

CHAPTER 3

THEORETICAL FRAMEWORK AND METHODOLOGY

3.0 INTRODUCTION

This chapter explains the theoretical framework of the current study which is based on Halliday's System of Transitivity (Halliday, 1985, 1994) which he later upgraded with Matthiessen (Halliday & Matthiessen, 2004). Section 3.1 gives an overview of the main theoretical framework of transitivity. Section 3.2 describes the Framework for the Data Analysis with sub-sections 3.2.1 to sub-section 3.2.7 explaining each process type with its participants and the circumstantial elements. Section 3.3 follows explaining the Research Methodology with sub-sections 3.3.1 to sub-section 3.3.3 describing the stages of the study. A sample analysis on the current data is shown in Section 3.4 with sub-section 3.4.1 and 3.4.2 showing the analysis of an extract of the Address and Comments under the theme *Gratefulness & Hope for the Future*. Sub-section 3.4.3 explains how the data is going to be analysed and Section 3.5 concludes the chapter with the Chapter Summary.

3.1 INTEGRATED FRAMEWORK OF THE SYSTEM OF TRANSITIVITY

The main theoretical framework of transitivity is founded by Halliday (1985, 1994) which he later revised with Matthiessen (Halliday & Matthiessen, 2004). The works of other systemicists such as, Eggins (2004), Thompson (1996, 2004), Martin, et al. (Martin, et al., 1997) have also been consulted in analysing the data in the present study.

The System of Transitivity in SFL is the main framework for the current study. It is a part of the ideational metafunction in SFL. The ideational function of a clause is the third aspect of meaning in a clause. The ideational function refers to the clause's function in representing "patterns of experience" (Halliday, 1985:101) or how we "represent reality in language" (Eggins, 2004:206). Halliday explains that the ideational metafunction involves two components namely the experiential meaning, which builds a picture of what is the "goings-on" in the clause, and the logical meaning, which analyses the meaning between clauses and clause complexes and how they are structured to form the text (Halliday, 1985:101). The "goings-on" in the clause are represented by the semantic system of the language and expressed in the grammar of the language. The flow of events or the 'goings-on' is realised by the process which unfolds with the participants who or which are directly involved in the process which may or may not occur under certain circumstances. The process consists of three components (Halliday & Matthiessen, 2004:175):

- i. the process unfolding through time
- ii. the participants involved in the process
- iii. circumstances associated with the process.

The above mentioned components represent the goings-on in a clause using linguistic structures. Traditional grammar uses word classes such as verbs, nouns and prepositions to express this. Halliday uses the different elements realised by the different group and phrase classes as shown in Table 3.1.

Table 3.1 : Typical functions of group and phrase classes

Type of element:	Typically realised by:
i. process	Verbal group
ii. participant	Nominal group
iii. circumstance	Adverbial group or prepositional group

(Halliday & Matthiessen, 2004:177)

Halliday shows the elements as realised in a clause as shown in Table 3.2.

Table 3.2 : Clause as process, participants and circumstances

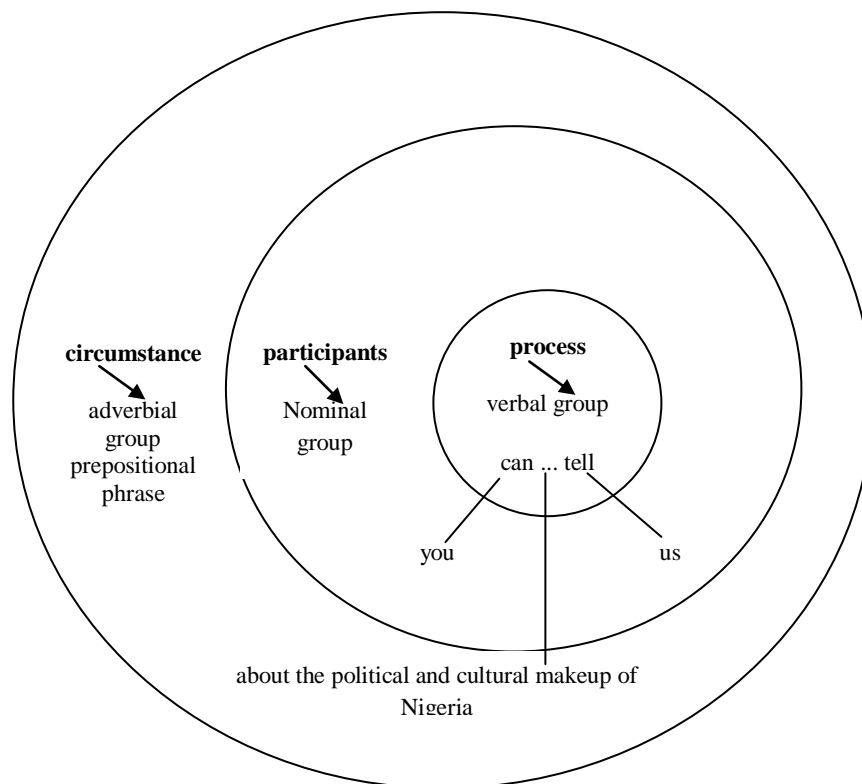
The lion	chased	the tourist	lazily	through the bush
participant	process	participant	circumstance	circumstance
nominal group	verbal group	nominal group	adverbial group	prepositional group

Can	you	tell	us	about the political and cultural makeup of Nigeria?
pro-	participant	-cess	participant	circumstance
Verbal...	Nominal group	...group	Nominal group	Prepositional phrase

(Halliday, 1985:102; Halliday & Matthiessen, 2004:177)

Halliday explains that the process is the most central element in the clause, while the participants are close to the centre and directly involved in the process or affected by the process and the circumstantial elements are peripheral to the process and not directly involved in the process (Halliday & Matthiessen, 2004). The process and the participants are inherent as every clause has a process and participants carrying out the process or affected by the process. The circumstantial element is optional. The circumstantial element is not directly involved in the process but enhances the process temporally, spatially and so on (Halliday & Matthiessen, 2004). Figure 3.1 shows the representation of the process, participant and circumstance in the configuration.

Figure 3.1 : Central and peripheral elements in the experiential structure of the clause (Halliday & Matthiessen, 2004:176)



Halliday categorised process types into three principal types and three subsidiary process types (Halliday, 1985, 1994; Halliday & Matthiessen, 2004). Thompson (2004) later categorised them into six process types similar to Eggins (1994, 2004). These are material, mental, verbal, behavioural, existential and relational. Relational processes are divided into relational identifying and relational attributive. Table 3.3 gives examples of the process types, participants and circumstance in clause.

Table 3.3 Examples of different process types from ‘Interview of Chinua Achebe’

Process Type	Example (Process + participants underlined; Process in bold; circumstance in italics)
material	<i>During the European scramble for Africa, <u>Nigeria</u> fell to the British and <u>the British</u> ruled it until 1960.</i>
behavioural	<u>people</u> are laughing .
mental	<u>The Ibos</u> did not approve of kings.
verbal	so <u>we</u> say → that every fourth African is a Nigerian Can you tell us <i>about the political and cultural make-up of Nigeria?</i>
relational	That every fourth African is a Nigerian.
existential	So <i>today</i> there's <u>Christianity</u> in the south

(Halliday & Matthiessen, 2004:171)

Each of these process types have their own participants that are involved in the process. Figure 3.2 shows the different processes and their participants in the System of Transitivity.

Figure 3.2 System of Transitivity (Egins, 2004:214)

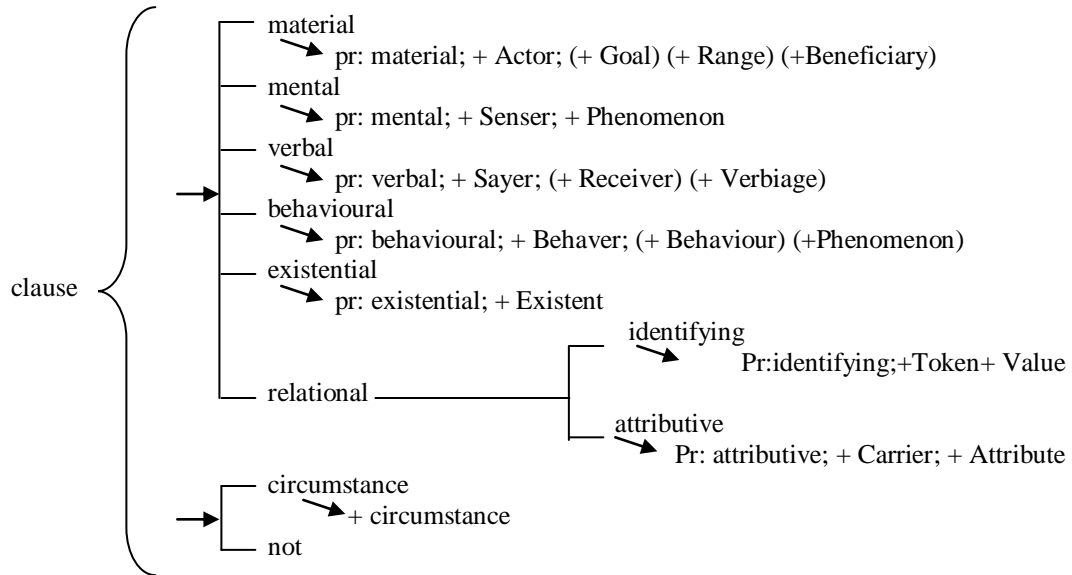


Figure 3.2 shows the major system comprising of the process types and a minor system comprising of the circumstantial element. Each process has its corresponding participants which configures the realisation of the statements. The type of process used determines the labelling of the participants. In analysing the grammar of a clause, the process types together with the participants and the circumstantial elements are taken into account to describe the clause as representation (Egins, 2004; Halliday & Matthiessen, 2004; Thompson, 2004).

Circumstantials are represented by the adverbial groups or prepositional phrases. The circumstantial elements form expansions to the basic clause of processes and participants. It adds details such as time, location, why certain things are done, how it is done and so on. The categories of circumstantial elements are shown in Table 3.4.

Table 3.4 Types of circumstantial elements

Type		wh-item
1. Extent	distance	how far?
	duration	how long?
	frequency	how many times?
2. Location	place	where?
	time	when
3. Manner	means	how?
	quality	how?
	comparison	how? what like?
	degree	how much?
4. Cause	reason	why?
	purpose	why? what for?
	behalf	who for?
5. Contingency	condition	why?
	default	
	concession	
6. Accompaniment	comitative	who/what with?
	additive	and who/what else?
7. Role	guise	what as?
	product	what into?
8. Matter		what about?
9. Angle	source	
	viewpoint	

(Halliday & Matthiessen, 2004:262)

3.2 FRAMEWORK FOR DATA ANALYSIS

The analysis of the data in the current investigation is an integrated approach based on Halliday's System of Transitivity supported by the works of Eggins (1994, 2004), Thompson (1996, 2004) and Martin, Matthiessen and Painter (Martin, et al., 1997).

3.2.1 Material Process and Participants

The material process involves an action or a 'doing'. In the material process, the Actor is the entity that does the process or the action in the clause. The Goal is the participant that is affected by the process. The Goal participant can be determined by the question 'What did x do to y ?' with x being the Actor and y the Goal. The Beneficiary is the entity that benefits from the process and the Scope participant that

specifies the scope of the process (Martin, et al., 1997:103). Table 3.5 depicts the participant roles in the material process.

Table 3.5 Participant roles in the material clauses

Type	Actor	Process	Goal	Beneficiary	Range
action	she	built	the house	for the kids.	
	she	gave	the house	to the kids.	
	she	moved	the chair.		
event	the chair	moved			
	she	climbed			the mountain.

(Martin, et al., 1997:105)

Example 3.1 shows examples of clauses using the material process and the corresponding participants from the current data.

Example 3.1 Participants in the material process

S2	Fifty-two years ago	a group of national patriots led by YTM Tunku Abdul Rahman Putra al-haj	successfully gained	this country	its independence	after nearly five centuries under colonial rule.
	<i>Cir: Temp</i>	<i>Actor</i>	<i>Pr: Mat</i>	<i>Bene</i>	<i>Scope</i>	<i>Cir: Temp</i>

C11S7a	Let	's	start making	Malaysians happy
		<i>Actor</i>		<i>Goal</i>
		<i>Pr : Mat</i>		

3.2.2 Mental Process And Participants

The mental process takes place in the internal world of the mind and verbs such as thinking, imagining, liking, wanting and seeing encapsulates the mental process (Thompson, 2004:94). There are four sub-categories of the mental processes; emotion (processes of feeling); cognition (processes of deciding, knowing, understanding); perception (seeing, hearing etc) and desideration (wanting) (Thompson, 2004:94). The mental process always involves a participant “endowed with consciousness” (Halliday, 1985:108). The two participants are the Senser and the Phenomenon. The Senser is the entity involved in the mental process and the Phenomenon participant can be a person, a concrete object, an abstraction or a fact. Table 3.6 gives examples of the various mental processes.

Table 3.6 Participant roles in the mental processes

She	hated	thought of leaving him alone.
Senser	Pr: mental – emotion	Phenomenon
You	can imagine	his reaction.
Senser	Pr: mental - cognition	Phenomenon
He	could not see	anything.
Senser	Pr: mental – perception	Phenomenon
I	don't want	any
Senser	Pr: mental – desideration	Phenomenon

(Thompson, 2004:94)

For the analysis of data in the current study, clauses using the mental processes are categorised as “mental process” and not distinguished as mental emotion, mental cognition, mental perception and mental desideration. Example 3.2 shows a clause from the data with a mental process and the corresponding participants.

Example 3.2 Participants in the mental process

S37	Let	us	realise	a more prosperous and peaceful future	for all Malaysians.
	*	<i>Senser</i>	<i>Pr: Men</i>	<i>Phe</i>	<i>Bene</i>

3.2.3 Relational Processes and Participants

The relational process sets up a relationship between two concepts where “is” signifies the existence of a relationship between the concepts. The relationship can be attribute or identifying. The relational attributive process has the participants Carrier and Attribute where the Carrier is the entity that ‘carries’ the Attribute. In processes which show ownership or possession, the possession may be shown through the participants where the Carrier is the Possessor and the Attribute the Possession. Table 3.7 shows examples of clauses with the relational attributive process.

Table 3.7 Participant roles in the attributive relational process

This bread	is	stale.
He	's not	a very good painter.
She	was	an art student.
He	felt	uneasy.
The weather	has turned	quite nasty.
Carrier	Pr: rel-attributive	Attribute

(Thompson, 2004:97)

I	had	a daughter
You	have	8 pints of blood
You	've got	less blood than me.
Carrier/Possessor	Pr: possession	Attribute: possessed

(Eggin, 2004:247)

The relational identifying process identifies one entity in terms of the other. The two entities involved are the Token and Value. The Token is the specific embodiment and the Value is the general category as in Table 3.8.

Table 3.8 Participant roles in the identifying relational process

His immediate objective	was	the church.
The first goal of colonialism	was	wealth.
The optional courses	include	Stylistics and Phonetics.
The point	is not	to present knowledge to the students, to be absorbed.
The explanation	is	that it is forbidden by the second law of thermodynamics.
The aim of this book	is	to try to understand the different ways in which people talk about reading and writing.
Value	Pr: rel- identifying	Token

Planned scarcity	was (and is)	the key to the profitability of diamonds.
Meaning-focused activity	constitutes	a condition for language acquisition.
These writings	represent	the official views of Victorian society.
Einstein's predictions	matched	what was observed.
Allometry	is defined as	the study of proportion changes correlated with variation in size.
What	was	the origin of those density fluctuations?
Token	Pr: rel- identifying	Value

(Thompson, 2004:99)

Example 3.3 illustrates the relational processes with their corresponding participants from the data.

Example 3.3 Participants in the relational processes

S7a	We	became	the first country in the world to defeat the communist uprising
	<i>Carrier</i>	<i>Pr: Rel- Att</i>	<i>Attribute</i>

C11S8	We	have	no time	for the minority who wants to keep governing the country and running it down.
	<i>Possessor</i>	<i>Pr:Rel- Att</i>	<i>Possessed</i>	<i>Cir:Cause</i>

Example 3.3 Continued

S12a	At this crossroads,	the biggest challenge facing Malaysians	is	to restore this bridge
	<i>Cir: Spatial</i>	<i>Value</i>	<i>Pr: Rel-Id</i>	<i>Token</i>

3.2.4 Verbal Process and Participants

The verbal process includes verbs of ‘saying’ and also includes physical actions such as ‘scream’ and ‘shout’. The participants are the Sayer or the entity giving the message, the Receiver, the entity the message is addressed to and the Verbiage, or the message that is conveyed. The other participant is the Target which is the participant to whom the message is directed at. The Target and the Receiver may be two different entities as shown in the sentence below:

She keeps rubbishing me to the other people in the office.(Thompson, 2004:101)

In the sentence above the Receiver is “the other people in the office” and the Target is “me”. Examples of the verbal process and the participants associated with the process are illustrated in Table 3.9.

Table 3.9 Participant roles in the verbal process

He	repeated	the warning.
Sayer	Pr: verbal	Verbiage

I	explained	to her	what it meant.
Sayer	Pr: verbal	Receiver	Verbiage

The report	sharply	criticises	Lilly’s quality-control procedures.
Sayer	Circumstance	Pr: verbal	Target

(Thompson, 2004:102)

Example 3.4 shows examples from the data of the verbal process and their participants.

Example 3.4 Participants in the verbal process

C10S5a	Professionals and intellectuals especially	are asking	themselves	whether they can take any more of this nonsense and see a longer term future for themselves and family
	<i>Sayer</i>	<i>Pr: Verbal</i>	<i>Target</i>	<i>Verbiage</i>

3.2.5 Behavioural Process and Participants

The behavioural process is the intermediate between mental and material processes. The behavioural process refers specifically to human physiological processes such as ‘laugh’, ‘sob’, ‘frown’ and ‘cry’ (Thompson, 2004: 103). The behavioural process has one participant, the Behaver who is typically a “conscious being” (Halliday & Matthiessen, 2004:250). But behavioural processes can have another participant which behaves like the Scope participant in the material process. This participant is the Behaviour or Range (Eggins, 2004:234; Halliday & Matthiessen, 2004:251; Thompson, 2004:104). Table 3.10 shows examples of the behavioural process and its participants.

Table 3.10 Participant roles in the behavioural process

He	stared		in amazement.
We all	laughed		
She	gave	a faint sigh	
The boy	laughed	an embarrassed laugh.	
She	waved	her hands	helplessly.
Behaver	Pr: behavioural	Range	Circumstance

Example 3.5 illustrates the behavioural process with its participants from the current data.

Example 3.5 Participants in the behavioural process

S14c	instead	it	could deteriorate	if neglected.
		<i>Behavior</i>	<i>Pr: Behavioural</i>	<i>Cir: Contingency</i>

3.2.6 Existential Process and Participants

Existential processes states the existence of an entity and recognised easily because the clauses begin with the word ‘there’. There is only one participant in the process, that is, the Existent (Eggins, 2004:238; Halliday & Matthiessen, 2004:258; Thompson, 2004:104). All other details about the Existent are explained in the

circumstantial element. Table 3.11 are examples of the existential process and its participant.

Table 3.11 Participant roles in the existential process

There	was	a storm.
	Process	Existent : event

On the wall	there	hangs	a picture.
Circumstance		Process	Existent : entity

There	is	a man	at the door.
	Process	Existent: entity	circumstance

(Halliday & Matthiessen, 2004:259)

Example 3.6 shows a clause using the existential process and the participant associated with the process in the current data.

Example 3.6 Participants in the existential process

S11b	that (e)	exist	in a multi-ethnic society, be it political, religious or social in nature,	to serve their own warped agenda.
	<i>Existent</i>	<i>Pr: Ex</i>	<i>Cir: Spa</i>	<i>Cir: Cause</i>

3.2.7 Circumstantial Elements

Circumstantial elements are realised by circumstantial Adjuncts which encode the circumstances under which the process takes place. It describes the background conditions of the process such as the time, place, manner and conditions under which the process takes place.

For the purpose of this study Halliday’s system of circumstance as depicted in Table 3.4 will be simplified for the analysis of the data. The ‘extent’ circumstantial element with its sub-categories of ‘temporal’ and ‘spatial’ adjuncts and the ‘location’ circumstantial element with its sub-categories of ‘temporal’ and ‘spatial’ adjuncts will be categorised as ‘temporal’ relating to time and duration and ‘spatial’ relating to location in place and distance. Example 3.7 illustrates the different types of circumstantial elements found in the present data.

Example 3.7**Spatial**

C3S2a	I	remember	back then	when I was in primary and secondary school,
	<i>Senser</i>	<i>Pr: Men</i>	<i>Phe</i>	<i>Cir: Spa</i>

Temporal

S29a	Beginning from the bitter chapter of the Bintang Tiga brutality,	the monumental need to create	meaning to our independence
	<i>Cir: Temp</i>	<i>Pr: Mat</i>	<i>Scope</i>

Manner

C9S2a	Our fathers being Captain in Force 136	has gone through	great struggles	moving through the jungles of Pahang
	<i>Actor</i>	<i>Pr:Mat</i>	<i>Scope</i>	<i>Cir: Manner</i>

Cause

C11S9	And	One Malaysia	is	the way forward	for all Malaysians.
	*	<i>Token</i>	<i>Rel : Id</i>	<i>Value</i>	<i>Cir: Cause</i>

Contingency

S5	Despite the predictions,	we	have proven	the sceptics	wrong.
	<i>Cir: Cont</i>	<i>Actor</i>	<i>Pr: Mat</i>	<i>Goal</i>	<i>Scope</i>

Accompaniment

C4S1	What	is happening	with your so call 1Malaysia spirit?
	<i>Goal</i>	<i>Pr: Mat</i>	<i>Cir: Acc</i>

Role

C1S12	5. Use	English	as the medium of instruction in schools
	<i>Pr: Mat</i>	<i>Scope</i>	<i>Cir: Role</i>

Matter

C7S2	I	was	too young	to know what it was in 1957.
	<i>Carrier</i>	<i>Pr:Rel- Att</i>	<i>Attribute</i>	<i>Cir: Matter</i>

Angle

C8S5a	To be very frank	if you, Mr PM	would allow	me
	<i>Cir: Angle</i>	<i>Actor</i>	<i>Pr:Mat</i>	<i>Goal</i>

3.3 RESEARCH METHODOLOGY

The research methodology of the present study is described in the following sub-sections.

3.3.1 Data Selection

The data for the current study is from the Malaysian PM's blog in the 1Malaysia website <http://www.1malaysia.com.my>. The blog posting and the comments chosen for analysis are the English translation of the Malaysian PM, Datuk Seri Najib Tun Razak's National Day Address posted on 30 August 2009 and the Comments written in response to the Address from 30 August to 10 September 2009 (see Appendix A and B). The criteria for choosing the Comments for analysis are as follows:-

- i. they are written in grammatically correct English;
- ii. they are 3 sentences or more in length for analysis purposes;
- iii. they address the issue of national unity, identity and nation building.

3.3.2 Data Description

The data for the study comprise of the Malaysian PM's translated version of the National Day Address posted in the 1Malaysia website and the Comments posted in response to the Address. The PM's Address comprises of thirty-nine complex and basic or simple clauses. Eleven Comments posted in response to the Address which satisfy the conditions stated in Sub-section 3.3.1 are chosen. The Comment writers (CWs) are Malaysians but not much is stated about their background such as ethnicity, age and profession. Complex clauses are divided into basic clauses and the parts are coded as (a), (b) and (c) where applicable as in the example below:

Example 3.8

C1S5a	It is a beautiful concept
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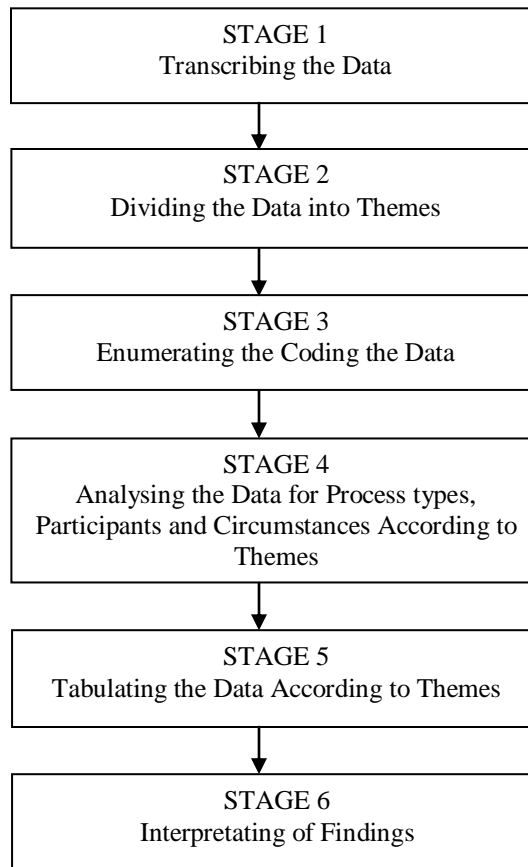
C1S5b	but	are the leaders sincere to make it happen?
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If as in the example above a clause is a complex or compound clause then the linking words such as, ‘and’, ‘but’ and ‘hence’ are not analysed because linking words like Continuatives, Conjunctions, and Conjunctive Adjuncts contribute to the textual metafunction and is not part of the experiential metafunction (Eggs, 1994; Halliday, 1985; Halliday & Matthiessen, 2004; Thompson, 1996, 2004). Similarly, Vocatives (personal name), Modal comment Adjunct (speaker or writer’s judgement on or attitude to the content of the message) and Finite verbal operators (auxiliary verbs construing primary tense or modality such as yes/no interrogatives) lend themselves to the interpersonal metafunction (Halliday & Matthiessen, 2004:81) and are not analysed.

3.3.3 Research Design and Methodology

The current study consists of 6 stages. First, the text from both the National Day Address and the Comments on the Address are transcribed (see Appendix A and B). The Address and the Comments unfolded several themes dealing with national unity, identity and nation building. The data was divided into the 7 identified themes (see Appendix C and D). Then, the data is enumerated and coded (see Appendix E and F). Each clause is then analysed for the process type, the participants and the circumstantial elements (see Appendix G and H). Following this, the frequency of the process type, participant and circumstantial elements is tabulated and the percentage calculated. Finally, the findings are interpreted and discussed. The stages of the research are shown in Figure 3.3.

Figure 3.3 The Stages of the Research



3.3.3.1 Stage 1 – Transcription of Clauses

The clauses will be transcribed into a Microsoft Word document from the said website as raw data and labelled as:

- i. Raw Data – The Malaysian Prime Minister, YAB Dato’ Sri Mohd Najib Bin Tun Abdul Razak’s 2009 National Day Address Posted In The 1Malaysia Website (see to Appendix A).
- ii. Raw Data – Comments Posted By Malaysians In Response To The Malaysian Prime Minister, YAB Dato’ Sri Mohd Najib Bin Tun Abdul Razak’s 2009 National Day Address In The 1Malaysia Website (see Appendix B).

3.3.3.2 Stage 2 – Division of Data into Themes

Both sets of data are divided according to the 7 identified themes such as *Gratefulness & Hope for the Future* and *Malaysia in the Past* (see Appendix C and D). Chapter 4 will further elaborate on the themes.

3.3.3.3 Stage 3 – Coding of Clauses, Process Types, Participants and Circumstantial Elements

The clauses in the PM's Address and the Comments are enumerated and coded as follows (see Appendix E and F):

- i. Malaysian Prime Minister's National Day Address 2009 – SS1 SS39
- ii. Comment 1 – C1S1C1S16
- iii. Comment 2 – C2S1.....C2S4
- iv. Comment 3 – C3S1 C3S18
- v. Comment 4 – C4S1C4S10
- vi. Comment 5 – C5S1C5S11
- vii. Comment 6 – C6S1C6S4
- viii. Comment 7 – C7S1C7S10
- ix. Comment 8 – C8S1C8S8
- x. Comment 9 – C9S1C9S10
- xi. Comment 10 – C10S1C10S8
- xii. Comment 11 – C11S1C11S10

Compound and complex clause are coded as (a), (b) and (c) as shown in the clause from the Prime Minister's address:-

Example 3.9

S4a	With a new government bearing limited administrative experience, amidst the still-unabated communist upheavals, a socio-economic imbalance grew and spread,
S4b	reinforced by the multi-ethnicity of a young nation,
S4c	hence many predicted a pending demise of Malaya.

Table 3.12 illustrates the coding of the process types, participants and the circumstantial elements.

Table 3.12 The coding of the process types, participants and circumstantial elements

Process Types	Participants	Circumstantial Elements
Pr: Material	Actor Goal Scope Beneficiary	Cir: Spatial Cir: Temporal Cir: Manner Cir: Cause Cir: Contingency Cir: Accompaniment Cir: Role Cir: Matter
Pr: Mental	Senser Phenomenon	
Pr: Verbal	Sayer Target Verbiage	
Pr: Behavioural	Behavior	
Pr: Rel-Attributive	Carrier Attributive Possessor Possessed	
Pr: Rel-Identifying	Token Value	
Pr: Existential	Existent	
Total : 7	Total : 17	

3.3.3.4 Stage 4 - Analysis of the Process Types, Participants and Circumstantial Elements

The clauses from the PM’s Address and Comments 1 - 11 are analysed for the process types, participants and circumstantial elements according to the themes (see Appendix G and H). As explained in Section 3.3.2 Continuatives, Conjunctions, Conjunctive Adjuncts, Vocatives, Modals, Comment Adjuncts and Finite verbal operators are not analysed as they are a part of the textual and interpersonal metafunctions and do not contribute to the experiential metafunction.

3.3.3.5 Stage 5 – Tabulation of Data

The frequency of the process types, participants and circumstantial elements in the clauses are tabulated according to the themes. The frequencies are brought to a percentage for easier comparison of both sets of data.

3.3.3.6 Stage 6 – Analysis and Interpretation of Data

A comparison is drawn between the two sets of data on the use of the process types, participant and circumstantial elements in relation to the themes and a discussion and interpretation of the findings is carried out on the results of the analysis.

3.4 SAMPLE ANALYSIS

A sample analysis of clauses from the Address and Comments under the theme *Gratefulness & Hope for the Future* and a description of how the data is compared are shown in the following sub-sections.

3.4.1 Analysis of an Extract of the Address in the Theme *Gratefulness & Hope For The Future*

Below is the analysis of clauses from the Address under the theme *Gratefulness & Hope for the Future*.

S1a	firstly	let	us all	give thanks	to Allah S.W.T	for His blessings
	*		Actor		Bene	Cir: Cause
			Pr: Mat			

S1b	that	tomorrow	we	will celebrate	our 52nd independence day with the theme 1Malaysia People First Performance Now.	
	*	Cir: Temp	Actor	Pr: Mat	Scope	

S39a	Together,	let	us	pray	for this noble journey to continue,	
	Cir: Acc		Actor		Scope	
			Pr: Mat			

S39b	blessed and guided			by God.		
	Pr: Mat			Actor		

3.4.2 Analysis of an Extract of the Comments in the Theme *Gratefulness And Hope For The Future*

Below is the analysis of clauses from the Comments under the theme *Gratefulness & Hope for the Future*.

COMMENT 3

C3S17	Happy Merdeka	to those of you who	hope	for a change...!
	*	<i>Senser</i>	<i>Pr: Men</i>	<i>Phe</i>

C3S18	I	believe	Malaysia can do it.	
	<i>Senser</i>	<i>Pr: Men</i>	<i>Phe</i>	

COMMENT 6

C6S1	First of all,	I	would like to convey	my congratulation and appreciation	to you, YAB Dato' Sri	for your brave move to make 1Malaysia as a way forward for all Malaysians.
		<i>Sayer</i>	<i>Pr: Verbal</i>	<i>Ver</i>	<i>Target</i>	<i>Cir: Cause</i>

C6S2a	I	am sure	racial harmony is still very much intact		
	<i>Senser</i>	<i>Pr: Men</i>	<i>Phe</i>		

C6S2b	and	with your administration	I	am sure	a better sense of patriotism will be instilled	
	*	<i>Cir: Acc</i>	<i>Senser</i>	<i>Pr: Men</i>	<i>Phe</i>	

3.4.3 Comparison of the Data

First, the number of the different processes, participants and circumstantial elements found in each set of data is tabulated and the corresponding percentage is calculated. This gives an overview of the process types, participants and circumstances used in the data. The formula used to calculate the percentage is as shown below:

$$\text{Percentage} = \frac{y (\text{specific processes, participants or circumstance}) \times 100}{z (\text{total processes, participants or circumstances})}$$

Next, each process type, participant and circumstance is tabulated according to the different themes they appear in and the corresponding percentage is calculated. The formula below shows how the percentage is calculated.

$$\text{Percentage} = \frac{y (\text{specific processes, participants or circumstance in the theme}) \times 100}{z (\text{total no. of processes, participants or circumstances in the data})}$$

The data is then compared and the findings analysed and discussed.

3.5 CHAPTER SUMMARY

The current chapter has explained the theoretical framework , the research design and methodology. The findings and discussion will follow in Chapter 4.