

**AN ANALYSIS EXPERIENTIAL MEANING IN THE POST FEED  
INSTAGRAM OF WORLD HEALTH ORGANIZATION (WHO) ABOUT  
CORONA DISEASE**



**THESIS**

Submitted to the Faculty of Cultural Sciencies, Hasanuddin University  
In Partial Fulfilment of Requirement to Thesis in English

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 5880/UN4.0.7/TD.06/2021 regarding supervisor, we hereby confirm to approve the undergraduate thesis draft by Ince Nurindah Permatasari Mustari (F041171006) to be examined at the English Department of Faculty of Cultural Sciences.

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**THESIS**

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**BY**

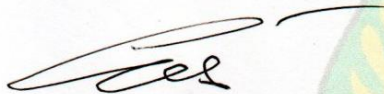
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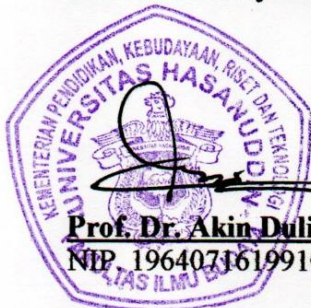
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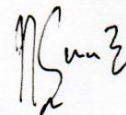
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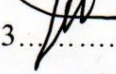

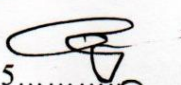
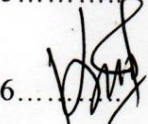
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**AGREEMENT**

Today, December 16<sup>th</sup> 2022 The Board of Thesis Examination has kindly approved a thesis by INCE NURINDAH PERMATASARI MUSTARI (F041171006) entitled, **AN ANALYSIS EXPERIENTIAL MEANING IN THE POST FEED INSTAGRAM OF WORLD HEALTH ORGANIZATION (WHO) ABOUT CORONA DISEASE**, submitted in fulfilment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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The thesis by **INCE NURINDAH PERMATASARI MUSTARI** (F041171006) entitled, **AN ANALYSIS EXPERIENTIAL MEANING IN THE POST FEED INSTAGRAM OF WORLD HEALTH ORGANIZATION (WHO) ABOUT CORONA DISEASE**, has been revised as advised during the examination on Friday, December 16<sup>th</sup> 2022 and is approved by the Board of Undergraduate Thesis Examiners:

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Yang Menyatakan,

*Ince Nurindah M.*  
Ince Nurindah Permatasari M.

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In the first place, the writer would like to express the biggest gratitude to Allah SWT who has always given health, spirit, patience and also guidance to help the writer finishing this thesis. May Allah SWT always show us the right way in this life.

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During the time of working this thesis, the writer found many problems and made the writer down. However, those problems could be solved with the support and help by the people around the writer. Hereby, the writer would like to express her thanks to:

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Makassar, December 16<sup>th</sup> 2022

The Writer,

Ince Nurindah Permatasari M.



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## ABSTRAK

**Ince Nurindah Permatasari Mustari.** F041171006. “*Sebuah Analisis Experiential Meaning dalam Postingan Feed Instagram dari World Health Organization (WHO) tentang Corona Disease*”. (Dibimbing oleh: **Abidin Pammu dan Kamsinah**)

Penelitian ini merupakan analisis *experiential meaning* yang diwujudkan dengan transitivitas yang meliputi *processes*, *participants*, dan *circumstances*. Sebuah kajian Linguistik Fungsional Sistemik dengan teori transitivitas Halliday (2014) sebagai kerangka teoritis utama. Penelitian ini bertujuan untuk menjelaskan bagaimana relasi *process*, *participant*, dan *circumstances* melalui bahasa yang digunakan dalam Post Feed Instagram *World Health Organization (WHO)*. Penelitian ini menggunakan metode deskriptif kualitatif yang dilengkapi dengan data kuantitatif untuk memperkaya kedalaman analisis. Ada 91 klausa yang digunakan dalam penelitian ini. Berdasarkan tingkatan frekuensinya, *material process* merupakan proses yang paling dominan terjadi yaitu sebanyak 47 kali (51,648%). *material process* digunakan untuk memberitahu pengguna Instagram bahwa kita harus melakukan banyak hal secara bersama-sama dalam melawan *Corona Disease*. *Participants* yang paling dominan adalah *participants element* pada *material process* (52,5%), dan terakhir dari *circumstances element* adalah *manner* (31,747%) yang menunjukkan bagaimana proses tersebut diaktualisasikan.

Kata Kunci: *experiential meaning, processes, participants, circumstances, post feed instagram*

## ABSTRACT

**Ince Nurindah Permatasari Mustari.** F041171006. “*An Analysis Experiential Meaning in The Post Feed Instagram of World Health Organization (WHO) About Corona Disease*”.(Supervised by **Abidin Pammu and Kamsinah**)

This research focuses on the experiential meaning that transitivity covering Processes, Participants, and Circumstances realizes. Halliday's (2014) theory of transitivity served as the fundamental theoretical basis for its research of the use of Systemic Functional Linguistics. This study attempts to clarify how the Process, Participants, and Circumstances are accomplished using the World Health Organization's Post Feed Instagram (WHO). It used a descriptive qualitative approach complemented by quantitative data to deepen the research. There are 91 clauses to be used in this research. Based on the rank of frequency, Material Process is the most dominant process which occurs 47 times (51,648%). The Material Process is used to tell Instagram users that we must do a lot of things together in against the Corona Disease. The most dominant of the participant are elements of the participant in Material Process (52,5%), and the last dominant of Circumstance elements is Manner (31,747%) it showed the way in which the process is actualized.

Key words: *experiential meaning, processes, participants, circumstances, post feed instagram*

## **CHAPTER I**

### **INTRODUCTION**

This chapter acts as introduction to this research. In this chapter, the writer explains the background of the study, problems, scopes of the problem, research questions, objective of the research, and the significance of the study.

#### **A. Background of Study**

Language has the central role to show the existence of human beings. It can create a social interaction with other people. Human are social creatures that need communication as the basis of the everyday life. People employ language to communication through verbal or non-verbal communication in the form of spoken and written.

In any form of communication, one particular feature considered as a device to determine the meaning behind any form of language is the grammar employed by the conveyor. Grammar mainly develops scramble sentence which is logically constructed. Possessing a grammar makes a particular language more comprehensible, albeit simultaneously make it more complex and intricate.

Language has been examined scientifically in the last few decades, and linguists have begun to show an interest in examining how language is formed and how it functions and used which are known as systemic for they establish a theory called Systemic Functional Linguistics. It is a theory about language as a resource for

making meaning which is situated in a context of situation and a context of culture (Halliday, 2004:16). This theory also stresses on communication. In other word, it concerns with relation between language and context in which is used.

To undertake the research, the writer drew on her interest in Ideational Function, particularly in Experiential Function. The author believed that understanding ideational metafunction was crucial since it taught readers how to interpret texts. People could comprehend the intended meaning through ideational meaning by considering the experience, interested parties, and context that were included in a sentence. Transitivity systems were used as a linguistic tool to interpret conceptual meaning.

In simple term, The individual involved in the activity, their relationship to others, and whether they have an active or passive role in the utterance can all be identified using transitivity analysis. Transitivity, as we all know, represents experience and is evident in a phrase. This is so because a clause—which is made up of the three components process, participant, and circumstance—is shown and regarded as a unit of experience. The transitivity classification system essentially divides a clause into three parts. The answer to questions like "when," "why," "who," "how many," and "as what" can be found in the process, which is realized by the verb phrase, the people carrying out the process or influenced by it, which are typically realized by noun phrases, and the context.. Halliday in Matthiessen (2014) has identified six process types under transitivity, labelled as; Material, Relational, Verb,

Behavioural, and Existential. While, types of circumstance are Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter, and Angel.

The World Health Organization (WHO) is an international organization under the auspices of the United Nations which is engaged in the health sector whose mission is to ensure world health and provide regular reports on the health figures of a country. WHO is one of the original bodies of the United Nations, its constitution first appearing on the first World Health Day (7 April 1948) when it was ratified by the 26<sup>th</sup> member of the United Nations.

The aim, function and role of WHO is to achieve maximum health for all people around the world. To achieve this, WHO is actively carrying out tasks including the following: Having the task of tackling health by helping to implement restrictions on infectious diseases, providing health assistance to countries that need assistance, assisting in improving welfare as well as maternal health. and children as well as encouraging and also assisting in conducting research related to the health sector.

Now WHO is at the forefront of fighting the COVID-19 pandemic that is endemic in various countries. Various protocols were made by this organization to reduce to stop the transmission of the corona virus. As the colour of the world wherever we are, of course we must also maintain our health and apply the various ways that have been put forward by WHO to suppress this epidemic.



Most of the people in channelling their ideas and ideas they write them in magazines, newspapers, or on social media. One example of social media that is often used to channel writing aspirations is Facebook, Twitter, and Instagram. However, currently the most widely used social media in publishing ideas is Instagram. Instagram is an image-based social media that provides online photo or video sharing services. Not only that, Instagram is also used as a platform to educate the public about things that are considered important or that are trending in society, this includes cases of the COVID-19 outbreak.

Currently, Covid-19 is one of the news that we often encounter on social media. Various platforms are posted to remind the public to keep their body healthy during a pandemic. However, this is also often the case with miss communication in response to feed posts on Instagram. So, this is the background behind the research entitled **“An Analysis Experiential Meaning in the Post Feed Instagram of World Health Organization (WHO) About Corona Disease”**.

## **B. Identification of the Problem**

According to the background of study above, there are some problems can be identified as follows:

1. The types of experiential meaning of M.A.K Halliday’s theory are rarely to be analysed.

2. Some of the readers of the World Health Organization's post feed Instagram do not understand well enough the meaning of experiential meaning.

### **C. Scope of Problems**

This study investigates one of three metafunctions which the ideational meaning. It focuses on experiential meaning realized by transitivity system. The transitivity system has three components namely process, participant, and circumstance. The researcher analysis three of them in the post feed Instagram by World Health Organization. The post feed Instagram consists of flayers and videos which tells about health. This study focuses on analysing the short video animation (PowToon) about Corona Disease.

### **D. Research Questions**

Based on the limitation of the problem, the writer formulated research questions as follows:

1. How are processes of experiential meaning realized in the post feed Instagram of World Health Organization?
2. How are participant of experiential meaning realized in the post feed Instagram of World Health Organization?
3. How are circumstances of experiential meaning realized in the post feed Instagram of World Health Organization?

## **E. Objective of the Study**

According to research questions, the objectives of study are follows:

1. To explain how processes of experiential meaning realized in the post feed Instagram of World Health Organization.
2. To explain how participant of experiential meaning realized in the post feed Instagram of World Health Organization.
3. To explain how circumstances of experiential meaning realized in the post feed Instagram of World Health Organization.

## **F. Significance of The Study**

The result of this research is aimed at giving benefits as follows:

1. Theoretically, this study provides information and insight of experiencing meaning discourse through transitivity analysis, particularly as it relates to Instagram posts from the World Health Organization.
2. Practically, this study can guide the readers to use lexicogrammatically analysis to unveil the experiential meaning in the post feed Instagram of World Health Organization. It also can be used as a reference for students of English Department who are interested in conducting research in a similar study..
3. Pedagogically, this study can be applied to the teaching and learning process to educate students to the word choices utilized in English

sentences to create meaning. Anyone can become more conscious of their use of words whether speaking or writing.

## CHAPTER II

### LITERATURE REVIEW

The review of related literature is presented in this chapter and is divided into three sections: previous studies, theoretical background, and theoretical framework. Some previous studies from earlier research are presented here, supporting the current work. The theoretical background discusses the theories put out by professionals who provided the direction for this research. The study's overarching concepts are represented in the conceptual framework.

#### A. Previous Studies

There are several previous studies regarding experiential function that might support the writer's research. The following are some previous researchers related to this research.

The first review related to this study is *Representation of Experiential Function in the Text of Online BBC* by Apriani, Nurma Juli (2017). This study aims to analyse the form of experiential function, so find out the reason why research is added from the TOB, especially News contents Online-BBC published in January 2017. The writer used qualitative method to analyse the data. The result of the study, the writer found 5 types of process in experiential function. And the experiential functions were 6 types of process in experiential function. The material process was amount 61 (39.10%), mental process was amount 7 (4,49 %), verbal process was amount 76 (48.72%), existential process was amount 2 (1.72%), and relational process was

amount 10 (6.41%). The total percentages of congruent type of manner in the process of the TOB were 71.15% and the total percentages of incongruent type of manner in the process of the TOB were 28.85%. The most dominant type of manner in the process of the TOB was congruent. The dominant type of process was verbal process because in the TOB, the sentences or the clauses more indicated the arguments. The dominant type of manner was congruent because the sentences or the clauses were in harmony with another or in agreement with another.

The second study was also conducted by Akmalia, Rita Dina (2020) entitled ***The Realization of Experiential Meaning in Up Screenplay***. The type of data that is used in this study is a qualitative data. The data are in the form of clauses of the two main characters' dialogues taken from the screenplay. There are 479 clauses have been to analysed. The two major characters, Carl and Russell, are shown to be physically engaged in an action that is both real and substantial using material processes. The dominant participant enshrined by the nominal group in the clause has been found to be the actor. It has 136 (25.23%) of occurrences. Actor relates to the material process as the dominant process in the screenplay. and the last, circumstance of place is the most dominant circumstance in her research. It was found 43 times (43.43%) and it showed where the action that the characters do take place.

Meanwhile, Mulianita, S (2019) who used Systemic Functional Linguistic, in ***Analysing the Transitivity Patterns in the Speech of New Zealand Prime Minister***. She uses qualitative descriptive research and the results of analysis found

the speech is prominent process is Material Process (33.85%), and the prominent of participant is elements of participant material process (30.95%) and the last prominent of circumstances elements is location (46.22%). The realization of Material Process as the prominent process indicates that the text of New Zealand Prime Minister's speech is a kind of narrative that describes the series of events and story of Jacinda Ardern.

Sagala and Amran (2020) entitled in their research "**The Experiential Function Realized by Online Tutor and Students in English E-Learning Classroom**". Their study used descriptive qualitative research to gather data from the online tutor and student interactions in an Indonesia Open University e-learning classroom. According to the results, both online tutor and students understood the value of using experiential language in their classroom discussions. Online tutor and students were able to perform the following types of experiential functions: 1) 49 participants, 2) 35 process. 3) Circumstance 22. Participants in the online course were mostly realized by the students and tutor.

From the relevant studies above, the research has similarity on the methods and theories used but the difference is located on the object of research used. And it also help the writer in collecting and analysing data.

## **B. Theoretical Background**

Theoretical background provides some theories that are related and applied in the study. They include Systemic Functional Linguistics, Languages, Text and Context, Metafunctions, Ideational Meaning, Transitivity System, social media, and Instagram.

### **1. Systemic Functional Grammar**

M.A.K. Halliday created the Systemic Functional Grammar (SFG), often referred to as the Systemic Functional Linguistic (SFL), model of grammar in the 1960s. It is a part of systemic linguistics, a comprehensive social semiotic approach to language. The concept of language as a network of systems, or as related sets of alternatives for meaning-making, is known as "systemic." Because SFL employs a notion of meaning as a choice, which understands language or any other semiotic system as a system of related possibilities, it is systemic (Halliday, 2004:16). It emphasizes meaning as the crucial aspect of language analysis. The ability of language to carry out a task related to meaning is referred to as "functionality" in this context.

According to Butt et al (2003:7), "Systemic Functional Grammar is a way of describing lexical and grammatical choices from the systems of wordings so that we are always aware of how language is being used to realise meaning". "Grammar is functional in three distinct although closely related senses: in its interpretation (1) of texts, (2) of the system, and (3) of the elements of linguistic structures: (Halliday, 1985). In terms of the text, functional grammar is a 'natural' grammar, in the sense



that everything in it can be explained by how language is used. In terms of the system, all language has organized components that consists of main kinds of meaning namely the 'ideational' or reflective, the 'interpersonal' or active, and 'textual' or relevance between the other too. In terms of the structures, functional grammar sees all the units of language-clauses, phrases, and so on as natural formation of functions.

Eggins (2004:3) states that "Systemic Functional Linguistics is an approach of language which focuses on how people use language with each other in everyday social life". She also mentioned that there are four principal theoretical claims about language in the Systemic Functional Linguistics view namely:

- 1) Language use is functional;
- 2) Its function is to make meaning;
- 3) These meanings are influenced by social and cultural context in which they are exchanged;
- 4) The process of using language is a semiotic process, a process of making by choosing.

## **2. Language, Text, and Context**

Language is a system of "social semiotics." It implies that language is used as a tool for meaning construction in social interactions within specific situational and

cultural contexts. To communicate with others through writing, people employ language. Language is interpreted in relation to social structure, according to Halliday (1985:4). There are various ways we might travel outside of language to explain what language means when we think about the realities that language expresses—reality that is above and beyond language. As a result, language is employed to convey and clarify the meanings that people want to convey. Text is created by people when they speak or write. According to Halliday in But el all (2003:3):

A text is a piece of language in use; that is, language that is functional. A text's length is not important and it can be either spoken and written. What is important is that a text is harmonious collection of meaning appropriate to its context. This unity of purpose gives a text both *texture* and *structure*. *Texture* comes from the way the meanings in the fit coherently with each other. *Structure* refers to the way that pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context.

From the definition above, the term 'text' refers to both spoken and written language. Written language means a form of language that conveys meaning in the written text; it can be printed to handwritten, such as text message, email, letter, advertisement, etc. But, according to Gerot and Wignell (1994:158), "the term 'written language' does not only refer to language which is written down". For example, if someone reads an academic paper aloud that written down, although it becomes spoken, it is still written language for in the process that is written. Meanwhile spoken language is a form of language to convey meaning through verbal

communication. We can conclude that text is grammatical units that can be spoken and written form to carry meaning.

We can find context in a text. Eggins (2004:58) claims that “texts display continuity not just with elements within their boundaries, but with the contexts within which they take place. The most obvious sense in which text has continuity with its context can be demonstrated”. The word “context” refers to an ever-widening set of factors that accompany language in use. These include the material setting, the people present (and what they know and believe), the language that comes before and after given utterance, the social relationships of the people involved, and their ethnic, gendered, and sexual identities, as well as cultural, historical, and institutional factors (Gee, 2005:57). there are two kinds of context in the text which are the context of culture and context of the situation.

*a. Context of Culture*

The context of culture is what the members of a community can propose in cultural terms, which is when we understand the culture as a system of higher-level meanings (Halliday, 2004). According to Eggins (1994:25), “systemic functional approach describes how people use language to achieve culturally appropriate goals, through the concept of genre”. People use language in conveying meaning is based on the culture; different cultures can make different meanings or interpretations. Butt et al (2003:3) stated “context of the cultures is the outer context around a text. When

you think of different in forms of address, in ceremonies, in politeness and significant activities between on culture in shaping meanings”. Eggins (2004) stated that simple act of identifying the genre of a text has significant implications in analysing text because it suggests that one aspect of the text’s meaning is a text’s relationship to type, its general identity. It suggests that negotiating texts depends in part on identifying ways in which a specific text is alike, reminiscent of, other texts circulating in the culture.

We can understand the language from the information on a cultural background. Thus, each person can make different interpretation in understanding the meaning of language based on cultural background. The context of culture is also known as genre. A genre in written text is a characteristic in composing a text. There are many genres in texts such as narrative, recount descriptive, etc.

#### *b. Context of Situation*

Malinowski in Halliday and Hasan (1998) said that the surroundings of a text might be thought of as the context of a situation. Halliday in Eggins claims (2004:90). There are three factors that affect how a situation is expressed linguistically. These are field (what is being discussed), mode (what role language is playing in the interaction), and tenor (the relationships between the interactants). We can infer that the register variables field, mode, and tenor make up the situation's context. Any

situation type may be described in terms of field, tenor, and mode, claim Halliday & Matthiessen (2014:33):

- a. Field: what 's going on the situation; (i) the nature of the social and semiotic activity; and (ii) the dominant of experience this activity relates to “the ‘subject matter’ or ‘topic’)
- b. Tenor: who is taking part in the situation; (i) the roles played by those taking part in the socio-semiotic activity – (1) institutional roles, (2) status roles (power, either equal or unequal), (3) contrast roles (familiarity, ranging from stranger to intimates) and (4) sociometric roles (affect, either neutral or charged, positively or negatively); and (ii) the values that the interactants imbue the domain with (either neutral or loaded, positively or negatively)
- c. Mode: what role is being played by language and other semiotic systems in the situation: (i) the division of labour between semiotic activities and social ones (ranging from semiotic activities as constitutive of the situation to semiotic activities as facilitating); (ii) the division of labour between linguistic activities and other semiotic activities; (iii) rhetorical mode: the orientation of the text towards field (e.g. informative, didactic, explanatory, explicatory) or tenor (e.g. persuasive, exhortatory, hortatory, polemic): (iv) turn: dialog or monologic; (v) medium: written or spoken, (vi) channel: phonic or graphic”.

Those can be concluded that **field** represents the ideational meaning, **tenor** represents the interpersonal meaning, and **mode** represents the textual meaning.

### 3. Metafunctions

Metafunctions or the so-called as functions of language are the parameters of context of situation which affect and reflect language choices accurately (Butt et al, 2003). Metafunctions express three major purposes, those are:

- 1) To talk about what is happening, what will happen, and what has happened
- 2) To interact and/or to express a point of view
- 3) To turn the output of the previous two functions into a coherent whole

As the father of functional grammar, Halliday asserted that language serves three purposes: ideational meaning (which includes experiential and logical meaning), interpersonal meaning, and textual meaning (Butt el al, 2003; Halliday & Matthiessen, 2014)

Table 2.1 Three lines of meaning in a clause

Metafunction	Clause as....	System	Structure
Textual	Message	Theme	Theme^Rheme
Interpersonal	Exchange	Mood	Mood [Subject + Finite] + Residue [Predicator (+ Complement) (+ Adjunct)]
Experiential	Representation	Transitivity	Process + Participant(s) (+ Circumstances), e.g., Process + Actor + Goal

(Adapted from Halliday & Matthiessen, 2014:102)

The ideational metafunction represents experience through language. This representation consists of two parts: experiential meanings encode the experience and logical meanings reveal the connections among them.

The interpersonal metafunction employs language to represent interaction, demonstrate the validity of our assertions, represent concepts of duty and inclination, and represent sentiments.

The textual metafunction makes use of language to bring together our experiential, logical, and interpersonal meanings into a single, linear, and cohesive, unit.

#### **4. Ideational Meaning**

The concept of "field," which is connected to "theme" or "subject matter," is discussed (Gerot and Wignell, 1994). "One crucial role of language is to enable us to express what is happening in the world: to communicate about our experience, to reflect on our observations, to share knowledge and ideas," writes Derewianka (2011, p. 13). This implies that ideational meaning serves a representational role.

According to Halliday (2004:30), "the ideational meaning involves two components, those are experiential meaning in clause level is expressed through Transitivity system. Halliday & Matthiessen (2014:213) stated that "the system of transitivity consists of the lexicogrammatically resources as a configuration of elements centred on process". It construes the world of experience into a manageable

set of Process Type. Each process type provides its own model or schema for construing a particular domain of experience as a figure of a particular kind such as: Token (usually)+ Process (means) + Values (mostly).

## **5. Transitivity**

Ideational meanings discuss the transitivity system in relation to the clause of representation. System of transitivity is a part of experiencing function. A transitivity grammar figure for a sentence, according to Halliday & Matthiessen (2014:220), is made up of three elements: (1) a process that takes place throughout time, (2) the Participants in the process, and (3) the circumstances surrounding the process. The choice of procedure will be realized in a verbal group of the clause, participants will be realized in nominal groups, and circumstantial meaning is represented through adverbial groups or prepositional phrases (Egins, 2004: Halliday & Matthiessen, 2014).

### *a. Processes*

Process is considered as on main system in transitivity where the selection of process involves the formation of participant roles (Egins, 2004). But el al (2003:52-53) argue that:

Processes in English are expressions of happening, doing, being, saying, and thinking. A process is realised in the grammar by means of verbal group, which is either one word, belonging to the class verb, or a group of words with a class verb word as the head or nucleus of the group.



Transitivity processes are divided into two main processes. They are non-relational processes (processes of doing) and relational processes (processes of being and having). non-relational processes consist of material, behavioural, mental, and verbal processes. relational processes consist of relational attributive and Identifying processes, and existential process.

1) *Material Process*

Processes of doing are called material processes. These procedures demonstrate the physical actions of some entity. Material processes "construe doing; they answer the inquiry 'What did X do?' or 'What happened?'," according to Butt et al (2003:52). Actor (the one who performs the process), Goal (the object affected by the process), Range (the thing unaffected by the process), and Beneficiary (the one who benefits from the process) are possible participant roles.

Material processes come in two varieties: transitive and intransitive. On the objective is the distinction between transitive and intransitive verbs. The only participant in the intransitive type is the "Actor," and an occurring is represented by a material process.

Example of Material Process in a clause:

The lion	Sprang
Actor	Material

In the transitivity type, the material process represents a doing since ‘Goal’ exists as the outcome of the process is registered on.

The lion	Caught	The tourist
Actor	Material	Goal

(Adapted from Halliday & Matthiessen, 2014:226)

## 2) *Mental Process*

Halliday in Eggins (2004:225) divides mental process verbs into three classes: **cognition** (verbs of thinking, knowing, and understanding), **affection** (verbs of liking, fearing), and **perception** (verbs of seeing, hearing)

Table 2.2 Example of verbs serving as process in mental clauses

Cognition (thinking)		Feeling and wanting	Perceiving (seeing and hearing)
Know	Decide	Like	See
Reflect	Consider	Hate	Taste
Comprehend	Recall	Dislike	Hear
Believe	Hypothesise	Want	Smell
Imagine	Wonder	Wish	Observe
Forget	Understand	Need	Notice
Remember	Assume	Fear	Sense
Recollect	Recognise	Enjoy	
Realize	Infer		

(Adapted from Derewianka, 2012:22)

Example of Mental Process in a clause:

Annie	Knows	The answer
Senser	Mental: Cognition	Phenomenon

Jessica	Likes	Ice cream
Senser	Mental: Affection	Phenomenon

(Adapted from but et al, 2003:55)

3) *Behavioural Process*

Halliday in Eggins (2004:233) states that "behavioral process conceptually as 'half-way home' between mental and material process". They certainly deal with activity, but it is action that a conscious creature must experience. According to Eggins (2004: 233), "Behavioral processes are typically processes of physiological and psychological behavior. "Some examples of verbs that indicating this process are *breathe, cough, dream, frown, gawk, grimace, grin, laugh, look over, scowl, smile, sniff, snuffle, stare, taste, think on, watch.*

Example of Behavioural Process in a clause:

She	Sighed	With despair
Behaver	Behavioural	Circumstance: manner

He	Coughed	Loudly
Behaver	Behavioural	Circumstance: manner

(Adapted from Eggins, 2004:234)

The boundaries of behavioural process are indeterminate, but we can recognize the kinds set out in the table 2.3.

Table 2.3 Examples of verbs serving as Process in behavioural clauses

(i)	[near mental]	Process of consciousness represented as forms of behaviour	Look, watch, stare, listen, think, worry, dream
(ii)	[near verbal]	Verbal processes as forms of behaviour	Chatter, grumble, talk, gossip, argue, murmur, mouth
(iii)		Physiological processes manifesting states of consciousness	Cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod
(iv)		Other physiological processes	Breathe, sneeze, cough, hiccup, burp, vomit, faint, shit, yawn, sleep
(v)	[near material]	Bodily postures and pastimes	Sing, dance, lie (down), sit (up, down)

(Adapted from Halliday & Matthiessen, 2014:321)

#### 4) *Verbal Process*

Verbal processes are processes of saying. Halliday & Matthiessen (2014:302) says that “verbal process covers symbolic exchange meaning”. These are realised by two distinct clauses: that projecting clause encodes a signal source (Sayer) and a signalling(verbal process) and the other (projected clause) realises what was said. Example of verbal process in a clause:

The Arab boyfriend	Told	Her	A lot of rubbish
Sayer	Verbal	Receiver	Verbiage

I	Asked	Them		To avoid	Scar tissue
Sayer	Verbal	Receiver		Material	Goal

(Adapted from Eggins, 2004:235-236)

Table 2.4 Example of verbs serving as process in verbal clauses

Type		Example of Verbs
Activity	Targeting	Praise, flatter, commend, compliment, congratulate, insult, abuse, slander, blame, criticize, chide, censure, pillory, rebuke
	Talking	Speak, talk
Semiosis	(Neutral quoting)	Say, tell, go, be like
	Indicating	Tell(that), report, announce, notify, explain, argue, convince (that), persuade (that), promise (that)
		Ask (whether), question, enquire (whether)
Imparting	Tell (to do), ask (to do), order, command, require, promise, threaten, persuade (to do), convince (to do), entreat, implore, beg	

(Adapted form Halliday & Matthiessen, 2014:305)

### 5) *Relational Process*

According to Butt et al. (2003:58), "the essential property of relational processes is that they relate a participant to its identity or description." In the relational process, there are primarily two types: Relational identifying, which relates a participant to its identification; relational attributive, which relates a participant to its overall attributes or description.. Example of relational process in a clause:

Their office	Is	Sumptuous
Carrier	Relational Attributive	Attribute

Your office	Is	The room on the left
Token	Relational Identifying	Value

(Adapted from Butt et al, 2003:58-59)

According to Halliday and Mathiesen (2014:263), "every language allows in its grammar some systemic structuring of relational processes. Relational-intensive, possessive, and circumstantial are the three basic categories used in the English system. Each of them has two distinct modes of existence: attributional and identifying. The Identifying Process's ability to reverse itself is the simplest method to distinguish it from the Attributive Process.

Table 2.5 The principal type of relational clauses

	(i) Attributive 'a is an attribute of x'	(ii) Identifying 'a is the identifying of x'
(1) Intensive 'x is a'	Sarah is wise	Sarah is the leader; the leader is Sarah
(2) Possessive 'x has a'	Peter has a piano	The piano is Peter's; Peter's is the piano
(3) Circumstantial 'x is at a'	The fair is on Tuesday	Tomorrow is the 10 <sup>th</sup> ; The 10 <sup>th</sup> is tomorrow

(Adapted from Halliday & Matthiessen, 2014:265)

Gerot and Wignell (1994) states that three are some words of the more common relational process of attributive: *be, become, go, get, turn, grow, keep, stay, remain,*

*look, appear, seem, smell, taste, feel, sound, end up, turn out, last, weigh, concern, cost, has, belong to, need require.* The words that common in relational process identifying: *be, become, equal, add up to, play, act as, call, mean, define, represent, spell, express, form, give, constitute, imply, stand for, symbolise, realise, indicate, signify, betoken, take up, span, resemble, occupy, own, include, involve, contain, comprise, provide, cause.*

6) *Existential Process*

Egins (2004:238) states “existential processes represent experience by positing that ‘there was/is something’”. These processes are easy to identify as the structure involves the use of the verb *there*. Example of Existential process in a clause:

There	Was	Snow	On the ground
	Existential	Existent	C. Location

(Adapted from Egins, 2004:238)

b. *Participants*

Participants are commonly realised by a noun group/phrase or adjectival group/phrase. Participants commonly change depend on the process or verb/verb group in each clause. According to Halliday & Matthiessen (2014), the state as follows:

- a. If the process type is material process, the participant in the subject position is called as ‘Actor’, the on doing the material act. Meanwhile, the participant in

the object position is called as ‘Goal’, an entity in which the Process is extended or directed. If the participant is a causer, it is called ‘Initiator’. Meanwhile, if it is in the other form, it is called as ‘Beneficiary’ or ‘Range’. Based on Halliday & Matthiessen (2014:345), “Beneficiary is the one to whom or for whom the process is said to take place”. In the material process, the beneficiary is either the recipient or client. The recipient is the one that beneficiary is either the recipient or the client. The recipient is the one that goods are given to. The client is the one that services are done for. Range is a participant that specifies the scope of the process. The range in material processes typically occurs in middle clauses, those with actor only, no goal.

Example of Participants of Material Process in a clause:

But	In Switzerland	They	Give	A cognate	To you
		Actor	Material	Goal	Recipient

I	‘ll beat up	Some soup	For you
Actor	Material	Goal	Client

She	Gives	A smile
Actor	Material	Range

She	Gives	A present
Actor	Material	Goal

The devil	Made	Me	Do	It
Initiator		Actor Material		Goal

(Adapted from Eggins, 2004:220-221; Gerot and Wignell, 1994:76)



- b. If the process type is behavioural process, the participant in the subject position is called ‘Behaver’. Meanwhile, the participant in the object position is called as ‘Range’. Sometimes there is a range-like participant known as ‘Behaviour’, which extends the process.

Example of Participant of Behavioural Process in a clause:

Phyllis and Jim	Watched	The sunset
Behaver	Behavioural	Range

Betty	Cried	Bitter tears
Behaver	Behavioural	behaviour

(Adapted from Butt et al, 2003:55)

- c. If the process type is mental process, the participant in the subject position is called as ‘Senser’. Meanwhile, the participant in the object position is called as ‘Phenomenon’. If the participant is as causer, it is called as ‘Inducer’.

Example of participants of mental process in a clause:

Annie	Knows	The answer
Senser	Mental: cognition	Phenomenon

She	Made	Me	Rethink	My attitudes
Inducer		Senser		Phenomenon
		Mental		

(Adapted from Butt et al, 2003:55; Gerot and Wignell, 1994:79)

- d. Participant roles in verbal process can be classified into (1) Sayer: the doer of the process, (2) receiver: the one to whom the saying is directed, (3) target: the object of the talk, (4) verbiage: the content of what is said or the name of the saying.

Example of Participants of verbal process in a clause:

Marcus Antonius	Praised	Julius Caesar
Sayer	Verbal	Target

Isabella	Told	The secret	To her bestfriend
Sayer	Verbal	Verbiage	Receiver

- e. If the process type is identifying process, the participant in the subject position of an active clause is called ‘Token’. Meanwhile, the participant in the object position is called as ‘Value’. Since the identifying processes are reversible, the ‘Value’ will be the subject in a passive clause. If the participant is as causer, it is called ‘Assigner’.

Example of Participants of identifying process in a clause:

You	‘re	The skinniest one here
Token	Identifying	Value

They	Call	Me	Bruce
Assigner	Identifying	Token	Value

(Adapted from Eggins, 2004:242; Gerot and Wignell, 1994:76)

- f. If the process type is attributive process, the participant in the subject position is called ‘Carrier’. Meanwhile, the participant in the object position is called as ‘Attribute’. If the participant is as causer, it is called as ‘Attributor’.

Example of participants of attributive process in a clause:

The bomb	Was	In her luggage
Carrier	Attributive	Attribute: circumstance

She	Drives	Me	Crazy
Attributor	Attributive	Carrier	Attribute

(Adapted from Butt et al, 2003:58)

- g. If the process type is existential process, the participant in the subject position is called 'Existent'.

Example of participant of existential process in a clause:

There	Are	Several difficulties
	Existential	Existent

(Adapted from Butt et al, 2003:58)

Table 2.6 Process types, their meanings, and characteristic participants

Process Type	Category meaning	Participants, directly involved	Participants, oblique involved
Material: Action Event	'doing' 'doing' 'happening'	Actor, Goal	Recipient, Client; Scope; Initiator, Attribute
Behavioural	'behaving'	Behaver	Behaviour
Mental: Perception Cognition Desideration Emotion	'sensing' 'seeing' 'thinking' 'wanting' 'feeling'	Senser, phenomenon	Inducer
Verbal	'Saying'	Sayer, Target	Receiver, Verbiage
Relational: Attribution Identification	'being' 'attributing' 'identifying'	Carrier, Attribute Identified, identifier; token, value	Attributor; Beneficiary Assigner
Existential	'existing'	Existent	

(Adapted from Halliday & Matthiessen, 2014:311)

*c. Circumstances*

Circumstances typically occur freely in all types of processes which are realized by adverbial groups or prepositional phrases. Halliday & Matthiessen (2014) classifies circumstances into four types based on their purpose in a clause and he categorized them into the following types:

1) *Extent*

Extent circumstantial expresses distance, duration, and frequency. The interrogatives for Extent are *how far? how long? how many (measure units)? how many times?* The typical structure is a nominal group with quantifier, either definite, e.g. *five days*, or indefinite, e.g. *many miles, a long way*; this occurs either with or without preposition, the most usual preposition is *for*.

2) *Location*

Place and time are expressed through location. Places cover the source, path, and destination of movement in addition to their static placement in space. The same is true for time, which also comprises temporal analogues of source, path, and destination in addition to a static place in time. The typical structure is an adverbial group or prepositional phrase, e.g. *down, by the door, in Indonesia, between you and me*.

### 3) *Manner*

Manner circumstantial construes the way in which the process is actualized. Four subcategories of manner are means, quality, comparison, and degree. Means and comparison are realized by adverbial groups. According to Halliday & Matthiessen (2014:318), “means refers to the means whereby a process takes place and it is usually expressed by phrase with the preposition *by* or *with*”. Quality is typically expressed by an adverbial group, with *-ly* adverb as Head. Less commonly, quality is realized by prepositional phrases, whereas quality and comparison are realized by adverbial groups. According to Halliday & Matthiessen (2014:318), “means refers to the means where by process takes place and it usually expressed by a phrase with the preposition *by* or *with*”. Quality is typically expressed by an adverbial group, with *-ly* adverb as head. Less commonly, quality is realized by a prepositional phrase. The general type is one where the preposition is *in* or *with* and the head/thing of the nominal group is the name of ‘manner’, either *manner* or *way*, or of a qualitative dimension such as *speed, tone, skill, ease, difficulty, term*; but phrasal expression of quality also includes more specific types such as specifications of manner of movement. Comparison is expressed by a prepositional phrase with *like* or *unlike*. Degree is usually expressed by an adverbial group such as *much, a good deal, a lot*, or *with* a collocationally more restricted adverb of degree such as *deeply, profoundly, completely, heavily, badly*.

Table 2.7 Example of Manner Circumstantial

Type	WH-form	Examples
Reason	Why? How?	(They left) because of the draught
Purpose	What for?	(it's all done) with a view to promotion
Behalf	Who for?	(Put in a word) on my behalf

(Adapted from Halliday & Matthiessen, 2014:322)

#### 4) Contingency

Contingency specifies an element on which the actualization of the process depends on what. It is divided into three subtypes: condition, concession, and default. Circumstantial of condition construes circumstances that have to obtain something for the process to be actualized; they have the sense of 'if'. They are expressed by prepositional phrases with complex prepositions *in case of*, *in the event of*, *on condition of*. Concession circumstantial construe frustrating cause, with the sense of 'although'; they are expressed by prepositional phrases with the prepositions *despite*, *notwithstanding* or the complex prepositions *in spite of* or *regardless of*. Default circumstantial have the sense of negative condition- 'of not, unless'; they are expressed by prepositional phrases with complex prepositions *in the absence of*, *in default of*.

### 5) Accompaniment

Accompaniment tells about *with* or *without* *who* or *what* and it can be probed by *who* or *what else?* Two types of accompaniments are comitative and additive. The comitative represents the process as a single instance of a process, although one in which entities are involved. The additive represents the process in two instances; here both entities clearly share the same participant function, but one of them is represented circumstantially for the purpose of contrast.

Table 2.8 Example of Accompaniment Circumstantial

	WH-form	Examples
Comitative, positive, 'accompanied by'	Who/what with? And who/ what else?	Fred came with Tom Jane set out with her umbrella
Comitative, negative 'Not accompanied by'	But not who/ what?	Fred came without Tom I came without my key
Additive, positive 'In additive to'	And who/ what else?	Fred came as well as Tom
Additive, negative 'As alternative to'	And not who/what?	Fred came instead of Tom

(Adapted from Halliday & Matthiessen, 2014:324)

### 6) Role

Role tells about *be* and *became*. It has two categories namely guise and product. Guise tells about *what as?* And construe the meaning of 'be', e.g. *I come here as friend* (I am friendly). Product relates to *what into*, with the meaning of 'become', e.g., *aren't you growing into a big girl?* (Becoming a big girl).

7) *Matter*

Matter tells about what and with reference to what and is probed by *what about?* It is frequent with both Verbal clauses and Mental ones (especially of the Cognitive type). Matter is expressed by propositions such as *about, concerning, with reference to*.

8) *Angle*

Angle is related to the Sayer of Verbal clause, with the sense of ‘as.... says’ or Sener of Mental clause, with the sense of ‘as...thinks. The first type is called ‘source’ since it is used to represent the source of information. It is expressed by complex prepositions such as *according to* and *in the word of*. The second type is called ‘viewpoint’ since it is used to represent the information given by the clause from somebody’s viewpoint. It is expressed by the simple preposition *to* or *by* complex prepositions such as *in the view/opinion of*, and *from the standpoint of*. This type of Angle occurs in Relational clauses that are agnate with Mental one.

Table 2.9 Type of Circumstantial Elements and Examples

	Type		WH-item	Examples of realization
Enchanting	Extent	Distance	How far?	For, throughout ‘measured’ nominal group
		Duration	How long?	For, throughout ‘measured’ nominal group
		Frequency	How many times?	‘measured’ nominal group



	Location	Place	Where? [there, here]	In, on, by, near, to, toward, into, onto, (away) from, out of, off; behind, in front of, above, below, under, alongside.... Adverb of place: abroad, overseas, home, upstairs, downstairs, inside, outside, out, up, down, behind; left, right, straight.....; there, here
		Time	When? [then, now]	At, in, on; to, until till, toward, into, from, since, during, before, after, adverb of time: today, yesterday, tomorrow; now, then
	Manner	Means	How? [thus]	By, though, with, by, means of, out of [+material], from
		Quality	How? [thus]	In + a + quality (e.g., dignified) + manner/way, with + abstraction (e.g., dignity); according to adverbs in -ly, -wise; fast, well, together, jointly, separately, respectively
		Comparison	How? What like?	Like, unlike; in + the manner of... adverbs of comparison differently
		Degree	How much?	To + a high/low/... degree/extent;

				adverbs of degree much, greatly, considerably, deeply [often collocationally linked to lexical verb, e.g., love + deeply, understand + completely]
	Cause	Reason	Why?	Because of, as a result of, thanks to, due to, for want of, for, of, out of, through
		Purpose	Why? What for?	For, for the purpose of, for the sake of, in the hope of
		Behalf	Who for?	for the sake of, in favour of, against [‘not in favour of’]. On behalf of
	Contingency	Condition	Why?	In case of, in the event of
		Default		In default of, in the absence of, short of, without [‘if it had not been for’]
		Concession		Despite, in spite of
Extending	Accompaniment	Comitative	Who/ what with?	With; without
		Additive	And who/what else?	As well as, besides; instead of
		Guise	What is?	As, by way of, in the role/shape/ guise/ form of
		Product	What into?	Into
Projection	Matter		What about?	About, concerning, on, of, with, reference to, in [‘with respect to’]
	Angle	Source		According to, in the

			word of
		Viewpoint	To, in the view/ opinion of, from the standpoint of

(Adapted from Halliday & Matthiessen, 2014:313-314)

## 6. Social Media

Social media is online content created using highly accessible and scalable publishing technology. The most important thing about this technology is that there is a shift in the way people know, read and share news, and search for information and content. Mayfield defines social media as the best understanding of a new group of online media types that include the following characteristics:

### *a. Participant*

Social media encourages contributions and feedback from everyone who is interested. This blurs the line between media and audiences.

### *b. Openness*

Social media services are open to feedback and participation, and encourage voting, commenting and communicating.

### *c. Conversation*

While traditional media still distribute content to audiences, social media is known to be better at two-way communication.

d. *Community*

Social media can form a community quickly

e. *Connectivity*

Most social media thrive on connecting to other sites, resources and people (Irwansyah, 2011:132).

## **7. Instagram**

Instagram is an image-based social media that provides online photo or video sharing services. The word "insta" comes from the word "instant" because Instagram can display photos instantly, while the word "gram" comes from the word "telegram" because of how Instagram works by sending information to other users quickly. Apart from being able to send photos and videos quickly using the internet, one of the things that makes Instagram much in demand by the public is that it can be accessed on Android for smartphones, iOS for iPhone, Windows Phone, and on computers.

Instagram has features that have several different functions from other social media so that it can be liked by many people today of all ages, including:

a. *Interaction between Instagram users*

Specific interactions on Instagram can share photos and videos using various existing effects, live broadcasts, send messages / Direct Messages (DM), like or like, comment, and repost photos.

*b. Recommended Destination*

Most of the photos or videos shared on Instagram present information about tourism destinations in terms of location, budget, food, etc. For other users, it is certainly an advantage to be able to know and get destination recommendations easily.

*c. Search and Share Information*

Currently, Instagram users are not only personal accounts, but also non-personal accounts that provide expertise or information in certain fields. For example, several non-personal accounts from the Ministry of Health of the Republic of Indonesia such as @kemenkes\_ri, @dit. promkes, and @p2ptmkemenkesri which provide updated information about health and activities from each directorate. In addition to the Indonesian Ministry of Health, there are also several non-personal accounts that update news related to the spread of the COVID-19 pandemic, such as @lawancovid19\_id, @satuantugascovid19, and @bnpb\_indonesia.

*d. As a Marketing and Competition Tool*

Currently, business actors in the form of product or service sellers are starting to use online marketing either through the content they create or through online marketing through endorsements using artists or accounts that have a high number of followers/followers. In addition, Instagram also has its own features that can be used to assist business actors in offering the products/services they sell by paying a

nominal amount to Instagram. Apart from being a product/service marketing medium, Instagram is often times it was a competition.

### **C. Theoretical Framework**

This research provides a discourse analysis based on Ideational Metafunction of language in Systemic Functional Linguistics (SFL). SFL is used as a theoretical framework since it enables us to understand the quality of a text (what the text does, why it is valued as it is, and why it means) by analysing and explaining how meanings are made in everyday linguistics interactions. The Ideational Metafunction of language represent our experiences. It describes and explains the phenomenon and content of what is going on at the time in a discourse. Ideational Meaning is realized through the system of transitivity which includes Processes, Participants, and Circumstances. The theoretical framework is drawn as in Figure 1.1.

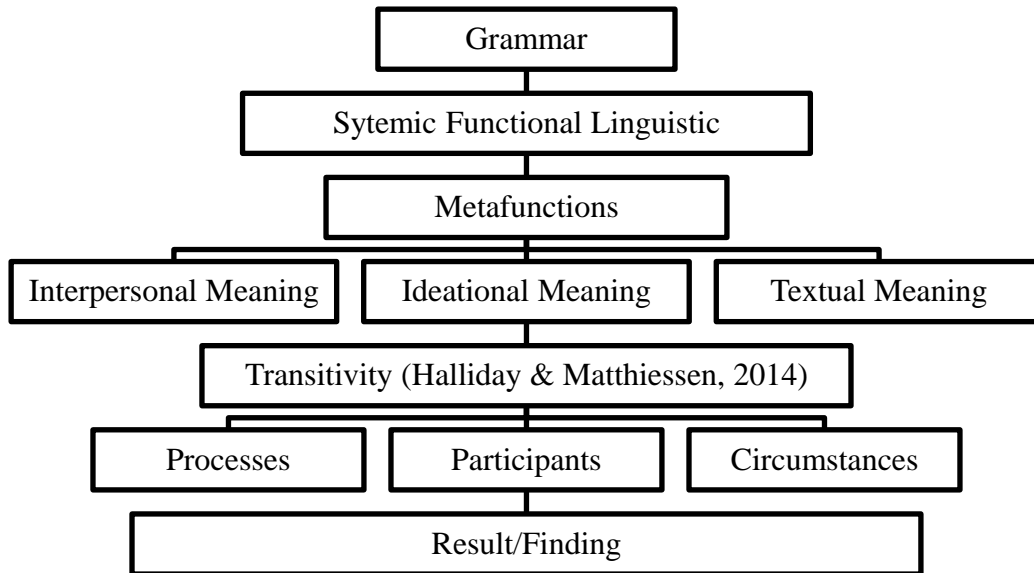


Figure 1.1 Theoretical framework of the Study