

# Corpus-assisted Transitivity Analysis of The Shadow in the Rose Garden

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## ABSTRACT

Transitivity is a clause system that affects not only the process but also the participants and circumstances (Halliday & Matthiessen, 2004). The study deploys transitivity as a method for clause analysis for studying the experiential meta-function of language while constructing the character in the short story entitled, *The shadow in the rose garden*. The qualitative approach has been employed in this study, and the corpus software AntConc (3.5.7) has been used to calculate the frequency of different processes and to analyze the data. The findings show that these three processes are dominant in the whole text such as the material (46.68%), relational (18.64%) and the mental process (16.30%). The most frequent material process shows the tangible and dynamic actions of the characters. Correspondingly, the findings show that circumstances of place (30.66%) and circumstances of time (21.95%) are dominant in the entire text, that is, where and when the characters are involved in the setting of story.

## KEYWORDS

Transitivity, experiential, tangible, ideational, material, circumstance.

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## INTRODUCTION

Language is considered as a tool for communication having numerous functions. The people use language to achieve their objective as well as to show their linguistic competence. It signifies that according to systemic linguists, the use of language is considered as the purposeful behavior (Eggins, 1994) and the literary language is utilized in the literary writing. According to Mathews, it is not considered as impossible if nothing narrated or happened in the short story (Lubis, 1960) and the short story is the shortest form of fiction; however, the systemic functional linguistics can be used to interpret and comprehend the short story because the language can be described in respect of models (Widowson, 1975). The short story tells about the event and the main character in a short time. The short stories have short prose, but the theme of short stories is often like our real life, through which we can get some moral value from it.

*The shadow in the rose garden* was written by David Herbert Lawrence in 1912. Lawrence was born on September 11, 1885 in England. He is one of the modern English writers because of his linguistic skills and female sexual immersiveness. Lawrence is known for exploring sexual association. The sexual connection between the two characters gives him a lot of artistic tension, and he generally focuses on one male and one female character in his story. At this point, we will investigate the short story using transitivity analysis to understand the text. Therefore, this study aims at enhancing the students' interest in transitivity analysis and is expected to provide excellent resources for the analysis of such nature.

Here, in this study, Halliday's framework (1976) has been used to analyze the data as no previous study has been conducted on the topic of such nature. The purpose of the present study is to determine how the writer uses language to describe the most frequent process of a story, and to identify how the writer manipulates language to describe the main character and theme of short stories. This study is based on the following important questions: 1) What are the most frequent transitivity processes used in the story *The shadow in the rose garden*? 2) How does the writer manipulate language to describe the main characters and themes in the selected short story? 3) How does transitivity analysis help in interpreting the construction of characters in the short story *The shadow in the rose garden*?

## LITERATURE REVIEW

Systemic Functional Grammar (SFG) studies the relationship between language and its function in social context. According to Beard (2000), the transitivity system endeavors to look at the language used to express: What is happening through language? Who is involved to perform the action? How the action is going? In fact, the transitivity is presented as the notion of a transitive verb and intransitive verb (Halliday, 1976) even if the verb takes an object or not. However, in SFL, language is used to connect grammar to the meta-functions. According to Halliday, Language is a social symbol of social interpretation (Arnold, 1978) Whereas, according to Richard & Schmidt (2013), Systemic Functional Linguistics (SFL) is the study of



the relationship between language and linguistic function, such as sound (phonology), meaning (semantics) and wording or lexico-grammar (morphology, lexis, and syntax). The transitivity is the main constituent of the experiential function of the clause which expresses the transference of concepts signifying process or experiences such as: events, actions, processes of consciousness and relation (Halliday, 1985).

In a recent study, Mahmood and Hashmi (2020) describe the character of Nilopher in the novel *The stone women*. It is a corpus-based study where AntConc software has been used as a tool to find out the frequency of the six processes. Halliday's (1994) transitivity framework has been used to analyze the data. The study found that the material process was dominantly used by Nilopher in this novel which showed that she was a confident, corrupt and bold girl. Moreover, the lexical device *I*pronoun shows her self-possessiveness and bold nature. Furthermore, Nurlela et al. (2020) explore the narrative text *Hikayat Delhi* in English translation in the light of transitivity analysis. The mixed-method approach has been used in the study. On the basis of analysis, it is found that the material process has been frequently used in this study, and the writer narrates the happening of different events and different actions have been performed by characters in his text.

On the other hand, Sriyono (2021) examines Madura Indonesian texts and their English translations and this study aims at identifying how transitivity analysis represents the meaning in the tourism texts and their English translation. The descriptive qualitative approach has been used in this study. The framework of Halliday (1985) has been used to analyze the data. Resultantly, the study indicates that the relational process has been frequently used in Indonesian texts (*dihuni, terletak, and adalah, etc*) and their English translation (*has, have, seem, and become, etc.*). Furthermore, it is emphasized that there is a variation of analysis and perspective in both texts. But, Syed et al. (2021) describe the character of females in the short story *The boarding house* to determine the central process in the short story which dissects the characters of females. The mixed-method approach has been used in this study. The framework of Halliday has been used to analyze the text. On the basis of analysis, it is found that material process has been frequently used in the forty clauses of the short story and it depicts which character performs an unpleasant action.

Afterward, Rosmayanti (2021) explore recount texts of EFL students to trace out which process of transitivity has been dominant in their writing. The descriptive qualitative approach has been used in this study. A sample of 6 texts and 173 clauses of students' recount texts have been chosen for this study. So, they come up with the findings that the material process has been used frequently by the students in their writing which shows the physical actions of the participant. Likewise, Linares and Zhi-Ying (2021) examine the interpretation of Fredy Chikangana's selected poetry who is a Colombian Indigenous poet. For this purpose, mixed-method approach has been used to calculate and analyze the data. Halliday's (1994) Systemic Functional Linguistics model has been used for this study. Consequently, the study found reveal that the material process had been frequently used by the poet in his poetry which explored the physical and concrete actions and self-determination of Yanakuna character.

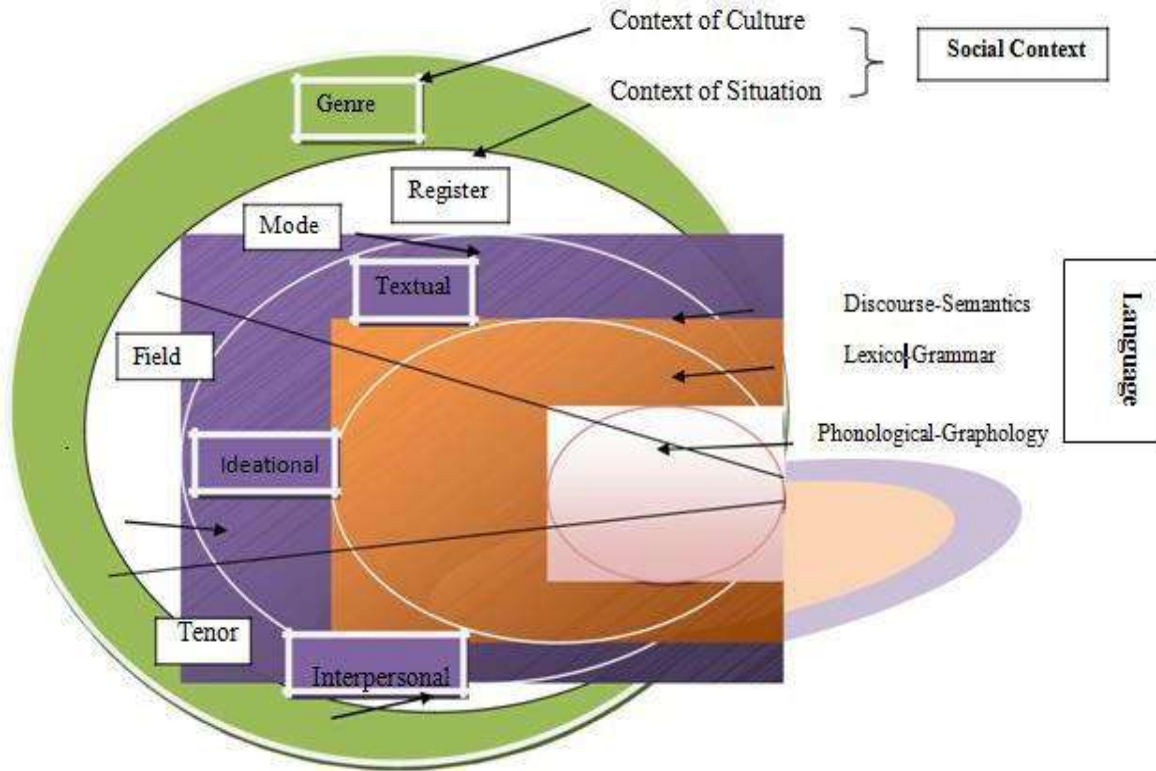
Besides, Aini (2021) examines recount texts of students' for pointing out which process of transitivity has been used by males and females to represent their experiences. In this study, Halliday's (1994) framework has been used to analyze the data. The recount texts of the students have been selected and a qualitative approach is employed for the study. The findings depict that both male and female students used the material process frequently in their recount texts. The frequent use of the material process influences the generic structure and social function of the recount text of both male and female students. Additionally, Khalid et al. (2021) explain the western gender-related ideology in the play *A doll's house* in the light of transitivity analysis. The qualitative and quantitative approach has been used in the study. The purposive sample consisting of 48 clauses has been chosen for this study. The findings indicate that the material process in the dialogue of females and males have been dominantly used in this play. The male character is considered as the most authoritative and superior while the female character has been portrayed as dependant and oppressed.

### **Systemic functional approach**

Halliday has developed the SFL approach for discourse analysis in light of the model on language as a social symbol. The language represents three main meanings: ideational, textual, and interpersonal meanings (1985). The ideational meaning represents the meaning of the language content and includes real-world experiences such as the internal experience of the world. Language is often utilized to show someone's action or something. From that perspective, ideational meanings are called the experiential metafunction taken from the clause as a representative.

Social relations have been built up to support the interpersonal meaning of the language. This part of the language correlates the person with other individuals. For this reason, individuals use their independent terms. The interpersonal meaning of a language represents the person's ability to use the language about the community and his/her views on other individuals. In language, the clause acts as exchange and this clause exchange gives interpersonal metafunction to perform activities or request something, we needed, using the language we needed, but in many cases, the results are in verbal or written mode.

In the language section, it is examined how the text is organized and how a clause is used as a message to understand the meaning of the text. A clause receives a message or meaning from its thematic structure. The message is divided into two levels. The first level is the theme and the other is the rheme. Halliday and Matthiessen (2004) defined the theme in these words: "the beginning part of the message is theme and theme is what the clause wants to describe", and it is used to describe a clause in that context. Whereas, the rheme is the second part of the message and it describes the facts of text. There are three



metafunctions in SFL i.e. textual, interpersonal and experiential (Halliday, 1985). Fowler (reference to Michael Halliday) expresses that transitivity is the base form of representation of something and clause is used to analyze situations and events as being of definite types (Fowler, 1991).

Communication level: Discourse semantics: Halliday classified language models in SFL and Halliday & Matthiessen (2004) and Mong et al. (2003) rapidly summarize these functions as essential to the way grammar works in the language context i.e. these functions allow language users to code the meaning of the experience recognized in the discourse *field* (experiential meaning); use a language with interpersonal function to encode the interface and establish a way to protect various proposals as usual. So, these functions allow to code meanings, connections, and influences that define the discourse *tenor* (interpersonal meaning); the language also has a textual function that is used to understand the meaning of interpersonal and the experiential meaning of text development in which discourse *mode* (textual meaning) is understood. The whole model has been depicted in the below given figure 1.

The descriptive qualitative research method has been chosen to reach the results of the study. A qualitative study outlines definitions, concepts, and symbols of things (Berg, 2001). The reason to choose this topic was that many students face difficulty in understanding SFL. The corpus tool AntConc (3.5.7) was selected to find out the frequencies of words and concordances. At first, the quantitative features were found in order to calculate the frequencies. Secondly, the frequent words were checked, the frequencies were noted and manually classified according to different processes. The study concentrated on analyzing the clauses incorporated in *The shadow in the rose garden* in the light of Halliday’s (1976) experiential meta-function. The data collection steps have been given below:

- The short story *The shadow in the rose garden* has been chosen for this study.
- The short story has been read carefully.
- The data was delimited in such a way that each selected clause contained at least a process and a participant and unnecessary data were excluded; subsequently, the data were analyzed and labeled through the following steps:
  - The clauses in the story were organized into a short table and transitivity analysis was used to interpret the story such as given in table 1:

**Figure 1: Levels of Communication: Discourse Semantics Research methodology**

**Table 1 Basic Components of SFL**

I	Saw	Him	Today
Senser	Pr: mental	Phenomenon	cir: location

- The next step that the researchers took is tallying. The types of process were tallied by the researchers.
- The percentage of the data has been calculated to identify the frequent process in the story and a participant.
- Unnecessary data were excluded; subsequently, the data

**Results & Discussion**

The researchers carried out a transitivity analysis of the text of the short story. The results of the transitivity analysis of the story have been summarized in table 2.

**Table 2** Transitivity Analysis of The Shadow in the Rose Garden

TRANSITIVITY		
Process types	Frequency	%
Material	358	46.68
Mental	125	16.30
Verbal	87	11.34
Behavioral	39	5.08
Existential	15	1.96
Relational: attributive	116	15.12
Relational: identifying	14	1.83
Relational: possessive	13	1.69
Total No. of processes	767	100

**The material process**

This process includes happening or doing an action in the clause. The two main participants in this process are the actor and the goal. Excess materialization was expressed in the text, mainly using the proportion of material processes (358 in 767, 46.68%). An analysis reveals that Mrs. Frank is doing most of the physical activity. As shown in the following examples:

- He is **reading** the newspaper.
- Then, he **rose** and **reflected** in the oil painting.

The material process has linked to Frank. It shows that Frank is a strong character and he has done most of the actions and activities to kill time. The material process has little to do with Archie as an actor. This analysis shows that Archie is a passive character and has little action to take.

**The relational process**

Relational processes are usually performed by some verbs such as the verb *be* or general verbs. For example, it seems, appears, or often by verbs such as having or possession. According to Halliday (1994), the relational process has two modes i.e. attributive and identifying.

In this story, the relational process has been used 63 times comprising (116) attributive, (14) identifying, and (13) possessive. The percentage of this process in this story is 18.64%. In this text, almost all the characters are involved in the relational process as incorporated in the below given examples:

- Attributive
  - Her face **becomes** strain.
  - A shadow **seemed** to pass through.
- Identifiers
  - Archie **is** the rector's son.
  - His name **is not** the owl.
- Possessive
  - He **has** my pet.
  - I will bet you have **had** a lot of past.

**The mental process**

Mental processes are divided into four categories: cognition (know, understand), desire (hope, desire), perception (see, feel) and affection (like, hate, love).

There is a participant who is known as sensor: the one who understands, recognizes, and hates, etc., the other one a phenomenon which is felt, thought and known. The mental processes have been used 125 times, and the percentage is 16.30 %.

In this story, the mental processes have been performed by the main character Mrs. Frank mostly. The processes like (listen, thought, see, want, like, hope, understand) show the nature of the main character of the story, such as:

Outside, a young man **listened**.

He **perceives** that she **wants** to be rid of him.

**The verbal process**

Verbal processes describe the saying act. Generally, three participants are involved in this process. One is the sayer who is the addresser of the message, second is the receiver is the recipient of the message and the Verbiage is the message content. The text’s transitivity analysis also exposed verbal processes at 86 times and the percent ratio is 11.34%.

Here, almost all processes are declarations, some processes are interrogated. In this story, two main characters, Mr. and Mrs. Frank are the speakers. Mr. Frank mostly used this process. They were anthropomorphized by the writer by using the verbal process (speaking, answering, speaking, and asking) related with them. Analyzing the characters of sayer and receiver participants most texts in short stories are interactive. This is the maximum time for conversation between couples i.e.

The landlady began **talking** to herself. She **resumed**.

**The behavioral process**

The process that remains between material and mental process is the behavioral process. It describes psychological behaviors and physiological having a participant usually conscious person is called the *behave*r. It has been examined through the transitivity analysis that the text has 39 behavioural processes (5.08%). This process was used by Mr. and Mrs. Frank but Mrs. Frank frequently used this process, for instance:

You should have **slept** after the journey. She **watched** the young couple.

**The existential process**

Existential process shows the state of being, occurring, existing or happening of something. Typically, the verb be and other synonyms such as arise, exist and occur is used in this process. It has been examined through the transitivity analysis that in this story the researchers found 15 existential processes (1.96%) e.g.

There **was** a pause.

There will **be** nobody here.

The percentage of transitivity analysis of the text has been summarized in the figure 2.

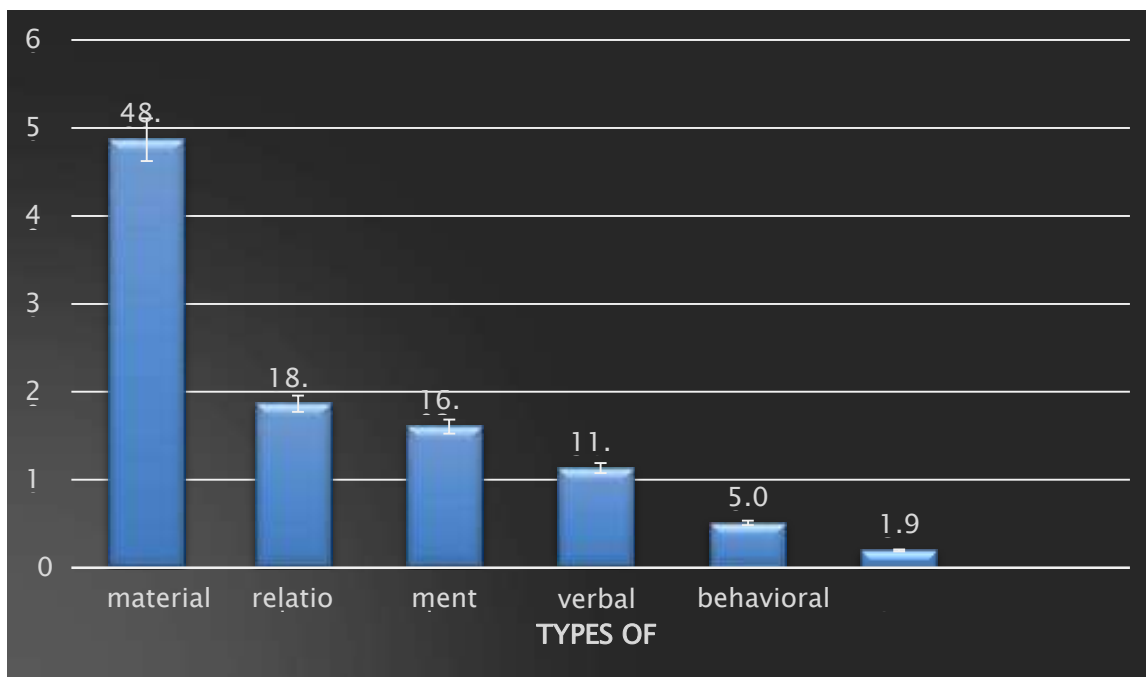


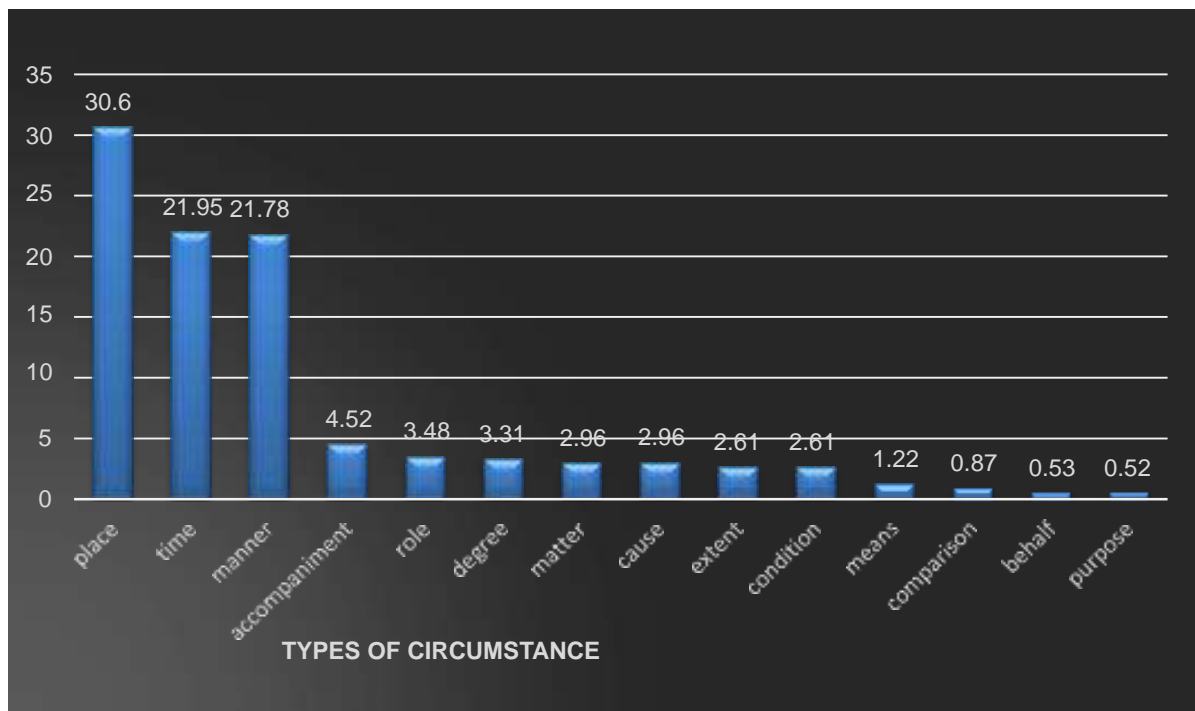
Fig. 2: Transitivity Analysis of The Shadow in the Rose Garden

Through the application of the AntConc software, the researcher tried to trace out the type and frequency of the circumstances utilized by the writer in the selected text. The whole summary of circumstances traced out from the text under investigation has been presented in the following table 3.

**Table 3.** *Circumstances in The Shadow in the Rose Garden*

CIRCUMSTANCE		
Type	Frequency	%
Location: place	176	30.66
Location: time	126	21.95
Manner	125	21.78
Accompaniment	26	4.52
Role	20	3.48
Degree	19	3.31
Matter	17	2.96
Cause	17	2.96
Extent	15	2.61
Condition	15	2.61
Means	07	1.22
Comparison	05	0.87
Behalf	03	0.53
Purpose	03	0.52
Total	574	100

Eggs (2004) expresses the circumstances which may occur with all kinds of processes and are frequently considered with prepositional phrases or adverbial groups. Table 3 shows kinds of the circumstantial element in the short story. The table presents that the circumstance of place and circumstance of time are leading in the short story with a frequency of 30.66% and 21.95% correspondingly. The interpretation of the circumstances has been shown in figure 3.



**Fig. 3:** *Circumstances in The Shadow in the Rose Garden*

Circumstances of time and circumstance of place express how in the context of place and time the writer portrayed the characters in the short story. These circumstances were used in determining the setting of the story's actions and events. The writer used the circumstances to construct the influence of *where* and *when* the participants were included in the story setting.

The three circumstances of time i.e. then, half-past eight, nine o'clock, after the journey, after six are given below. This process has been used by Mrs. Frank as under.

It was about **half-past eight in the morning**.

You could have slept **after the journey**.

The three circumstances of place such as: in the room, on the oil paintings, in the village, at the table, here, outside and at the clock are given below. This process has been frequently used by Mr. and Mrs. Frank in this story as underlined in the below given examples.

He looked at her **in the room**,

Then at **his own big silver watch**,

Similarly, the cause and manner circumstances were also used to represent the characters by explaining how the participants act in the short story and what is the major reason of their behaviors and action. The few examples in circumstance of cause and manner has been presented below respectively:

**Because** there seemed no reason for it. Who was poised **for retreat?**

For me or for breakfast?" she said **lightly**.

He laughed **comfortably**.

The circumstance of accompaniment develops the participants' relationship and coordination. What does a participant do in whose company?—has been pointed out below:

I have got to arrange **with Mrs. Coates**,

The circumstance, as presented below, of role, degree, condition, and matter is another important circumstance that was uncovered through the analysis of the text.

**As a mother**, occasionally touches the hand of her child.

**Rather** pale, but healthy.

**If** he recognized her.

Do not talk **about me** in the village?

Some other circumstances were also used, but with less importance in the situation such as circumstance of extent, mean, purpose, behalf, and comparison with insignificant figures in the text, e.g.

So, you had better go out **by yourself** this morning. That was greenish, **like ice**, in the center.

In this short story, the writer did the interpretation of different characters through transitivity analysis. The character of Mr. Frank has been shown to do actions such as *as he tried the piano lid*. Mrs. Frank is dominantly involved in the relational process such as for some time *she was surprised and silent and her face becomes a strain*. In the mental process, the character of Mrs. Frank has been shown as perception, affection, cognition, and desire such as *I should have thought came to see the place, not persons and I do not know why I want to come*. Hence, the characters of Mr. and Mrs. Franks have been shown in the verbal process. Additionally, the character of Mr. Frank has been portrayed involved in behavioral process such as *she watched the young couple, she laughed and she cried beside herself with his baiting*. Whereas, no character has been involved in the existential process. In this story existential means existence of something but different things are involved in this process such as: *there was a pause, there will be nobody and there is something up with you*. The writer used different circumstances in this short story such as the circumstance of place, time and manner that are dominant in the whole story. The character of Mr. Frank has been shown to use different things at different places such as *the young man observed the clock and then his watch*. The story's beauty is the depiction of tremendously emotional and sentimental scenes concerning discernment. The writer demonstrates his mastery in retaining stability between a sense of actuality down to earth and a sturdy emotional tension. This mystical story briefly brings close a woman to her lover that died in the war. The setting overlooks the sea that is a beautiful rose garden. Apart from this, both love and hatred have been presented in the realistic manners.

The writer described the main character through different linguistic choices such as usage of the third person pronoun in this short story. The major theme of this short story is that life will not ever offer you a rose garden (pleasure) rather there is at all times somewhat lurking around the turn that will challenge you and overwhelmed you. Seward (1989) says the rose is an actual and unpretentious symbol. Here, the roses connect the mystery of the cognizant love of a human and the garden which is also an essential element of the plot, as the action turns around the visit of the woman to the garden. The writer utilized symbolism to ascribe profound meanings to the roses and shadows, and to reveal the tragic marriage in a modern capitalist society that convicts the annihilation of war against human nature and human society.

## CONCLUSION

The transitivity analysis helps in exploring the contents of language experience related to inner and outer world. The purpose of this study was to categorize the ideational meanings in the light of transitivity analysis. The transitivity analysis

provides a linguistic proof to assist the interpretation of the short story which helps the readers in understanding the significance of the short story, by tracing out *who* (participant) does *what* (action) to *whom* (object) in the world of the characters. The transitivity study through process analysis showed that the major character, known as Mrs. Frank, suffers from loneliness, anxiety, boredom, sadness, perception, desire, cognition and insufficient consideration. The dominant process in this story is the material process that displays tangible and dynamic actions created by the writer in his writing. Several material actions have been done by Mr. Frank and Mrs. Frank who were also involved in different mental activities in this story. The dominant circumstances are the location and place which have been frequently used by the character, Mr. Frank. Basically, the circumstances have been used to construct the influence of *where* and *when* the participants were involved in the story's setting. Another important linguistic aspect is that the writer uses adjectives and third-person pronoun whenever he refers to the main character. This study would be helpful for the students to enhance their knowledge about the ideational analysis but further contribution can be done through interpersonal and thematic analysis of this poem or such other literary works which can be helpful for the future researchers in interpreting the variety of genre. Moreover, the study of such nature may be conducted on more data in order to confirm the findings of this study.

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