

TRANSITIVITY ANALYSIS OF LYDIA MACHOVA'S SPEECH IN TED TALKS: A SYSTEMIC FUNCTIONAL LINGUISTICS STUDY

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Abstract

The research focus is a systemic functional linguistics study especially analysis of transitivity systems used by Lydia Machova in speech The Secret of Learning a New Language TED Talks. The research objective is to find out the types of transitivity process identified by Lydia Machova in her speech of The Secret of Learning a New Language in TED TALKS based on the theory proposed by Halliday (2004). This research used descriptive qualitative research. The datas are clauses in form of simplex and complex clauses which provided the types of transitivity process. The research result shown all types of transitivity process in Lydia Machova utterances. The highest usages of transitivity process are Material process due to the most accessible to our conscious reflection and the function of doing process in Lydia context of discussion is positively influence the listeners to follow the tips and the advice which Lydia and other polyglots experienced in learning language processes.

Keywords: SFL, learning language, transitivity process

INTRODUCTION

Language is the performance of transferring ideas in which it has the purpose and the meaning itself. That language itself is used more for interpreting the story rather than telling the story. The verbal and manner of our language indicates the self-representation and what personality that be in possession, so it is better to understand the language based on what they delivered. According to Halliday (2004) language provides a theory of human experience and certain of resources in the lexicogrammar of every language are dedicated to that function. So, it is a gateway to shape our thinking, sensing and feeling. Language is a link to interpret or internal and external world in which helps human build their ideas into

reality to objectified what's happen inside and outside them and around them.

Wherever people stand and live they produce a language, they speak to deliver the meaning through their goals. In language choices, the words usage are main factors in functional linguistics. To bring our ideas into existence of the real world, we need language either in form of oral or written text. We generally claim that oral forms do not have relation with writing system. When people speak or write, they produce text. The term of *text* refers to any instance of language, in any medium that makes sense to someone who knows the language (Halliday, 2014). As a text, language is surrounded by its context that cannot be separated. For Santosa (2003) language realizes the verbal behavior. Therefore,

it is always represented in the form of text. Language as a text brings social function.

As linguistics student, we are working with language who are able to arrange the structural language based on the pattern and rules of the language. We also make literary products such as: poetry, prose, song or textual works. We combine our ideas or personal experience to the words within the language. As the investigator of the language, we need to criticize every single word whether in oral or text form to better understanding the meaning and how the words build in utterances or the structure of clause. Functional grammar view language as resources to make meaning which investigate how the words could present the meaning. As the result of that, we need Systemic Functional Linguistics (SFL) to have knowledge about the modern approach to linguistics. SFL is a renewal of traditional grammar or usually called functional grammar proposed by Halliday in his theory of first book entitled *An Introduction to Functional Grammar* (1994). SFL views language as a text and system. SFL focuses on how language works to realize its meaning by dealing with the language function to represent the social function in the context (Halliday, 2014). According to Eggins (2004), SFL is not only a model of grammar but it is also contributing the way to represent an approach in analyzing the discourse.

In SFL approach, a clause and a sentence can be considered alike because

both concerns the same structure of grammar. It can be proved by Halliday (2004) that clause is not, in fact, a word; it is either a phrase or a word group. SFL claims that language based on its context. This concept helps researcher in analysing written form or other typical meaning in words in order to knowledge how the clause constructed and produced the meaning.

According to Halliday (as cited in Downing and Locke, 2006). Language is presented as the system as well as grammar, so-called as lexicogrammar. Meanwhile, the one of lexicogrammar category is transitivity which enables us to analyze people's perception of the world through language choice (Gallardo, 2006). The perception can be represented purposefully or accidentally, found in the real world or imaginary events, whose information is gathered through information revealed from processes, participants and circumstances (Opara, 2012).

Transitivity process is the field of Systematic Functional Linguistics. Language in SFL can be realized through three meta functions such as: ideational function, interpersonal function and textual function. Transitivity is the part of ideational function. In transitivity, we analyse verb and circumstances which provide and indicate a process used to reflect the action and experience of the speaker. In this process, the function of verb is not only physically do but also verb can be sensing, being, feeling, wanting etc. Process is central of transitivity,

which can be connected with one or more participants and circumstances. The process is the action, state or whatever that is being referred to, and is realized as a main verb (Zhang, 2017).

As it mentioned, the point of the transitivity analysis is verbs. Verb is the building of the clause or sentence without verbs it is impossible to called a clause or sentence. In traditional grammar, we have transitive and intransitive verbs while in SFL we view verb as it functions in the context related to the circumstances and the number of linguistics items will show quite different pattern. There are three main elements in transitivity system: participants, process, and circumstances which means transitivity refers to a concept for describing the whole clause rather than focus on verb and object. Different process needs different participants. However, transitivity used to express the emotion feeling desire and attitude in speaker. Some previous researchers have been conduct related to transitivity analysis, such as Zhang (2017), Hadiyati et all (2018), Suparto (2018), Istia'nah (2019).

Considering Systematic Functional Linguistics theory is the new perspective grammar, the researcher attributes to develop the theory to be more familiar among students and scholars. Learning language is unlimited process, especially for learning a new language, we need to find the right process to enjoy the learning process. By the reason, this research discussed about the

speech analysed by Lydia Machova in TED YouTube Channel. TED (Technology, Entertainment, Ideas): Idea's worth spreading is American media organization who hold a conference by inviting an expert speaker on education, economy, technology etc. TED claims someone to be a speaker based on their prior achievement and brilliant ideas which can be inspirational and useful to apply in living. Only a certain people who is able to present in TED. Thus, the researcher selected Lydia Machova as a polyglot female speaker in TED who is language mentoring currently working on her eighth foreign language. She is able to speak eight languages such as: English, German, Spanish, Polish, French, Russian etc. In her speech, she shared ideas, methods and experiences to be fluently learning foreign language. She delivered tips for learning a foreign language like started to do it, do it frequently, have passionate, finding a fun learning by matching with preferences, build a certain system like learning by ourselves although it is not easy take a lot of time, energy, self-discipline, no guide, no checking, and no prescribed system so all those things all motivated us. Also find the priorities whether it is focusing in listening or speaking, seek what we actually need and speak in order to speak well.

This research analyses the utterances expressed by Lydia Machova by using the transitivity theory proposed by Halliday (2004). The process in transitivity can be identified by six elements such as: material

process, relational process, mental process, behavioural process, verbal process and existential process. By the illustration, *Erick understands a new term of language*. The sener is Erick. Sener as a participant who refers to the conscious being that is feeling, thinking or seeing. It is a mental process because of *understand* is the process of sensing. The research subject is the speech which the utterances expressed by Lydia Machova because of the topic relates to the analysis, and Lydia Machova is a systemic type of person who deliver the message of her ideas with a proper sentence structure and also has growing interest of topic of discussion of sharing ideas and tips of learning foreign language likewise Lydia Machova has a good intonation of speech and has a properly structural spoken which can be same as written forms.

METHODS

This research used qualitative research as the result of data generations classified into several categories in form of clauses. As stated by Creswell (2014) opines that qualitative research is framed in terms of using words. By arranging this research, the researcher analyses the clause by detecting the verb. In the sense of verb is the pivotal feature of the clause since it is identifying the verb that the process can be determined. The source of the data is TED YouTube video entitled *The secret of learning a new language of Lydia Machova* was published

on January 24, 2019 and the link is https://www.youtube.com/watch?v=o_XVt5r dpFY&t=445s also the duration is 10:45 minutes. The form of data is the transcription from Lydia Machova's spoken words which hold transitivity process. In data analysing used a documentation strategy which is the essential aspects in the qualitative research. The form of data is the clauses constructs in Lydia Machova's utterances occur in her speech. The data procedure is the researcher extensively throughout video to input the data as a data transcription in the act of the researcher find text as the result of the data generations transforming visual material into text.

By the actions, the researcher handled typical technique to attain an accurate and valid data generation. A systemic of action which the researcher accomplishes to gain the data are as follows: 1). The researcher downloaded the video; 2). The researcher actively watched and listened extensively throughout the video to detect the lexical verb occurs in Lydia Machova's utterance in her speech; 3). The researcher inputted the utterances from Lydia Machova to create a text transcription by using laptop devices; 4). The researcher identified and classified the data transcription refers to clause which divided into the complex and simplex clauses; 5). The researcher analysed to find out the transitivity process occurred in Lydia Machova's utterances by making tables.

Several technical and practical procedure of analysing data generally done in steps such as 1). Breaking and dividing the paragraph into the part of complex and simplex clauses. The researcher splitted the sentences by listening Lydia Machova full stop of speaking; 2). Detecting the verb and distinguishing the verb based on the type of transitivity process. The researcher is carefully and intensively detecting the verb in reason the verb expresses the process of transitivity. The researcher used thematic markers to highlight the verb and begin with displayed the data by table and simultaneously examine to determine the types of transitivity process using the theory proposed by Halliday (1994); 3). Counting of total data and subtotal data of transitivity process. Calculating the amount of transitivity process occurred in Lydia Machova's utterances and representing the findings in tables; 4).

Interpreting and drawing the conclusion for the result. The researcher summarized the conclusion by highlighting the each of transitivity process based on the type. Then, the researcher read the particular conclusion to entirely drawing the conclusion.

RESULTS AND DISCUSSION

The writers presented data taken from Lydia Machova's utterances YouTube video entitled *The secret of learning a new language of Lydia Machova* by using theory proposed by Halliday. Each clause of the texts was analyzed into process types of transitivity system. They are material process, mental process, relational process, behavioral process, verbal process and existential process. In this case, there are 222 utterances found and analyzed. The distribution of process types of each Lydia Machova's utterances can be seen in the table.1 below.

Table.1 Transitivity Process Occurred in Lydia Machova's Utterances

No	Transitivity Process	Frequency	Percentage
1	Material process	63 data	28%
2	Mental process	48 data	22%
3	Relational process	51 data	23%
4	Behavioural process	24 data	11%
5	Verbal process	20 data	9%
6	Existential process	16 data	7%
Total		222 data	100%

Source: The secret of learning a new language by Lydia Machova

From the table above, it can be seen that Material process found 63 data, Mental process found 48 data, Relational process

found 51 data, Behavioural process found 24 data, Verbal process found 20 data and Existential process found 16 data.

Behavioural Process

Behavioural process is placed between material and mental process since the participant involved is displaying a manifestation of physical and neurological or cognitive experience. According to Halliday (2004) stated that behavioural process is physical and psychological behaviour like breathing, coughing, smiling, dreaming and staring. Another explanation stated by Halliday (2004) added that behavioural process which represents outer manifestations of inner workings, the acting out of processes of consciousness and physiological states. The behavioural process can be defined as one type of external activity is the result of something experienced internally. The participant who is behaving is labelled as *Behaver*. In behaviour process the Behaver behaves both inner and outer experience but the process is more grammatically like one of

doing. It seems hard to distinguish the differentiation here Halliday (2004) also added behavioural process are always in the middle, the most typical pattern is a clause consisting of *Behaver* and process only, *No one's listening, He's always grumbling*. Halliday also grouping the behavioural process in order to recognize the process clearly, the following kinds as typical based on Halliday (1994): (i) [near mental] Processes of consciousness represented as forms of behaviour, e.g *look, watch, stare, dream* etc, (ii) [near verbal] Verbal processes as behaviour e.g *chatter, grumble* etc, (iii) Physiological process manifesting states of consciousness e.g *cry, laugh, smile, frown, sign, snarl* etc, (iv) Other physiological processes e.g *breathe, cough, faint, shit, yawn, sleep*, (v) [near material] bodily postures and pastimes e.g *sing, dance, lie (down), sit (up, down)*.

Datum 1. He learns a few phrases from a travel phrasebook

He	learns	a few phrases	from a travel phrasebook
Behaver	Behavioural	Behaviour	Circ. Reason

From the sentence above *He learns a few phrases from a travel phrasebook*. There is only one verb appear in the clause. This clause cannot be easily assumed as behavioural process. The verb can be debatable since we are trying to decide which process that represents the speaker since the participant much like *Actor* in a certain extent of doing and it is also more like *Senser* with cognitive aspects. First, eliminate three process that

surely do not represent this case. This clause doesn't represent the process of having, saying or existing. Considering other types of transitivity process like a material process or mental process because both of the process seems similar to this case. **Learn** is *to gain knowledge or skill by studying, from experience, from being taught*. (Oxford Advanced Learner's Dictionary 9th Edition). As it mentioned, learn is expand a knowledge by studying. Learn can

be a mental process since the process is the sense of thinking that related to neuro cognitive of internal world. Learn can be a material process because of learn is the process of doing an activity. This clause expressed both of processes which blending physical and psychological behaviour. As it is stated by Halliday (2004) that behavioural is sharing characteristics of material and mental processes. In the process of learning, we are thinking and studying so it is more likely behavioural process. There is one participating entity in the clause: *He* which express an implicit participant. By the context, the result of this probe is that the participant is *Benny* from Ireland who is polyglot friend of Lydia as a participant which functioning as a *Behaver*. In process of behaving, we are doing something but the result of something experienced internally. The consequence of this case is that the role of *Behaver* can be doing and thinking. Even though this case is not straightforward to be called as behavioural process, the participants is representing as *Behaver* the participant who is behaving. In this context, Lydia is telling about Benny who starts speaking foreign language based on a travel phrasebook and the method is properly working.

Material Process

Material process happens because there are the most accessible to our conscious reflection. This type of process covers the range of processes that express activities of doing, changing, and creating. Based on Halliday (2004), stated that material process is processes of doing. They express the notion that some entity *do/does* something which may be done *to* some other entity. This process treated grammatically in language as types of action which input some energy and physically doing. In material process, the two main participating entities in material processes have the function to be *Actor* refers to one doing the activity and material need and other function to be *Goal* refers to the one impacted upon or affected by activity as an alternative of participant impacted by doing or an entity which process is directed. There are additional participants which can also be inherently in the material processes. *Beneficiary* similar to *Goal* but in case it is because the participant benefits from the process or simply means a participant benefiting from doing. *Recipient* refers to the one whom goods are given; *Client* refers to the one whom service is provided.

Datum 2. All of them **use** different methods

All of them	use	different methods
Actor	Material	Goal

From the sentence above *All of them use different methods*. The clause representing what someone is doing. Eliminating other

types of process that clearly doesn't match in this case. The verb of **use** is not mental process since the process is not sensing or

thinking. The choice is left with material process. The main distinction here that the verb **use** occurs in the clause. There is one participating entity: *All of them* which expressed the implicit participants. In this process of using, we expect something to be using. By the context, the result of this probe is that the participant is *Polyglots* is *multilingual: knowing, using or written in more than one language. (Oxford Advanced Learner's Dictionary 9th Edition)*. In other hand, *Polyglots* is someone who able speaks several languages as a participant which functioning as an *Actor*. The process of using is an active physical event which observed externally and expands the energy. So, this process more likely to be material process. In the context, the clause appeared as Lydia Machova spells out that polyglot have their way to enjoy language learning process.

Mental Process

While material process is concerned of outer experience world, mental process is a clause that is concerned in inner experience world. We also experience the world internally through our sense. The sensory base processes involve the neuro cognitive system. According to Halliday (2004) opines that mental process is the process of sensing, feeling, and thinking. For purposes of structural analysis,

it is clear that the participants in mental process cannot be equated with Actor and Goal because it will affect the participant functions in the clause. As the result that, mental process has a label, there are *Senser* as subject which refers to the conscious being that is feeling, thinking or seeing. *Senser* is always one participant who is human or animal but any entity animates or not can be treated as conscious. Also, *Senser* is the one is capable of liking, knowing and thinking. *Phenomenon* as an object which refers to which is *sensed, felt, thought* or *seen*. Based in Halliday (2004) stated that phenomenon is our experience including of course our inner experience or imagination, some entity (person, creature, object, institution or abstraction), or some process (action, event, quality, state or relation. Mental process construed as an idea brought into existence through the process of consciousness and represented grammatically. Mental process construes the emotions, expressing degree of affection and construes the content of thinking. Below the category of sensing based on Halliday (2004) in general term as: (1) Mental perceptive (perceive, sense, see, hear, smell, taste etc.), (2) Mental cognitive (think, expect, believe, understand, etc.), (3) Mental desiderative (want, wish, would like, hope, etc.), (4) Mental emotive (like, love, adore, dislike, hate, etc.)

Datum 3. I love learning foreign language

I	Love	learning foreign language
Senser	Mental: Emotive	Phenomenon

From the sentence above, *I love learning foreign language*. The clause above is representing what someone is feeling. Eliminating the transitivity process which doesn't imply a relational process or a verbal process or an existential process. Then, it may be a behavioural process. The verb of **love** is not assumed as material process because the process is not indicating the external world also construing doing and construing feeling are different meaning. The choice is clearly with mental process. The main distinction here that the verb **love** occurs in the clause. There is one participating entity: *I* which expressed the explicit participants. The verb of **love** is a process of feeling. In process test of loving, we expect someone to be loved or we expect someone to be loving something or someone. By the clause, the result of this probe is that the participant is Lydia Machova herself as nominal group which labelled as a *Senser*. The verb of **love** recognizes as mental emotive as an emotional feeling occurrence. Lydia Machova is participant who capable loving with conscious feeling gives a flavour to the process. *Phenomenon* here stands for the Lydia's experience of learning foreign language which being a target of the feeling. In briefly, the process of loving is an internal feeling, it is a good feeling of anything. In mental process, the main participant doesn't include the external experience difference from behavioural process which involves external and internal world. So, this process more likely to be mental process.

Relational Process

Relational process is the process of being from something exists to be something else. As Halliday (2004) stated by material clause are concerned with our experience of material world and mental clause are concerned with our experience of the world of our own consciousness. Both this outer and inner experience may be construed by 'relational clause' but they model this experience as *being* rather than as *doing* or *sensing*. Relational process provides three categories as follows: (1) Intensive 'x is a'. Intensive establishes a relationship of sameness between two entities, (2) Circumstantial 'x is at a' (where 'is at' stands for 'at, in, on). Circumstantial defines the entity in terms of location, manner, time, (3) Possessive 'x has/have a'. Possessive indicates the one entity owns another.

Each of those comes in to modes: (i) Attributive ('a is an attribute of x'). In this mode, Attributive processes attribute some kind of quality to participating entity. The process involves two participants namely: *Carrier* and *Attribute*. The label of *a* is called *Carrier* refers to entity to which is ascribed and the label of *x* is called *Attribute* is the entity that carries it. For example: *Erick is good-looking*, (ii) Identifying ('a is the identity of x') or 'a serves to define the identity of x'. Identifying processes are very similar to attributive processes in that relation is set of between two entities but, in the case of identifying processes the relation is that of

assigning an identity rather than attributing a quality. There are two participants involve namely: *Identifier* and *Identified*. Structurally,

the label of *x* which is to be identified called as *Identified* and which serves as identity is called as *Identifier*.

Datum 4. This is how polyglot learn language

This	Is	how polyglot learn languages.
Carrier	Attributive: intensive	Attribute

From sentence above *This is how polyglot learn language*. The clause is representing what someone is having. The model of relational process is concerned with the experience as *having* and *being* rather than as *doing* or *sensing*. In process of having, we expect someone/something to be having something. The present is highly marked and it is widely restricted to relational process. As it stated by Halliday (2004) that relational process is construed with the simple present. Excluding other types of process that clearly doesn't match in this case while the process is having the only possible types of process is relational process. In this case, eliminate relational type of circumstantial and possessive types because the clause doesn't define terms of location, manner, time or represent the possession in usual sense of owning. In the context, *this* seems refers to *the method of self-talk* and so it is a participant labelled as *Carrier* as an entity denotes things. *Attribute* is often serving to specify the state in which *Carrier* takes part in process so *how polyglot learn languages* is the *Attribute* that rely on the

process. In intensive types, the process establishes a relationship of sameness between two entities then the clause can nor be switched as identifying. So, this type is more likely an intensive attributive type of relational process.

Verbal Process

I said is noisy in here. Verbal process is the process of saying. Verbal process usually occurs in dialogue passages, as in the following written narrative and accompanied with quoted. Based on Halliday (2004) opines that verbal process is the symbolic relationships constructed in human consciousness and enacted in the form of language like saying and meaning and introducing a report what was said.

The participants revolve around the verbal process are: *Sayer* as subject is the participant who is saying. *Receiver* is someone who listens. *Verbiage* is the function that corresponds to what is said or what the Sayer says or content of what is say. *Target* construes the entity that is targeted by the process of saying.

Dantum5. They always **asked** me, “How did you do that? What is your secret?”

They	always asked	me,	“How did you do that? What is your secret?”
Sayer	Verbal	Receiver	Verbiage

From sentence above, *They always asked me, “How did you do that? What is your secret?”*. The clause is representing the process of saying. This clause doesn't require the process of being, having, sensing, existing, or doing. This clause is straightforward case of *asking* is a saying process. The reason for this that the main function in clause is simply to show that someone has asked something. When the verb is *ask* then the process is typically restricted as a verbal process. The verb appeared in clause encoded as the process of saying. In a process of saying, we expect someone to be saying something. There are two participating entities: *They* which express an implicit participant and *me* which express explicit participant. In verbal process, there is the one who labelled as a *Sayer* is *They* which functioning as the participant who is saying. In the context, another participant is *Receiver* is functioning as someone who is being questioned. The *Receiver* in this clause refers to Lydia. *Verbiage* which *How did you do that? What is your secret?* is what the content

of the *sayer* says by the stated from Halliday (2004) that verbal process clause having a quoting function. In the context, Lydia is opening her speech by talking about many people who had found her then get motivated by her achievement in handling various languages.

Existential Process

Existential process is the process of existence. Existential process may be interpreted as a presentative construction that can used to introduce phenomena, material stream of narration, or serve to introduce places or features. Based on Halliday (2004) opines that existential process is kind of process are simply recognized to exist or to happen. The words like *exist*, *remain*, *occur*, and *happen* are usually considered as existential process. The object or event which is being said to exist is labelled as *Existent* that can be construed as ‘thing’ such as: person, object, institution, abstraction: any action or event. *Existent* is likely to Phenomenon in mental process.

Datum 6. There are several such polyglot events organized all around the world.

There	Are	several such polyglot events organized	all around the world
	Existential	Existent	Circ. Place

From the sentences above, *There are several such polyglot events organized all around the world*. The clause is representing the process of existing. Eliminating other types of transitivity processes that clearly doesn't apply in this case. This clause is not representing sensing, being, thinking, saying or any other types of processes. The choice is left with existential process. In the process of existing, the clause is different which the subject is not functioning as participant but rather than a feature *There* which represent only *existence* the participant is not exist but the process itself. When the *There* is exist in the clause then the process is typically restricted as an existential process. Although the word of *There* has not have representational function, *There* is required as subject. In process of existing, we expect something/someone to be existing. There is one participating entity in the clause: *several such polyglot events organized* labelled as an *Existent* functioning as the *thing* such as: person, object, institution, abstraction: any action or event that construes in clause. The function of *Existent* here is linked to the situation which is being presented by the clause. In the context, the clause is interpreted as presentative used to bring out the polyglots' events which held almost all around the world.

CONCLUSION

The utterances of Lydia Machova in TED YouTube video entitled *The secret of*

learning a new language by Lydia Machova was conducting the data of transitivity process which used the theory proposed by Halliday (2004), The researcher found 222 data of transitivity process. In type of transitivity process, the researcher found the all of types represent the transitivity process that six types of transitivity process occur in Lydia Machova's utterances in form of Material process (63 data or 28% of 222 data), Mental process (48 data or 22% of 222 data), Relational process (51 data or 23% of 222 data), Behavioural process (24 data or 11% of 222 data), Verbal process (20 data or 9% of 222 data), and Existential process (16 data or 7% of 222 data).

Material processes are found in present forms which the function is to share the experience of Lydia and other polyglots experience, mentioning and guiding the method of learning language processes. Mental process which function is to express Lydia's sensation through the process of learning and to give a perspective of leaning language and also suggest, pursue and motivate the listeners how effective the method given by her. Relational process which function is to represent the relation by making a comparison between polyglots and others routine because the attribute of the participants. Behavioural process which functions is to ask the listeners follow some practical techniques for learning a foreign language. Verbal process which function is giving a communication by illustrate of the

saying and retelling to the listeners the content of message. Existential process which functions is to inform the listeners the situation about which might and not might exist in learning process. In briefly, the types of Material process are the highest range of occurrence because of Material process is the most accessible to our conscious reflection and the function process of doing in Lydia context of discussion is positively influence the listeners to follow the tips and the advice which Lydia and other polyglots experienced in learning language processes. By the evident, from there are verbs like *start, use, meet, help* etc. which shown the physical activities carried out by Lydia Machova.

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