this study corroborated with findings from past studies which added to the knowledge gap of the use transitivity analysis on novels.

4.6.5 Discussion on the Social Issues Highlighted in *The Clay Marble* through Transitivity Analysis

Through the transitivity analysis conducted on the two novels, this study was able to analyse the social issues that were highlighted from the main themes that were determined through the representation of the characters and events. The transitivity processes determined from the verbs in the analysed clauses as well as the circumstances that elaborates on the verbs highlights the social issues in the novels. The main participant in *The Clay Marble* novel is a young adult, Dara. In *The Clay Marble*, the writer highlighted social issues in relation to war such as economic instability, physical damages, psychological trauma and poverty. As shown in the findings above, the writer portrayed the economic instability and poverty issue when the character Dara and her family had to seek refuge at the Nong Chan Camp to get food supplies and rice seeds to rebuild their homes and lives. The refugee camp was the indicator of the social issue of economic instability and poverty as it reflected the fact that the Cambodians were suffering from lack of food and supplies to rebuild

their lives following the aftermath of the war. The writer also highlighted the physical damages and psychological trauma following the war by describing the physical damages through the destruction of homes and the experience of getting physical injuries due to bomb shrapnel while the psychological trauma was described through the experience of loss where the character Dara had to deal with the death of her friend, Jantu who was shot and her father who was dragged away by the Khmer Rouge soldiers. Similarly, in a study conducted on the novel, *Exit West*, transitivity analysis was able to portray migrants who underwent physical and psychological sufferings in their country due to war before migrating to another country to survive (Fatima et al., 2021). These researchers also noted that the novel portrayed social issues such as social identity construction issues that migrants face when they migrate. Besides that, another study conducted on the novel, *A Farewell to Arms,* looked at the social issues of war through transitivity analysis (Ramadan, 2019). The writer depicted war negatively due to its atrocities. Both studies justified that linguistic analysis on texts using transitivity analysis helps in the interpretation and understanding of meaning which would aid in the understanding of social issues conveyed in literary texts (Fatima et al., 2021).

4.6.6 Discussion on the Social Issues Highlighted in *The Lost King* Novel through Transitivity Analysis

In *The Lost King*, the writer highlighted social issues that are common among young adults such as discrimination, unbelongingness, and bullying among peers. In the beginning of the novel, the writer portrayed the character, Peter King as someone who was unable to make friends due to the difference in personalities and preferences. Peter mentioned that he does not have enough common ground with anyone to be friends. He also felt left out among his peers as Peter called himself a 'freak'. The writer also showed Peter's reluctance in forming a group with his peers as

their relationships were distant. The issue of bullying was highlighted when the writer showed another character, Sully making fun of Peter King by calling him names and belittling him. However, after the scary experience of being lost in the wilderness during a school camping trip, Peter formed a close bond and relationship with his peers as they had to work together and rely on each other to survive. From this, the writer can be seen highlighting that even though people can be facing discrimination, unbelongingness and bullying, they can still form and develop a close bond if they try to accept their differences and work them out. In the study conducted on the characterisation of Mariam in the novel, *A Thousand Splendid Suns* using transitivity analysis, the researchers emphasise on the writer's portrayal of character growth which was achieved through challenging of societal norms and developing of self-identity (Rauf & Saleem, 2021). The findings by these researchers reflect the findings from *The Lost King* analysis as the character, Peter experiences growth through his bonding with others and overcoming the social issues and challenges caused by discrimination, unbelongingness and bullying.

4.6.7 Transitivity Choices by Writers Convey Real-Life Social Issues through Fictional Characters and Events

From this, it can be seen that the writers' choices of transitivity were able to convey real-life social issues through fictional characters and events. Even though fictional characters and events were created from the imaginary world of the writers, the social issues conveyed in both novels reflected the social and economic realities of their readers (Abbas, 2012). This further proves the social influence of novels on readers as the narrative is a form of reflection and has its own relevance on social realities which are an output of the writers' perceptions and world experiences (Longo, 2015). Therefore, it is crucial to analyse novels to understand how language can be used

to reflect society through the representation of fictional characters and events (Phuong & Dung, 2024; Shalini & Samundeswari, 2017). With these two novels being used in the educational context, this study is imperative as it allows a better understanding of the ways writers use language to communicate social issues and realities to their readers as novels communicate knowledge of the past, the present reality, and even the future (Longo, 2015).

4.6.8 Overcoming Challenges of Localising English Literary Texts among Literary Writers

By looking at the language used in novels through the transitivity lens, literary writers can understand the ways language are utilised to convey social issues and realities through the representation of fictional characters and events. Through this lens, literary writers can try to overcome the challenges faced in localising English literary texts to present their cultural and social realities (Meena, 2021; Raihanah, 2009). This is because the transitivity system visualises the transitivity choices that can be made to convey experiential meaning. For Malaysian English literary text writers, exposure to the transitivity choices that novel writers make can be helpful in their representation of the social issues and multicultural aspect of the Malaysian society.

4.7 Summary of the Chapter

In summary, the findings of this study recorded that relational process was dominantly used in both *The Clay Marble* and *The Lost King* novels. The use of relational process was prominent in both novels through the writers' depictions of the social settings as well as descriptions of the characters and the events. The findings also looked at the representation of characters and events in the two novels through the transitivity elements- Participant, Process and Circumstance. Comparison of findings between both novels were also established based on the aspect of the

transitivity elements and syntactic structures. From the findings of this study, it was concluded that the use of transitivity analysis had successfully answered the three research questions posed in this study. Discussions on the findings were also made in reference to past studies conducted using transitivity analysis.

CHAPTER 5

CONCLUSION

5.1 Introduction

This chapter concludes the findings and discussion of this study. The implications of this study are also discussed with recommendations provided for future studies.

5.2 Implications of the Study

By conducting a transitivity analysis on the language use in two novels, *The Clay Marble* by Minfong Ho and *The Lost King* by Scot Gardner, this study has brought forth several implications. Firstly, in this study, the researcher has shown the ways novel writers make transitivity choices in order to convey the social purposes of the texts through the representation of fictional characters and events. Findings indicated that transitivity choices made by writers convey social issues and reflect the social realities of both readers and writers due to the inclusion of the writers' world experiences (Yousif & Bulaila, 2023).

Besides that, this study has successfully determined the types of transitivity processes that were used in the novels to represent the characters and events respectively. The findings of this study corroborated with some past studies that reported relational process to be dominantly used in novels (Ammara et al., 2019; Ramadan, 2019; Yousaf et al., 2022). However, in other previous studies, different types of transitivity processes were being used dominantly in novels such as material process (Emodi, 2022; Qasim et al., 2018). This highlights the functional nature of language as transitivity process types are used at varying frequencies in accordance with the social purpose of text and the meaning that the writers intend to convey to their readers.

The transitivity system was able to unfold the development of the characters and events together with the transitivity choices made by the two novel writers to express the characters and events. Using transitivity analysis has helped the researcher to highlight the characters and events in the novel through the discernment of the transitivity elements (participants, process and/or circumstance) as the findings were able to establish the major themes conveyed by the writers through the representation of the characters and events.

Moreover, through transitivity analysis, complex sentences were broken into simple clauses, and the syntactic structures of the analysed clauses were portrayed according to the grammatical groupings of the transitivity analysis. This can help to overcome linguistic complexity and ambiguity in literary texts because novel writers' language use were visualised through transitivity analysis depending on the social purposes of the texts and the meanings that writers wish to convey to their readers. Therefore, the use of transitivity analysis enabled the researcher to visualise the ways language can be structured to convey ideologies and meanings (Anwar et al., 2024). Moreover, transitivity analysis can also help to visualise the sentence structure, word choices, and the way certain events or characters are being represented or portrayed in fictions.

With the comparisons of findings and examples from the two novels, the findings of this study are more comprehensive as the comparisons in the language use between the two novels were highlighted through the lens of transitivity. In *The Clay Marble*, the transitivity choices made by the writer focused on the social issues of war and its effects towards the economic development and livelihood of the people but in *The Lost King* the transitivity choices focused on the social issue of discrimination and unbelongingness among peers as well as the experience of being lost in the wilderness and the perseverance to survive and be found.

In addition, the method can be used to observe language use and its social functions through the representation of the characters and events. This makes transitivity analysis an effective tool in shedding light to the language use by fiction writers by uncovering the transitivity choices made to represent characters and events in a certain manner in order to achieve the social purposes of the texts (Shalini & Samundeswari, 2017). Transitivity analysis also shows that language use in novels highlights social issues of the world that reflect the social realities of both readers and writers (Ahmad & Hussain, 2022). This provides the premise for the dominance of novels among literary texts due to their relevance to the social realities of their readers (Abbas, 2012). Thus, these findings can help to overcome the challenges that literary writers face to express their local thoughts and cultures as these literary writers can gain a better understanding on the ways language can be structured to convey ideas and meanings.

Lastly, this study also contributed to the knowledge gap due to the lack of transitivity analysis conducted on literary texts. Other researchers or linguists can benefit from the findings of this study as more data were provided to explore the usefulness of the Transitivity System in analysing literary texts. Besides that, there were more data available to show how language use in literary text socially reflect the community and the world.

5.3 Recommendations for Future Studies

It is imperative for more studies to be conducted on fictions to look into the ways language are used by fiction writers. This study only analysed two novels that are used in Malaysian secondary schools. Due to indeterminate nature of language, the findings from a study cannot be generalised to the language use of other fictions or novels (Halliday & Matthiessen, 2014). By

conducting more studies on fictions in the future, they would provide knowledge on the ways language can be utilised to convey the social purposes of the texts.

Aside from that, transitivity analysis can also be conducted on other types of texts such as non-fictions as it can compare the findings on the language use between fiction and non-fiction texts (Isti'anah, 2015). This is because this study only looked at the language use in literary works, specifically novels. The findings might not be applicable to non-literary works as the use of language in literary works varies from non-literary works. By conducting more similar studies on different types of texts in the future, researchers can shed light on the similarities and differences of language use between different types of texts and how these are reflected through the transitivity elements to convey the social purposes of the texts.

Additionally, this study only focused on the Ideational Metafunction of language. More studies can also be carried out by focusing on the other language metafunctions such as interpersonal metafunction and textual metafunction to provide further understanding on the ways language convey meaning. This is because language conveys all three metafunctions simultaneously when utilised to convey meaning (Bakuuro, 2017; Halliday & Matthiessen, 2014). By conducting more studies on other metafunctions of language, it can contribute to a more comprehensive understanding on the use of language in conveying meaning.

5.4 Conclusion

In conclusion, this study has successfully answered the three research questions which focused on the transitivity process types, the representation of characters and events through the

transitivity elements- Participant, Process and Circumstance as well as the comparison of findings between two novels, *The Clay Marble* by Minfong Ho and *The Lost King* by Scot Gardner.

The findings of this study can contribute to society as it can show the language use of literary text writers through the transitivity elements. These findings visualise the use of transitivity analysis in showing the transitivity choices that writers make to convey certain social issues, themes or ideologies through the representation of the characters and events (Alraimi & Abdalla, 2019). Moreover, the findings of this study provided examples on the use of transitivity analysis by showing the clausal breakdown of the transitivity process types. The clausal breakdowns provided real-life examples that benefit individuals who are interested in the Transitivity System.

In addition, analysis on the transitivity choices that writers make to convey experiential meaning also contributes to society as it can show literary text writers on the linguistic choices that can be made to convey social issues and realities (Anjarwati et al., 2021). With Malaysian literary writers facing issues in localising literary texts to represent the social aspects of the Malaysian society (Chin & Mohammad, 2021; Meena, 2021; Raihanah, 2009), the findings from this study provide guidance to Malaysian English literary text writers as well as literary texts writers in general. Findings of this study are significant as they include discussions on social issues such as war and its implications on the people as well as discrimination and bullying among peers by showing the transitivity choices made the writers of *The Clay Marble* and *The Lost King* novels to convey experiential meaning (Ahmad & Hussain, 2022). Thus, this can help Malaysian writers in portraying the Malaysian society and its social issues and realities in localised English literary texts.

Moreover, the analysis on the writers' language use in literary texts contributes to the society as it can show the ways writers construe worldviews and experiences that are indeterminate

as the worldviews and social experiences differ between individuals. This can help to address the issue of linguistic complexity and ambiguity (Deane, 2020) because it can show the lexicogrammar of the language used to convey experiential meaning. Through the findings of this study, the discussion on the word choices and the structure of sentences/clauses can show the ways writers construe worldviews (Ramadan, 2019). For example, in *The Clay Marble*, the writer used negatively connoted words to describe the Khmer Rouge soldiers in a negative light while in *The Lost King*, the writer used 'we' to show the bonding and acceptance of peers who were initially distant and do not feel belonged. Therefore, this study can contribute to a better understanding of the ways indeterminacy of language can be addressed through transitivity analysis.

Through the use of transitivity analysis, the language used in literary texts to convey meaning is better understood. The transitivity analysis indicated that transitivity choices affect the representation of characters and events as different types of transitivity process convey different ideas and meanings of the texts (Fauzi et al., 2024; Kashif et al., 2022). Therefore, transitivity analysis is an effective linguistic analysis method in analysing texts to uncover meaning (Ahmad & Hussain, 2022).

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APPENDIX A

Invitation Letter

Date: 05 April 2024

Dr. Kumaran Rajandran

School of Humanities

Universiti Sains Malaysia

11800 USM Penang

Malaysia

Dear Dr. Kumaran,

I am a full-time Master of Philosophy (Social Science) student at Universiti Tunku Abdul Rahman (Kampar Campus). I would like to invite you as an inter-rater to validate my study titled "Transitivity Analysis on Novels Used in Malaysian Secondary Schools for SPM English Literature Subject". My study analyses the language use in literary texts using the Systemic Functional Linguistic Theory (Transitivity Analysis). Your expertise and knowledge on Discourse studies encompassing various fields such as health communication, media, and literary works would greatly benefit in the validation of my data analysis.

As it is part of the requirement for my study to have an inter-rater, your expertise and knowledge on discourse studies would be greatly beneficial to validate:

a) The classification of the transitivity process types

b) The data analysis steps

The data analysis steps and the examples of the classification of process types are provided in the document that is enclosed together with this letter.

If there are further questions or clarification required, kindly contact me through email at jonahnineveh@1utar.my. You can also contact my supervisors, Ms Deepa Visvanathan at deepav@utar.edu.my or Mr Lee Ling Khai at leelk@utar.edu.my for further clarification.

I sincerely offer my heartfelt gratitude for your willingness and kindness to validate my data analysis steps and the classification of the transitivity process types.

Best regards,

Jessica Leng Hui Zhen

Master of Philosophy (Social Science)

21AAM00043

Universiti Tunku Abdul Rahman (Kampar Campus)

APPENDIX B

Letter of Acceptance

05 April 2024

Dr. Kumaran Rajandran

School of Humanities

Universiti Sains Malaysia

11800 USM Penang

Malaysia

Dear Dr. Kumaran,

Thank you for accepting the invitation to be inter rater for the study titled "Transitivity Analysis on Novels Used in Malaysian Secondary Schools for SPM English Literature Subject".

Your expertise and experience in the field of Discourse studies, coupled with your excellent track record in research, make you an exceptional candidate for this role. As the co-editor to the books "Discourses of Southeast Asia: A Social Semiotic Perspective", and "Discursive Approaches to Politics in Malaysia" alongside past studies focusing on discourse studies, we believe that your contributions will greatly enrich the study and significantly enhance its outcomes.

As an inter rater, your responsibilities will include evaluating and analyzing the data analysis steps and the transitivity patterns in the provided examples taken from novels used in Malaysian secondary schools for the SPM English Literature Subject. Your insights will play a pivotal role in shaping the direction of this study and providing valuable insights into the effectiveness of

these literary works in educational settings.

Please indicate your acceptance of this position by signing and returning this letter by 15 April 2024. Should you have any questions or require further information, please do not hesitate to contact me at jonahnineveh@1utar.my. You can also contact my supervisors, Ms Deepa Visvanathan at deepav@utar.edu.my or Mr Lee Ling Khai at leelk@utar.edu.my

Once again, thank you. We eagerly anticipate your invaluable contributions to this study.

Warm regards,

Jessica Leng Hui Zhen

Master of Philosophy (Social Science)

21AAM00043

Universiti Tunku Abdul Rahman (Kampar Campus)

Kumaran

(Please provide your signature here)

Name: Kumaran R.

Date: 12/4/24

APPENDIX C

The Clay Marble

Transitivity Processes	**Frequency**
Material Process	**38**
Mental Process	**31**
Verbal Process	**11**
Behavioural Process	**12**
Relational Process	**64**
Existential Process	**5**
Total	**161**

Clauses	**Transitivity Processes**
Effects of war and situation of the people	
There's nothing here.	**Existential**
It was just an expanse of dried up rice fields now, with crumbling temple and flimsy huts.	**Relational**
The Khmer Rouge soldiers had even set fire to our houses and rice barns	**Material**
That had left us with nothing to eat, no rice seed with which to plant our next crop of rice, not even a house to live in	**Relational**
Tiny silver airplanes, like fishes in the sky would fly over us before disappearing into the horizon	**Relational**
My father and the other farmers in our village dug trenches where we all hid, crouching, at the sound of the approaching planes.	**Material**
For months, bombs were dropped around us, sometimes as often as five or six times a day	**Material**
Many of the villagers were killed or hurt by shrapnel	**Material**
Liberation turned out to be a long nightmare of hunger and misery.	**Relational**
And fear- always that cold, silent fear.	**Relational**
We never got enough to eat	**Relational**
The Communists destroyed my own family, ripping apart parent from child, brother from sister, husband from wife.	**Material**
I was beset by my own intense fear	**Relational**
Three years passed like one long nightmare	**Relational**
You are gripped by such a cold dread	**Material**
Even at the border, the fighting was going to start again	**Relational**
It was eerie, like a dream.	**Relational**

Everyone was quiet.	**Relational**
It was now utterly silent.	**Relational**
Having hope and seeking for better life at refugee camp/ community life	
We've got to try and put our own lives in order now.	**Behavioural**
That's our only hope,	**Relational**
to go there and stock up on food and rice seed and other supplies.	**Material**
Then we can come home, repair the house, replant our fields, start our lives over again	**Material**
Everyone was part of some family	**Relational**
Not the cold blooded Khmer Rouge version, the state as family, but a living, laughing, loving family	**Relational**
Like a patchwork blanket,	**Relational**
I thought,	**Mental**
the people here were survivors of families who had been ripped apart and then joined again	**Relational**
It's like coming home	**Relational**
Mother said	**Verbal**
It had the feel of our village during the years of peace before the fighting had started	**Relational**
A girl spoke up.	**Behavioural**
and smiling up at us	**Behavioural**
Welcome to Nong Chan", the girl said	**Verbal**
Her eyes were friendly and curious	**Relational**
"Let me help you get your fire started"	**Behavioural**
she said	**Verbal**
She extended the glowing twig to my mother	**Material**
"You will join us for dinner"	**Material**
she said.	**Verbal**
"It's different here	**Existential**
We have enough to eat.	**Relational**
We have more than enough.	**Relational**
The girl reached out and put her hand on Mother's arm	**Material**
I couldn't remember when	**Mental**
I'd last seen her smile like that	**Behavioural**
I felt that	**Mental**
I had settled down quite happily at the Border	**Material**
Until you get your rations, my family can share ours with you	**Material**
she said	**Verbal**
The families who arrived earlier sharing with those who come after them	**Material**
It feels as if we're already part of the same family	**Relational**
I felt, we were intimately connected	**Mental**
I felt a quiver of anticipation and joy so strange to me that it was a while	**Mental**
before I recognized it for what it was: a sense of hope	**Mental**
I nodded, too content to say anything.	**Material**
Clay marble as symbolism of magic for self growth and confidence	
Is there some…some kind of magic in your hands, maybe?	**Relational**

the more convinced I became that Jantu's hands were gifted with some special powers, some magic.	**Mental**
She smoothed the ball with quick fingers, then rolled it between her palms.	**Material**
There! Now it's a magic marble."	**Relational**
I thought, maybe she did put some magic in the marble.	**Mental**
After all, why else would I feel better,	**Mental**
She started to roll the lump of clay in her hands.	**Material**
Her hands lightly cupping the clay, circling each other in a kind of fluid dance	**Material**
The clay took shape, becoming rounder and smoother, smoother and glossier.	**Relational**
I told you	**Behavioural**
it was a magic marble	**Relational**
I nodded,	**Material**
remembering how just holding that smooth, round marble made me feel better	**Mental**
She continued to roll the ball of clay in her hands, sculpting it, rounding it.	**Material**
Except this one will be more powerful.	**Relational**
It will have stronger magic in it.	**Relational**
It will make you strong, and brave, and patient	**Relational**
she said.	**Verbal**
If you believe in it,	**Mental**
it will help you.	**Behavioural**
I will not be afraid.	**Relational**
The magic marble was firm and smooth in my hand	**Relational**
It was there, smooth and round, reassuring.	**Relational**
I had survived the night alone, with only the clay marble for company.	**Material**
Maybe Jantu's magic is working, I thought.	**Mental**
Maybe the magic in the marble is making me stronger and more sure of myself.	**Relational**
I held the marble in my hand	**Material**
and silently asked it to help me find my mother	**Mental**
I slipped my free hand into my pocket and	**Material**
took out my magic marble.	**Material**
Please, I begged it silently, please give me courage. Make me strong, and brave.	**Mental**
The marble felt heavy and smooth in my fist,	**Relational**
and as I held it,	**Material**
I felt it radiate a kind of power	**Mental**
I squeezed the marble for good luck	**Material**
I smiled,	**Behavioural**
but I knew it was actually the magic that Jantu had put in the marble.	**Mental**
It was the magic marble,	**Relational**
I told them.	**Verbal**
Magic has a way of working for those who believe in it	**Relational**
she said slowly.	**Verbal**

“Maybe it wouldn’t have been magic for someone else, but you were brave and patient, Dara,	**Relational**
and you believed in the marble,	**Mental**
so maybe the magic worked for you.”	**Relational**
There was powerful magic in this marble	**Existential**
“You’ve changed, too, Dara”	**Relational**
She said slowly	**Verbal**
I reached in my pocket and squeezed the magic marble	**Material**
Gratefully I held the magic marble in my hand	**Material**
and thanked it for having had things work out so neatly.	**Behavioural**
I reached in my pocket and touched my magic marble lightly	**Material**
Slipping my hand into my pocket to hold on to the clay marble	**Material**
I put my hand in my shirt pocket and groped for the clay marble.	**Material**
It was still there, reassuringly solid.	**Relational**
With it held tight in my fist,	**Material**
I felt a little better.	**Mental**
“It worked,”	**Existential**
Jantu said gently	**Verbal**
because you believed it would.	**Mental**
You’ve got to believe in yourself, Dara. Not me. Not magic marbles.	**Mental**
There’s no magic in that marble I gave you	**Existential**
The magic is only in the making of the marble.	**Relational**
Make your own magic marble	**Material**
I bent over and picked up the clay.	**Material**
It was damp and cold and heavy	**Relational**
I started to roll it between my hands.	**Material**
And as I rolled it,	**Material**
I began to feel calmer.	**Mental**
But my hands were still shaping my marble, smoothing it,	**Material**
The ball of clay grew smoother and rounder.	**Relational**
I see that cupped in my palm	**Mental**
was a perfectly smooth, perfectly round marble	**Relational**
I made my own magic marble	**Relational**
“The magic was never in the marble, sister”	**Relational**
she said.	**Verbal**
“It was in Jantu.	**Relational**
,” And now it’s in you.”	**Relational**
I don’t need magic marbles anymore.	**Relational**
After all, the magic isn’t in the marble.	**Relational**
It’s in me!	**Relational**
I want to teach her how to make a magic marble, for herself.	**Mental**
The concept of death	
It was as if a mask had descended on her face, making it blank and hard.	**Relational**
I realized that	**Mental**
I had seen the same mask settle on Duoic’s face the day before.	**Mental**
It was the look of someone who wasn’t going to try anymore	**Relational**

I remembered my father's voice the night he was dragged away to be killed in the forest.	**Mental**
I had heard the dread and the fear in his voice and	**Mental**
I had felt the fear lodge in my own heart .	**Mental**
Jantu looked as if she was about to drift off to sleep	**Relational**
Her voice faded, and	**Relational**
she breathed a deep sigh	**Behavioural**
Glowing with a dull sheen, they gazed through me, at something far away.	**Behavioural**
She had a strangely remote smile on her face	**Relational**
She was closing herself off from me	**Relational**
Even after Jantu's long, slim fingers went limp,	**Relational**
I kept on singing	**Material**
Jantu did not wake up	**Relational**
"She's gone,"	**Relational**
Nea was sobbing	**Behavioural**
I understand	**Mental**
that Jantu will never wake up in that hammock again.	**Relational**
I understand	**Mental**
that Father will never come home to us again.	**Relational**
I understand	**Mental**
that war kills people who aren't even fighting in it	**Relational**

The Lost King

Transitivity Processes	**Frequency**
Material Process	**27**
Mental Process	**24**
Verbal Process	**9**
Behavioural Process	**14**
Relational Process	**56**
Existential Process	**2**
Total	**132**

Clauses	**Transitivity Processes**
A person's personality is more than just the surface	
if I took off my cloak of invisibility	**Material**
It's not as if I *try* to be a freak	**Relational**

you have the sort of guy nobody can take seriously	**Relational**
I have a little bit of common ground with everybody	**Relational**
but there's not *enough* common ground there with any one person to want to hang out	**Existential**
He has his own problems	**Relational**
"I don't go around telling everyone the details of my train wreck of a life.	**Behavioural**
He didn't seem like such a self-centred idiot now that	**Relational**
I knew there was a reason for it.	**Mental**
Hearing the truth about his life made his attitude and his determination make sense	**Mental**
Spilling all your big, dark secrets	**Behavioural**
Hardships bring people who are different together and help form a stronger and deeper relationship	
If I could hand-picked my own group,	**Material**
it would have been exactly the opposite of that.	**Relational**
I've been put in the wrong group.	**Relational**
she spat	**Verbal**
Her anger stung, but	**Relational**
it passed quickly	**Relational**
They hate each other	**Mental**
the way people who secretly love each other hate each other.	**Relational**
They've got to the point where they really do hate each other.	**Relational**
I think it's genuine.	**Mental**
He swore	**Verbal**
and threw the card of instructions on the ground	**Material**
before storming down the track the way we came.	**Material**
"This is stupid.	**Relational**
I'm out of here."	**Relational**
Bethany howled.	**Behavioural**
"You're like a little primary school kid,"	**Relational**
Bethany taunted.	**Behavioural**
he screamed	**Behavioural**
and threw the rock at Bethany	**Material**
He was whistling his irritating whistle again.	**Material**
I preferred it	**Mental**
when he was Sully the sullen	**Relational**
Emily cheered,	**Behavioural**
Bethany moaned,	**Behavioural**
Sully walked	**Material**
and I followed.	**Material**
He was whistling again and	**Material**
I suddenly heard it for what it was: a nervous habit.	**Mental**
A shouting match erupted that sounded like two mongrel dogs trying to kill each other	**Relational**
If I had been able to see him,	**Mental**
I would have punched him.	**Material**
It was long overdue and	**Relational**

I knew at least one of us would feel much better for it.	**Mental**
We nut out a plan	**Material**
and we take one step at a time until we're back.	**Material**
he said sarcastically, but	**Verbal**
I ignored it.	**Mental**
"We made a mistake.	**Relational**
It was nobody's fault.	**Relational**
For once, they agreed.	**Behavioural**
"We should stay together, Sully,"	**Material**
I said.	**Verbal**
I liked the way she said my name.	**Mental**
we found ourselves sitting closer than ever in dirt	**Mental**
We decided to skip the track	**Mental**
We ignored the instructions	**Mental**
We're supposed to be responsible	**Relational**
I did not understand one word of that. (Bethany alienate King)	**Mental**
I like the exact opposite (")	**Mental**
The golden rule when you get lost is you stay together,"	**Relational**
Emily said	**Verbal**
It means we share the load,"	**Relational**
Sully said	**Verbal**
"That was a team effort!"	**Relational**
Besides, these guys are trustworthy.	**Relational**
Emily hugged me and kissed my cheek.	**Material**
She introduced her mum, Cassandra, and her dad, Keith.	**Material**
I knew what she was feeling.	**Mental**
I could read it in her eyes.	**Behavioural**
She hugged me around the neck until my face was red,	**Material**
then introduced me to her mum and stepdad,	**Material**
Sully nodded to me	**Material**
and smiled.	**Behavioural**
"If you ever need an orienteering partner, you know who not to choose."	**Mental**
"You'll be at the top of my list"	**Relational**
He laughed	**Behavioural**
And it came out all squeal-soaked and silly.	**Relational**
Sully stood	**Material**
and we hugged.	**Material**
The experience of being lost and feeling fear	
The place seemed incredibly big and lonely.	**Relational**
Truth is, it scared me.	**Existential**
We rounded a switch	**Material**
and the track disappeared. Vanished. Dead end.	**Relational**
When the path we were on came to another dead end,	**Relational**
Bethany started crying.	**Behavioural**
My chest was tight, hunger forgotten.	**Relational**

This was serious.	**Relational**
The bush seemed even more hopeless than our dead-end track.	**Relational**
His voice was squeaky, almost unrecognisable as his own.	**Relational**
“We’re officially lost,”	**Relational**
Sully declared.	**Verbal**
Soon all the heat and hope would be gone and	**Relational**
we’d be left with a cold hard rock	**Relational**
It nearly made me sick	**Relational**
I realised we’d been tricked	**Mental**
I needed some magic.	**Mental**
I needed some soothing	**Mental**
Just a little shortcut that turned into a monster ride into the guts of this hungry country.	**Relational**
I was as scared as she was	**Relational**
Our sense of relief at finding a trail was like a badge he could wear	**Relational**
but it didn’t last long	**Relational**
Hope is important when facing challenges and difficult situations	
A glimmer of hope took its place.	**Relational**
“So, we’re not going to die.”	**Relational**
“We’re not going to die.”	**Relational**
I said again.	**Verbal**
“Let’s get out of here.”	**Material**
If we stayed together and kept moving,	**Material**
sooner or later we’d find a track.	**Material**
Suddenly, our tired bodies weren’t tired anymore	**Relational**
“Don’t worry,”	**Mental**
Sully said.	**Verbal**
“It’ll be back.”	**Relational**
But hope began to rise	**Relational**
It was a little injection of adrenalin,	**Relational**
making my weary heart race and send me scurrying for higher ground.	**Material**
We’re going to make it.	**Relational**
“We’re going to survive,	**Relational**
I know we are.”	**Mental**
It was the thing that was going to save our lives	**Relational**
They’ll be back.”	**Relational**
They *will* find us	**Material**
Difficult times help you to grow and appreciate life	
“It’s being out here.	**Relational**
It’s being lost.	**Relational**
Makes you realise what’s important and what’s not.	**Mental**
It *was* good for me.	**Relational**
Taught me more about my place in the world in two days than	**Behavioural**
I’d learned in years of stuffy classrooms	**Behavioural**
Being lost is a scary thing.	**Relational**
But sometimes, when you get lost,	**Material**

you also find out what's real.	**Mental**

Curriculum Vitae

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BIOGRAPHY

Kumaran Rajandran is a Senior Lecturer at the School of Humanities, Universiti Sains Malaysia. He teaches BA and MA subjects in Linguistics, and supervises MA and PhD research in Discourse Studies. His research involves multiple approaches to examine discourses in English, Malay and Spanish, to explore the articulation of identity and ideology in contemporary societies. He is the co-founder of the Malaysian Discourse Research Group, and Associate Editor of 3L: Language, Linguistics, Literature.

AREAS OF EXPERTISE

- **Discourse**
- **Multimodality**
- **Semiotics**

ACADEMIC QUALIFICATION

- **PHD (UM) (2015), (Linguistics)**

  Universiti Malaya (UM)
- **MA (UKM) (2008), (English Language Studies)**

  Universiti Kebangsaan Malaysia (UKM)
- **Bachelor of Business Administration (Hons) (UNITAR) (2006), (Human Resource Management)**

  Universiti Tun Abdul Razak (UNITAR)

MEMBERSHIPS

1. International Systemic Functional Linguistics Association (ISFLA)
    - Member
2. Association of Spanish Teachers and Students, Malaysia (APELEM)
    - Ordinary Member (AB00006)
3. Malaysian Association of Applied Linguistics (MAAL)
    - Life Member (231019)
4. Malaysian English Language Teaching Association (MELTA)
    - Life Member (LM 611)
5. Malaysian Social Science Association (PSSM)
    - Life Member (LM 0133)

PUBLICATIONS

Article in Journal

WoS/ESCI/SCOPUS

1. Rajandran, K. (2023). The macrostructure of earnings videos: A multimodal discourse analysis. *3L: Language, Linguistics, Literature The Southeast Asian Journal of English Language Studies*, *29*(1), 1-16.
2. Ong, C.T., H. Abdul Rahim & Rajandran, K. (2023). Polarised discourse of complaint management: Ideological construction of the GST in Malaysian online news articles. *GEMA Online Journal of Language Studies*, *23*(2), 205-226.
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4. Al Fajri, M.S., H. Abdul Rahim & Rajandran, K. (2023). A corpus-assisted discourse study on the construction of ‘obesity’ in Indonesian news media. *Studies in English Language and Education*, *10*(3), 1467-1484.
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8. Rajandran, K. (2008). Social Semiotics as a Tool for Visual Literacy**.** *Language in India*, *8*(9), 1-13.

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2. Rajandran, K. & Abdul Manan, S. (Eds.). (2019). *Discourses of Southeast Asia*. Singapore: Springer.

Chapter in Books

1. Rajandran, K. & Lee, C. (2023). Politics in Malaysia: A Discourse Perspective. In Kumaran Rajandran & Charity Lee (Eds.), *Discursive Approaches to Politics in Malaysia* (pp. 1-15). Singapore: Springer.
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3. Rajandran, K. & Abdul Manan, S. (2019). Introduction. In Kumaran Rajandran and Shakila Abdul Manan (Eds.), *Discourses of Southeast Asia* (pp. v-x). Singapore: Springer.
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RESEARCH PROJECT

National

1. Developing a Malaysian model of primary care consultations
    - Role: Co-Investigator (Principal Investigator: Prof. Dr. Ng Chirk Jenn)
    - Amount: RM27,514
    - Duration: 24 April 2019-23 April 2021

University

1. Discursive strategies in Malaysian economic speeches
    - Role: Principal Investigator (Co-Investigator: Prof. Dr. Shakila Abdul Manan)
    - Amount: RM12,800
    - Duration: 15 January 2019-14 January 2021
2. Exploring conceptual metaphor theory in religious discourse
    - Role: Principal Investigator (Co-Investigator: Prof. Dr. Shakila Abdul Manan)
    - Amount: RM10,000
    - Duration: 01 December 2015-30 November 2017

3. Analisis kandungan visual dalam risalah perayaan George Town
    - Role: Co-Investigator Principal Investigator: Dr. Darwalis Sazan)
    - Amount: RM30,500
    - Duration: 1 February 2023-31 January 2025

PAPER PRESENTED

Invited Speaker

1. Finding the fit: Methodology in Discourse studies Research. Universiti Malaysia Sabah, Kota Kinabalu, 23 February
2. The linguistic approach to politics: A Malaysian contribution. Penang Institute, George Town, 22 February
3. Critical discourse analysis of Shih-Li Kow's selected short stories. Xiamen University Malaysia, Microsoft Teams, 5 December
4. Recontextualizing meaning: A discourse perspective. Universiti Tunku Abdul Rahman, Microsoft Teams, 3 November
5. Ucapan belanjawan: Kajian korpus dan wacana. Malaysian Corpus Research Network, Google Meet, 30 April
6. Recontextualization: What, How, Why? Malaysian Discourse Research Group. International Islamic University Malaysia, Microsoft Teams, 30 November
7. Multimodal discourse analysis: What's old, what's new? Penelitian Linguistik Mutakhir. Universitas Sumatera Utara, Zoom, 24 August
8. Speeches. Squadron Officer's Course. Institut Kepimpinan dan Pengurusan, Royal Malaysian Air Force, Tanjung Bungah, Malaysia, 23-25 January
9. Speeches. Squadron Officer's Course. Institut Kepimpinan dan Pengurusan, Royal Malaysian Air Force, Tanjung Bungah, Malaysia, 16-17 July
10. Registerial cartography in Malaysian CSR Reports. Postgraduate Studies Guest Lecture Series, Universiti Malaya, Kuala Lumpur, Malaysia, 8 April

Event Organiser

1. Committee member, 6th International Conference on Linguistics, Literature and Culture, Universiti Sains Malaysia
2. Committee member, 2nd Malaysian Association of Applied Linguistics International Conference
3. Committee member, 5th International Conference on Linguistics, Literature and Culture, Universiti Sains Malaysia
4. Secretary, 12th Free Linguistics Conference, FLC Group and Universiti Malaya
5. Committee member, Humanities, Society and Tourism International Conference, Universiti Sains Malaysia
6. Secretary, 4th International Conference on Linguistics, Literature and Culture, Universiti Sains Malaysia
7. Committee member, School of Humanities Employee Safety and Health Committee, Universiti Sains Malaysia
8. Secretary, Penang English Language Teachers' Seminar, Universiti Sains Malaysia
9. Secretary, 3rd International Conference on Linguistics, Literature and Culture, Universiti Sains Malaysia
10. Committee member, Faculty Board Research and Scholarly Activity, UCSI University

Presenter

1. The Johor-Singapore Causeway: Celebrating and Conceptualizing its Centenary, Asia Research Institute, National University of Singapore, Singapore, 9-10 May
    - The linguistic representation of the Causeway in Malaysia (With Ang Leng Hong as 2nd presenter)
2. Malaysia and Singapore Society of Australia Symposium, New Era College, Kajang, Malaysia, 7-8 July
    - Politics in Malaysia: Research trends in Discourse Studies

3. Discourse and Politics Conference, United Kingdom
    - Sacralizing economic problems in Malaysia, 11-12 April
4. 1st Malaysian Discourse Research Group and Asia Pacific Research Unit Workshop, International Islamic University Malaysia, Gombak, Malaysia, 24 February
    - PAS and the sacralization of Malaysian economics
5. Australian Society for French studies Conference, Victoria University of Wellington, Wellington, New Zealand, 12-14 December
    - French colonial lexicography in the Malay archipelago: Social and relational dimensions in missionary-produced dictionaries in nineteenth-century Malaya (With Shanthini Pillai as 1st presenter)
6. 1st Online International Conference on Language and the Pandemic, University of Kufa, Kufa, Iraq, 22-24 March
    - 'A long battle ahead': War metaphors on COVID-19 in Malaysia and Singapore
7. Vietnam International Linguistics Conference, Vietnam Academy of Social Sciences- Institute of Linguistics, Hanoi, Vietnam, 19 November
    - The multimodal discursive strategies of corporate financial videos: A systemic functional analysis
8. International Conference on Language and Literature, International Islamic University Malaysia, Gombak, Malaysia, 15-17 January
    - Portraying economic competence in budget speeches
9. 5th International Conference on Linguistics, Literature and Culture, Universiti Sains Malaysia, George Town, Malaysia, 29-30 July
    - The journey metaphor scenario in Hindu scriptures
10. 6th Language in the Online and Offline World, Universitas Kristen Petra, Surabaya, Indonesia, 8-9 May
    - The language of environmental disclosure in Malaysian sustainability reports
11. International Conference, Universiti Kebangsaan Malaysia, Putrajaya, Malaysia, 20-21 November
    - Intertextuality in Malaysian sustainability reports
12. 43rd International Systemic Functional Congress, Universitas Pendidikan Indonesia, Bandung, Indonesia, 18-23 July
    - The multimodal construction of environmental CSR
13. 5th Conference on Discourse and Society, Universiti Malaya, Kuala Lumpur, Malaysia, 14-16 November
    - Incorporating other discourses: Interdiscursivity in Malaysian CSR reports
14. 4th International SEARCH Conference, Taylor's University, Petaling Jaya, Malaysia, 28-29 May
    - Thematic choice of CEO Statements in Malaysian CSR reports
15. 25th European Systemic Functional Linguistics Conference and Workshop, Université Paris Diderot, Paris, France, 10-12 July
    - Logogenesis in Environment Sections of Malaysian sustainability reports (With Fauziah Taib as 2nd presenter)
16. 7th International Conference on Multimodality, Hong Kong Polytechnic University, Kowloon, Hong Kong, 11-13 June
    - Representing corporations and the environment in Malaysian sustainability reports (With Fauziah Taib as 2nd presenter)
17. 3rd International Conference on Applied Linguistics and Professional Practice, Universiti Malaya, Petaling Jaya, Malaysia, 12-14 December
    - Who are the stakeholders?: An analysis of Malaysian sustainability reports (With Fauziah Taib as 2nd presenter)
18. 5th Multi-Systemiotic Talks, Hong Kong Polytechnic University, Shenzhen, China, 21-22 July
    - Simulating familiarity in Malaysian CEO Statements (With Fauziah Taib as 2nd presenter)

19. 40th International Systemic Functional Congress, Sun Yat-sen University, Guangzhou, China, 15-19 July
    - Presenting semiotic reality in Malaysian CSR Reports (With Fauziah Taib as 2nd presenter)
20. 39th International Systemic Functional Congress, University of Technology Sydney, Sydney, Australia, 16-20 July
    - Language and historical knowledge in Malaysian history textbooks
21. 4th Conference on Discourse and Society, Universiti Malaya, Kuala Lumpur, Malaysia, 27-29 June
    - A multimodal study of representation in the Mahabharata: The Dice Game (With Sridevi Sriniwass as 1st presenter)
22. 8th International Conference on English Grammar, Hong Kong Polytechnic University, Kowloon, Hong Kong, 12-14 January
    - Us and them in Malaysia's history textbook
23. 3rd Global Advances in Business Communication Conference, Universiteit Antwerpan, Eastern Michigan University and Universiti Teknologi Malaysia, Johor Bahru, Malaysia, 8- 10 June
    - The Editor's Note: A Systemic Functional Linguistic perspective
24. International Conference, Universiti Kebangsaan Malaysia, Putrajaya, Malaysia, 11-12 May
    - Ravana abducts Sita: A Systemic Functional Linguistic perspective
25. International Conference on Minority and Majority: Language, Culture and Identity, Malaysian Association of Modern Languages and Universiti Malaysia Sarawak, Kuching, Malaysia, 23-24 November
    - Penggunaan bahasa: Kes masyarakat Tamil Jaffna Malaysia
26. 3rd Conference on Discourse and Society, Universiti Malaya, Petaling Jaya, Malaysia, 16-18 June
    - Krishna lifts Govardhana: Analyzing religious discourse
27. 3rd Language in the Realm of Social Dynamics International Conference, University of the Thai Chamber of Commerce, Bangkok, Thailand, 29-30 April
    - Language policy: Reflecting national identity?
28. 7th International Malaysian Studies Conference, Malaysian Social Science Association, Minden, Malaysia, 16-18 March
    - Syncretizing identities: Sri Lankan Tamil Malaysians
29. 18th MELTA International Conference, Malaysian English Language Teaching Association, Johor Bahru, Malaysia, 11-13 June
    - Genre analysis for tertiary students
    - Visual social semiotics (With Indrani Muthusamy and Dhayapari Perumal as 1st and 2nd presenters)
30. International Conferences on Languages, Universiti Teknologi MARA, George Town, Malaysia, 27-28 May
    - Managing languages in multilingual countries
31. Malaysia International Conference on Languages, Literatures and Cultures, Universiti Putra Malaysia, Putrajaya, Malaysia, 28-30 April
    - Making the state a nation: Language policy in Sri Lanka
32. English and Asia: 1st International Conference on Language and Linguistics, International Islamic University Malaysia, Gombak, Malaysia, 24-28 November
    - Sri Lanka: English in nationalism and nationism
33. 17th MELTA International Conference, Malaysian English Language Teaching Association, Kuala Lumpur, Malaysia, 30-31 May
    - Social semiotics as a tool for visual literacy in the workplace
34. 18th Annual Meeting of the Southeast Asian Linguistics Society, Max Planck Institute for Evolutionary Anthropology and Universiti Kebangsaan Malaysia, Bangi, Malaysia, 20-21 May
    - The use of composition in Malay language newspapers' front pages
35. 3rd Postgraduate Research Colloquium, Universiti Kebangsaan Malaysia, Sepang, Malaysia, 01-03 February
    - Interactive interactions in bank brochures

ACADEMIC/PROF. SERVICES

Evaluation

1. Muhammad Aiman Ismail (P-HD0016/18). The relationship between instrumental motivation components and students' intelligibility and comprehensibility of English. Doctor of Philosophy, Universiti Sains Malaysia. 2023
2. Christina Ong Sook Beng (S-HD0012/16). A corpus-based study of give, take, and make light verbs in mesolectal Malaysian English. Doctor of Philosophy, Universiti Sains Malaysia. 2022
3. Bryan Lee Yong Huan (P-HM0074/21). A corpus-based study of metadiscourse in linguistics books reviews. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2023
4. Priyanika Kirupananthan (S-HM0070/21). A critical discourse study on local politicians and victims responses towards the Malaysian floods. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2023
5. Anis Abdul Rahim (P-HM0002/18). A Marxist reading of colonial advertisements in *The British North Borneo Herald*. Master of Arts, Universiti Sains Malaysia. 2022
6. Joanna Grace Victor (P-HM0048/20). A Theme analysis of COVID-19 headlines in Malaysian English newspapers. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2022
7. Keerthana Mani Maran (S-HM0040/20). A study of the intercultural content in the Full Blast Plus 4 English language textbook. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2022
8. Priyaadarshini Balakrishnan (P-HM0021/19). Gender and non-observance of Grice's maxims and conversational turn-taking in Malaysian talk show interviews. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2021
9. Shafii Murtala (P-HM0005/20). A comparative analysis of rhetoric in Umar Musa Yar'adua and Abubakar Rimi's speeches during political campaigns. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2021
10. Intan Nadia Amalina Baharudin (P-HM0073/17). The meaning of emoji in digital communication: An analysis in the multicultural Malaysian context. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2020
11. Lim Chee Wei (S-HM0083/17). A corpus-based study of the semantic prosody of 'immigrant', 'migrant' and 'emigrant' in Malaysian English online newspapers. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2020
12. Zarbakhsh Mojdeh (P-HM0039/17). The influence of L2 on L1: A study of the effects of Iranian postgraduates' knowledge of English idioms on their use of Persian prepositions. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2019
13. Aasha Abdul Muhsin Ali (TGB150043). A multimodal analysis of Isis' Eid greetings video. Master in English as a Second Language, Universiti Malaya. Master of Arts (Linguistics), Universiti Malaya. 2018
14. Nur Dinah Taib. Multimodal meaning making in ecotourism promotional videos. Master of Philosophy, Universiti Teknologi Malaysia. 2018
15. Joanne Matilda John Joseph (P-HM0358/15). Diglossia in a Catholic church in Pulau Pinang. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2017
16. Samila Ooi Ling Ling (P-HM0369/15). Code switching and construction of social identity in Facebook. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 2017
17. Siti Zubaidah Abdul Hashim (P-HM0139/14). A corpus-based analysis on the semantic prosody of *Islam* in Malaysian Malay and English newspapers. Master of Arts (Linguistics and English Language Studies), Universiti Sains Malaysia. 201

Media appearance

1. Malaysia needs dengue vaccine but will the people accept it? Bernama, 19 June 2024 (Interview)

SUPERVISION

PhD

1. Nur Fatima Wahida Mohd Nasir (S-HD0004/20). A study on Malaysian third culture kids' lexical competence of Malaysian English lexemes. Co-supervisor. Completed 2024.
2. Hanaa Naji Salah Samaha (TVA170001). Co-supervisor. A Cardiff Grammar analysis of the simple clause in Modern Standard Arabic. Completed 2022.
3. Ong Cheng Teik (S-HD0032/15). Co-supervisor. A critical discourse analysis of the Goods and Services Tax in the *GST Malaysia Info* website. Completed 2022.
4. Alena Zhdanava (TVA170010). Co-supervisor. An ecolinguistic analysis of vegan campaigns. Completed 2021.
5. Che Nooryohana Zulkifli (P-HD0093/21). Sole supervisor. *In progress*.
6. Deng Jie (P-HD0052/22).Sole supervisor. *In progress*.
7. Lee Ling Khai (S-HD0004/18). Sole supervisor. *In progress*.
8. Saidu Abdulhakim (P-HD0040/21). Sole supervisor. *In progress*.
9. Siti Muzlifah Tuani Ibrahim (S-HD0091/21). Sole supervisor. *In progress*.
10. Wu Yafei (P-HD0024/21). Main supervisor. *In progress*.
11. Fajri Muchamad Al Sholakhuddin (P-HD0086/21). Co-supervisor. *In progress*.
12. Hamid Mukhtar Khan (P-HD0022/19). Co-supervisor. *In progress*.
13. Irfan Rida (P-HD0027/20). Co-supervisor. *In progress*.
14. Ika Apriani Fata (P-HD005/21). Co-supervisor. *In progress*.
15. Low Poh Wey (P-HD0024/22). Co-supervisor. *In progress*.

Master

1. Nur 'Aisyah Humairah Mohd Yusof (P-HM0126/21). A Transitivity analysis of Taylor Swift's songs. Completed 2023.
2. Anis Farhana Shamsul Bahrain (S-HM0024/19). An interdiscursive analysis of CEFR in the English education policy of Malaysia. Completed 2022.
3. Jonathan Teng Zie Ming (S-HM0069/20). A multimodal analysis of Covid-19 e-posters from the Malaysian Ministry of Health. Completed 2022.
4. Nur Amalia Ahmad Fadzli (P-HM0058/20). A Transitivity analysis on the acceptance and refusal of COVID-19 vaccines in *The Star* newspaper. Completed 2022.
5. Anis Shahira Bazlan (P-HM0023/19). A critical discourse study of COVID-19 speeches by Southeast Asian political leaders. Completed 2021.
6. Fatin Amirah Zainal (S-HM0052/17). Online complaint strategies among Airbnb users in Malaysia. Completed 2021.
7. Kanageswarry Arumugam (P-HM0014/19). An Attitude analysis of Phillip Hutton and Hayato Endo in Tan Twan Eng's *The Gift of Rain*. Completed 2021.
8. Nurin Najwa Azizan (P-HM0037/19). Politeness strategies in in tweets by men and women in responding to Donald Trump's presidential election tweets. Completed 2021.
9. Amirah Athirah Amir Yazid (P-HM0043/18). A discourse analysis of newspaper articles on the Hong Kong protests. Completed 2020.

10. Lailatul Fidyati (P-HM0024/18). A Transitivity analysis of the 2019 Indonesian presidential debate. Completed 2020.
11. Nurul Amirah Md. Fadzil (P-HM0050/18). A Systemic Functional Linguistic analysis of tweets on LGBTQ. Completed 2020.
12. Siti Muzlifah Tuani Ibrahim (P-HM0351/15). A Systemic Functional analysis of LGBT characters in *Body 2 Body: A Malaysian queer anthology*. Completed 2017.

TEACHING

Master

1. HET 515- Linguistic Studies

Bachelor

1. HET 201- Corporate Communication
2. HET 301- Discourse Studies & Pragmatics
3. HET 309- Discourse and Power