



MATERIAL PROCESSES IN NOVEL THE CHRONICLES OF NARNIA (THE VOYAGE OF THE DAWN TREADER BY C. S. LEWIS)

¹Lefri Anna Daulay, ²Eka Sustri Harida, and ²Sokhira Linda Vinde Rambe

¹English student of TBI IAIN Padangsidimpuan, Indonesia
²English Lecturer of FTIK IAIN Padangsidimpuan, Indonesia
Email: lefriannadly@gmail.com, esha_stainpasid@yahoo.com,
vindesokhiralinda@gmail.com

ABSTRACT

This research discusses about material processes in novel *The Chronicles of Narnia (The Voyage of The Dawn Treader by C.S Lewis)* from two chapters. They are chapter 12 and 13 based on Systematic Functional Linguistic. This research objective is to describe material processes and to describe the dominant material processes used in Novel. The research used Library Research and focus on Material Process only, to find the theories that support qualitative methods for analyzing data. In order to analyze the data, the researcher analyzes based on SFL. The researcher takes document to classify clause, giving code, analyzing clause for collecting data which is relating with material processes. The theoretical basis used the theory of M.A.K Halliday which maintains material process is process of doing and happening. The result of this research shows that there are 107 clauses belong to material process. From the results of the analysis it was found that the material processes is more dominant. Such as *come, sail, turn, go, order, began, trying, flying, steering, bring, left, got, sit, took and eat*. There are three elements of material process, namely; *actor, material process and goal*. The reason why material process used in the novel to express writer's opinion more complicated and to make learners or people are not only monotonous in knowing Traditional Grammar but should be mastered in systematic functional linguistic.

Keywords: *Systematic Functional Linguistic, Material Processes, and the Voyage of the Dawn Treader by C.S Lewis*

INTRODUCTION

Halliday's Systematic Functional Linguistic provided that language as a social phenomenon is functional.¹ It is concerned with the mechanism of text structure, function and meaning of language. It begins an analysis of language in social context where a particular lexico-grammatical choice is constructed under the influence of the social and culture context. Meaning, central to SFL, is achieved through the linguistic choices in

¹Farzaneh Haratyan, "Halliday's SFL and Social Meaning," International Conference on Humanities, Historical and Social Sciences IPEDR vol.17 (2011) IACSIT: Press Singapore: p.260 <http://hjhkhkkjhkhuiyou.com>.



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

paradigmatic and the syntagmatic levels of discourse where the words are arranged in a clause or a text.

Halliday argues discourse is a multidimensional process and text as its product not only embodies the same kind of polyphonic structuring as is found in grammar, (in the structure of the clause, as message, exchanges and representation), but also since it is functioning at a higher level of the code, as the realization of semiotic orders 'above' language, may contain in itself all the inconsistencies, contradictions and conflicts that can exist within and between such high order semiotic system.² So, discourse analysis is concerned with lexico-grammatical analysis of the language in the social, physical, cognitive, cultural, interpersonal and situational context.

Systematic Functional Linguistics (SFL) is an approach of linguistics that concerns to the language as a social system. It is a potent framework for describing and modeling language as recourse for making meaning and choices.³ This framework treats language beyond its formal structures and takes the context of culture and the context of situation in language use SFL is identified with the linguistics of the London School, specifically Halliday, whose immediate goal in stylistic analysis is to show why and how the text means what it does.⁴ It interprets language as a process of making meanings, it is not only text (what people mean) but also the semantic system (what they can mean) that embodies the ambiguity, antagonism, imperfection, inequality and change that characterize the social system and the social structure.

Meta-functions mean that language is functional. Meta-function works in the clause, sentence and phrase. It is analysis of text and context function.⁵ It is emphasizing upon Systematic Functional Grammar. Halliday⁶ maintains that shows simultaneous

²Léonard A. Koussouhon and Ashani M. Dossoumou, "Analyzing Interpersonal Metafunction through Mood and Modality in Kaine Agary's *Yellow-Yellow from Critical Discourse and Womanist Perspective*," *International Journal of English Linguistics* vol. 5, no. 6 (2015): p.23, <https://www.researchgate.net/publication/285635378>.

³Anggi Arigusman, "An Analysis of Student's Narrative Text Writing: An SFL Approach" 4, no. 2 (2018): p.93, *International Journal of Languages, Literature and Linguistics* <http://www.researchgate.net/publication>.

⁴Laya Heidari Darania and A, "Persuasive Style and Its Realization through Transitivity Analysis: A SFL Perspective Laya," *Procedia - Social and Behavioral Sciences* 158 (2014): p.180, <https://doi.org/10.1016/j.sbspro>.

⁵Kammer Tuahman et al., "Metafunction Realization on Students' Descriptive Paragraphs," *International Journal of Linguistics* vol.8, no.6 (2016): p.22, <http://dx.doi.org/10.5296/ijl.v8i6.10264>.

⁶Dwi Winarsih, "Students' Mastery of Systemic Functional Grammar And Its Classroom Implementation: A Naturalistic Study at English Department of Tidar University," *Journal Research And Humaniora* vol. 15, no. 1 (2014): p.4-6, <http://www.journals.ums.ac.id>.



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

strands of meanings. It divides the way language is used into three different meta-functions: ideational, textual, and interpersonal function the first is ideational function (represents organization of experience and understanding of the world). It has two components of experiential function and logical function. The second is interpersonal function (responsible for constituting social interactions). The last is textual function (looks at the clause from the perspective of what interaction is being carried out and what is being talked about).

Experiential function is contained in three elements, namely: processes (a process unfolding through time), participants (involved in the process) and circumstances (associated with the process). Experiential Function expresses concrete experiences in the world out there, deals with the processes, the participants and circumstances; and it includes the happenings, the content, real or unreal of experiences. Experiential functional has many processes, they are material process, mental process, verbal process, relational process, behavioral process, and existential process.⁷ Although so many processes in experiential function, the researcher explained experiential function especially (material process) in meta-function. It is talking about actor, process and goal. It is called Systematic Functional Linguistic.

Nowadays, some of people especially for learners, they know about subject, predicate, and object only. It is called Traditional Grammar. So that, the researcher wants to clarify verb by changing its name to process that there is another name of process. Based on this title, it is talking about Material Process there are many words including material process. They are: eat, walk, run, work, go, write, etc. In general, there are elements of process, namely: Subject/Actor, Verb/Material Process, Object/Goal. So, this research greatly facilities students are not only monotonous in knowing Traditional Grammar, but they also be well mastered in Systematic Functional Linguistic.

As a living creature, people need communication to interact with another. Communication among people has two kinds. They are direct communication is done by face to face and indirect communication is done by written. Novel is one of the instruments that could be in the from written or paper. It is because novel is interacted between reader and writer or author communication. Novel is a genre of fiction that defined as the art or craft of contriving, through the written word, representations of human life that instruct or divert or both. Normally in prose and typically published as a

⁷Chen Liping, “*Experiential Metafunctional Analysis of Winston S. Churchill 's,*” *Journal English Language Teaching*; vol. 7, no. 9 (2014): p.133, <http://dx.doi.org/10.5539/elt.v7n9p132>.



book. So, the researcher discussed how the verbs in material process are realized in the form of English clauses in which there is a process by using a novel.

In this moment, the researcher chooses novel the Chronicles of Narnia (The Voyage of The Dawn Treader by C.S Lewis). The researcher chooses this novel because the Chronicles of Narnia (The Voyage of The Dawn Treader by C.S Lewis) is an interesting novel. These were bestselling novel in 2005. Because of its popularity, these novels were made as movie and became one of favorite movie in that time. This novel tells about the story of the actor's life in the world of Narnia which has been ruled by evil magic that requires a great struggling to save it and seeks to find the light of goodness. The advantages of this novel also tell about the calm attitude of someone who was once evil and finally he turned into a good person and establishes a very close togetherness relationship. Then, the researcher finds many material processes in this novel because a lot of actions or process of doing in this novel. In addition, this novel is very suitable to be used as material in this research.

For those problems above, the researcher conducts the title of the research An Analysis of Material Process in the Novel Chronicles of Narnia (The Voyage of The Dawn Treader by C.S Lewis).

REVIEW LITERATURE

Systematic Functional Linguistics

Systematic is an approach study developed by M. A. K Halliday from British in 1970s. Systematic functional linguistic (SFL) is an approach of linguistics that concerns to the language as a social system. SFL is a potent framework for describing and modeling language as recourse for making meaning and choices. This framework treats language beyond is formal structures and takes the context of culture and the context of situation. In language uses SFL is identified with the linguistics of the London School, specifically Halliday, whose immediate goal in stylistic analysis is to show why and how the text means what it does. To sum up, Systemic Functional Linguistic is a language which is a process to make meaning. It is not only in the text. That means does not what the writer and reader mean but semantic of the language.



Metafunction

Emphasizing upon systematic functional grammatics, Halliday⁸ maintains that there are three meta-functions of language, which are simultaneously expressed in any language use; they are ideational function, interpersonal function and textual function.

1. Ideational Function

The ideational function is expressing the way language involves in experience, thought and feelings.⁹ This is the first meta-function that the resources of language fulfil is the ideational function. This meta-function is responsible for constructing representations of the word. They are experiential function (represent) and logical function (relate).

- a. Experiential function (represent)¹⁰: Experiential function relates to what has happened between oneself to the external world. The clause represents both actions relating to inside of oneself as experience and outside world of someone. It expresses concrete experiences in the world out there, deals with the process, the participants and circumstances and it includes the happenings, the content-real or unreal-of experiences, and can be initially understood through questions such as, who is doing what to whom, where and when. Its structural analysis is done in terms of transitivity system.

Experiential function has many processes. Process refers to a semantic verb (doing, happening, feeling, sensing, saying, behaving, and existing) and anything that it expresses like event, relation, physical, mental or emotional state when sorted in the semantic system of the clause is classified into six processes namely: Material process (Material process is process of doing and happening), Mental process (Mental process refers to verbs indicating perception, cognition, and affection), Verbal process (Verbal processes of saying, as in what did you say), Relational process (Relational process involves states of being, including having), Behavioral process (Behavioral processes are processes of physiological or psychological behavior), and Existential processes (Existential processes represent experience by positing that “there was / is something). These Linguistic

⁸S Intiaz Hasnain et al., *Systemic Functional Linguistics* (New Delhi: University, Aligarh Muslim, 2008), p.4-5. <http://hal-inalco.archives-ouvertes.fr/hal-01377563/file>.

⁹Fina Kamilah, “*Analysis of Invictus: Halliday’s Metafunctions*” Thesis, (Indonesia University of Education, 2014), p.6, <http://www.academica.edu/9173497>.

¹⁰Ikbal Jamaludin, “*The Analysis of Experiential Function in Public Speeches of Bill and Melinda Gates*” Thesis, (Syekh Nurjati State Islamic Institute Cirebon, 2016), p.11, <http://repository.syekhnurjati.ac.id>.



“processes” as the products of our perception of the world are socially and culturally constructed with participants, any animate or inanimate noun phrase in circumstances expressed by adverbial and prepositional phrases.

- b. Logical function (relate)¹¹: The logical function is concerned with the relationship between ideas in clause complex. It defines the logico-semantic relation between one clause and another which covers expansion and projection and it also defines clause complexes from the interdependency relation whether they are paratactic or hypotactic.

Halliday describes the logical function as those systems which set up logical-semantic relationships between one clause unit and another. The system which comes under the logical function refers to interdependency relation and Logico-semantic relation of clause complexes. When two clauses are combined, a speaker chooses whether to give both clauses equal status, or to make one dependent on the other. Logical function focuses on how clauses are connected to each other example interdependency between clauses and type of meaning relationship between them.

2. Interpersonal Function

Interpersonal meanings are meanings which express a speaker's attitudes and judgments¹². These are meanings for acting upon and with others. Meanings are realized in wordings through what is called mood and modality. For example: *Ajo shall play the match.* *Ajo* is as a subject that is called Mood, *shall* as a finite, *play* is as predicator that is called residue, *the match* as a complement.

3. Textual Function

Textual meta-function is realized through thematic structure, information structure and cohesion.¹³ In this case, textual function has two elements namely; Theme and Rheme. Theme is the beginning of the point or message. Rheme is to explaining or developing the point or message. To sum up, there are three meta-

¹¹Lilik Mardianto, “The Adequacy of the Theory of Logical Function Applied to Some Clauses in Chinua Achebe’s Novel *Things Fall Apart*,” KnE Social Sciences & Humanities AICLL The 1st Annual International Conference on Language and Literature 1, no. April (2018): p.437, <https://www.researchgate.net/publication/324950217%0A>.

¹²Devi Syafirah, “An Analysis of Interpersonal Meaning in Sri Mulyani Indrawati’s Speech” Thesis, (University of Sumatera Utara Medan, 2017), p.26, <http://repositori.usu.ac.id/handle/123456789/5495>.

¹³Sudrutai Arunsirot, “An Analysis of Textual Metafunction in Thai EFL Students’ Writing,” *Novitas-Royal (Research on Youth and Language)* 7, no. 2 (2015): p.164, <http://www.novitasroyal.org>.



functions of language namely; ideational function, interpersonal function and interpersonal function. All of them that the researcher explains in the paper to make the reader easy to understand the meaning of language.

Material Process

1. Definition of Material Process

Material process is one of types of experiential function. Material process is the process of doing and happening: express the notion that some entity does something.¹⁴ They express the notion that some entity does something which may be done to some other entity. Material processes are processes in activity that concerning physical activity and it is done by the actor from the case, the material can be observed by sense.

Material processes are simply process of doing. Two participant roles are associated with this type: the Actor, an obligatory role in the process, and a Goal, a role which may or may not be involved in the process¹⁵. For two examples: first, John painted the house. John is an actor, painted is a process and the house is a goal. Second, John fell. John is an actor and fell is a process. In the contrast, in the first example it is called transitive clause because there is a goal but in the second example it is called intransitive because there is no object. In conclusion, material process that means process happening and doing. It is done by action. Material process also has some processes namely; actor as the first process and goal is the second process.

2. Elements of Material Process

Material processes are those in which something is done. These processes are expressed by an action verb, an Actor (logical subject) and the Goal of the action (logical direct object, usually a noun or a pronoun). The material process (the process of doing-and-happening) express the notion of participant (called actor) does something (maybe to some other entity called goal). A Material clause construes a quantum of change in the flow of events as taking place through some input energy¹⁶. Here, there are three elements in material process, they are:

¹⁴M.A.K. Halliday and Christian M.I.M. Matthiessen, *Halliday's Introduction to Functional Grammar*, Fourth Edition (New York: Routledge, 2014), p.247, <http://edisciplinas.usp.br/.../v.%2520.Halliday%2520%2520Matthiessen20%25>.

¹⁵Khalid Syakir Hussein, *A Functional Analysis of Transitivity in Joyce's Evelin*, Article · January 2011 p, 5, <https://www.researchgate.net/publication/316120184>.

¹⁶Aat Sabbachat, "Material Process in Transitivity of The English Clauses : A Functional Grammar Approach," *International Journal of Language Learning and Applied Linguistics World (IJLLALW)* 5, no. February (2014): p.72-73. <http://www.ijllalw.org.finalversion526>.



Participant I	Process	Participant II
Actor	Material	Goal

NOVEL

1. Definition of Novel

The word comes from the Italian, Novella, which means the new staff that small. The novel developed in England and America. The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history.

2. Elements of Novel

Element is one of point of the novel which needs to analyze about some elements in the novel. There are two elements of novel, namely intrinsic and extrinsic elements. Intrinsic element is based on the text itself, while extrinsic element is out of the text, such as history, environment, economy, social and political. Intrinsic element is to analyze the elements of a prose which consists of plot, character, setting, theme, point of view and style. Extrinsic element is to analyze the relationship between a literary works with evolving circumstances at the time of the work is created as the relationship mentioned above. Based on Rendra explained that there are five elements include in novel to support the content and the analysis of the novel. They are:¹⁷

- a) Theme is the central idea of the story that should be reflection whole the story from beginning until the end of the story which is trying to convey by the author.
- b) Plot means events of a narrative. Plot means not simply the event recounted the story but the author's arrangement of those events according to their causal relationship. In the other word, plot is how the way of novel from beginning until the end of story that the sequence arranges to give understanding intricate pattern of cause and effect.
- c) Setting is one of the elements of novel that reveals to us, where and when of events. Setting refers to the point the time and space at which the event of the

¹⁷Rendra Pambudijaji, "An Analysis of Themes (*The Lion, The Witch and The Wardrobe*)," *Thesis* (Malang: The State Islamic University of Malang, 2008), p.12-18.



plot occur. Setting also includes the implements and manufactured good employed by the characters in various activities.

d) Character is the person or people who appear in the literary works. Sometimes, as in the fantasy fiction, the characters are not a people, they may animals, the robots or creatures beyond our mind but the author endows them with human abilities and human psychologist traits, they really a people in all but outward from. There are two kinds of character, they are: main character (major character) and supporting character (minor character)

e) Style is the elements of novel which has relation with the author using language in their literary works or manner of expression, how a speaker says.

In conclusion, Rendra stated there are five elements of novel they are: theme, plot, setting, character and style. All elements that the researcher explains in the paper are used to making the reader understand that in the novel there is much kind of elements that good enough when we want to carefully read step by step. It is why the researcher tries to describe as much as possible that the researcher know to share with the reader.

FINDINGS AND DISCUSSION

1. Material Processes in Novel “The Chronicles of Narnia the Voyage of the Dawn Treader” By C.S. Lewis

The data findings are clauses from 15 pages from both of chapter 12 and 13 in Novel “The Chronicles of Narnia the Voyage of the Dawn Treader” By C.S. Lewis. The researcher uses coding every clause to collect the data findings, as follows; MA1 in first clause, MA2 in the second clause, MA3 in the third clause and soon. Look at following below:

Table 1
Chapter 12

NO.	PROCESSES	CLAUSES	CODES
1.	sailed	They sailed on south	MA1
2.	played	Lucy and Reepicheep played a good deal of chess at this time	MA2
3.	altered	They altered course	MA3



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

NO.	PROCESSES	CLAUSES	CODES
4.	were running	They were running into a mist	MA4
5.	would vanish	They would vanish altogether	MA5
6.	had come	They had come	MA6
7.	rushed	The rowers rushed forward	MA7
8.	broke	Reepicheep broke	MA8
9.	continued	Reepicheep continued	MA9
10.	set	We did not set	MA10
11.	turn	If we turn back	MA11
12.	left	We'd left you at home	MA12
13.	put	You put it	MA13
14.	have to go	We shall have to go on	MA14
15.	ordered	Drinian ordered two torches	MA15
16.	were ordered	The oars were ordered on deck	MA16
17.	posted	Lucy and two archers were posted on the fighting	MA17
18.	took	Drinian took the tiller	MA18
19.	began	The men began	MA19
20.	entered	They entered the darkness	MA20
21.	were moving	They were moving at all	MA21
22.	began	The rowers began to shiver	MA22
23.	trying	Caspian was still trying	MA23
24.	strike	You strike me dead	MA24
25.	swimming	Someone was swimming towards them	MA25
26.	flying	We are not used to flying	MA26
27.	fly	You will fly from here	MA27
28.	reckoned	I reckoned	MA28
29.	find	I'd find	MA29
30.	was married	I was married to Nancy	MA30
31.	landed	We landed here	MA31
32.	find	I'd find Tom	MA32
33.	brought	The sort of talk that brought me here	MA33
34.	drowned	I'd better have been drowned	MA34



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
 Theme: Revitalizing English and Education on New Normal Era
 Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
 Linguistics and Literature, and Technology for teaching.

NO.	PROCESSES	CLAUSES	CODES
35.	were tumbling	Crew were tumbling down	MA35
36.	was swinging	Dirinian was swinging	MA36
37.	was giving	The boatswain was giving	MA37
38.	tried	She had tried hardest	MA38
39.	woken	She had only just woken from it	MA39
40.	gripped	She gripped the rail	MA40
41.	were rowing	They were rowing back to the light	MA41
42.	take	How long did we take rowing	MA42
43.	picked	Where we picked up the stranger	MA43
44.	steering	He's steering us wrong	MA44
45.	were going	We're going round	MA45
46.	get	We shall never get out	MA46
47.	let	They would let me	MA47
48.	began	But she began	MA48
49.	steered	Drinian steered	MA49
50.	dared	They dared	MA50
51.	saved	You have saved me	MA51
52.	sail	I sail	MA52
53.	pointed	He pointed astern	MA53
54.	destroyed	You have destroyed it	MA54
55.	sleep	I could sleep	MA55
56.	sailed	They sailed south-east	MA56

In the table above, the researcher got many clauses that have done by giving code every clause. The researcher also classified some processes of material process. Finally, the researcher found 56 clauses of material processes in this chapter.

Table 2
Chapter 13

NO.	PROCESSES	CLAUSES	CODES
1.	sailing	If they were sailing on a new constellations	MA1



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

NO.	PROCESSES	CLAUSES	CODES
2.	came	They came in sight	MA2
3.	sailing	They were sailing	MA3
4.	sailed	They sailed on a good way	MA4
5.	bring	And they could not bring the dawn treader	MA5
6.	bring	They dropped anchor	MA6
7.	left	Two men were left	MA7
8.	led	Caspian led the others	MA8
9.	took	Edmand and Lucy took for heather	MA9
10.	stopped	And everyone stopped	MA10
11.	got	When they had got a good deal nearer	MA11
12.	kept	King kept his court at Cair Paravel	MA12
13.	came	They came nearer	MA13
14.	pointed	Edmand had pointed	MA14
15.	ran	Reechieep ran forward	MA15
16.	came	Everyone now came	MA16
17.	flowed	They flowed over the edge	MA17
18.	landed	We landed on this island	MA18
19.	come	We have perhaps come here	MA19
20.	go	I'll go eastward	MA20
21.	sank	But he sank back	MA21
22.	came	Three lords came by a seven years' sleep	MA22
23.	eat	We daren't eat the food	MA23
24.	sit	Myself will sit at this table	MA24
25.	get	When I get back to Narnia	MA25
26.	left	I left a mystery	MA26
27.	volunteered	Eustace volunteered also	MA27
28.	joined	He joined the Dawn Treader	MA28
29.	took	They took same time	MA29
30.	moving	They were moving	MA30
31.	sauntered	So they sauntered round	MA31
32.	settled	They settled	MA32
33.	burned	New constellations burned in the east	MA33



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
 Theme: Revitalizing English and Education on New Normal Era
 Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
 Linguistics and Literature, and Technology for teaching.

NO.	PROCESSES	CLAUSES	CODES
34.	wrapped	They wrapped	MA34
35.	sat	And they sat	MA35
36.	have come	Travelers who have come	MA36
37.	eat	Why do you not eat	MA37
38.	came	They came here	MA38
39.	do	We do	MA39
40.	quarreled	They quarreled	MA40
41.	caught	He caught	MA41
42.	killed	She killed Aslan	MA42
43.	help	I can't help believing all you say	MA43
44.	drink	I will drink to the lady	MA44
45.	followed	Everyone else followed	MA45
46.	sail	You can sail further	MA46
47.	come	My friends come	MA47
48.	nodded	He nodded at Eustace	MA48
49.	dissolve	He could not dissolve the enchantment	MA49
50.	kissed	He cannot kissed the Princess	MA50
51.	teach	My father will teach you	MA51

In the table above, the researcher got many clauses that have done by giving code every clause. The researcher also classified some processes of material process. Finally, the researcher found 51 clauses of material processes in this chapter.

To sum up, the researcher added both of chapter 12 and chapter 13. The total clauses both of them are 107 clauses. This data have showed by analyzing clauses based on the table above.

RELATED FINDINGS

Related to this research, some research had been done by the other researcher, they are: the first written by Ridwana Siregar.¹⁸ She concluded this research about the song of Maher Zain invites people to encourage to the right ways and the researcher have found the dominant is mental process because many clauses containing about the feeling,

¹⁸Ridwana Siregar, *Experiential Function in Maher Zain Song Lyrics" Guide Me All The Way"* (Unpublished Thesis: IAIN Padang Sidimpuan, 2016),p. 68.



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

thinking and perceiving. However, the language can be analyzed by text and social context. The second, written by Junling Wang,¹⁹ He concluded from transitivity analysis, he can see material process, a process of doing, has been used most in Obama's speeches. From this process, the dominant one is material process in Obama's speech. The third, written by Ewelina Maria Landa.²⁰ He concluded this doing rich in Material and mental processes, but the other types of processes are on the contrary, less frequent, causing a disequilibrium between them. The fourth, written by Dr. Nancy Anashia Ong'onda²¹, the concluding of this research is the significant of this analysis in material process. In the headlines where the Al-Shabaab is the Actor, it has been found that Al-Shabaab is always the doer of violent and chaotic acts and causes insecurity and challenges to state authority (material process). The material processes associated with the Al-Shabaab belong to be semantic field of violence and chaos: attack, shatters, kill, massacre, claim, break, turn, injure, and rears. The fifth, Hafiz Muhammad Qasim²², he concluded the transitivity in this case concordance helps us understand the dominant processes in this case is material processes that as participants they are involved in all types of clauses. "You" is the most active participant in material processes. The study demonstrates how experiential ideational and ideological meanings are constructed by foregrounding some specific linguistic features. The current study provides evidence to the fact that the elements of transitivity are affected by the ideology, context, situation and writer or narrator of the story of the novel.

Finally, the researcher created a new research for adding as achievement for studying and completing the research of researchers before. Therefore, the researcher wants to know well about systematic functional linguistic that can help to study and to successful learners in learning.

¹⁹Junling Wang, "A Critical Discourse Analysis of Barack Obama's Speeches," *Journal of Language Teaching and Research*, Vol. 1, No. 3, May 2010 © 2010 Academy Publisher Manufactured in Finland. p.261.<http://doi:10.4304/jltr.1.3.254-261> © 2010.

²⁰Ewelina Maria Landa, *A Study of the Transitivity System in Fictional Narrative: A Comparison of Process Types in Edgar Allan Poe's Short Stories*, Master's Dissertation in MA in English Linguistic: New Applications And International Communication. Universidad Complutense Madrid, 2017, p. 63.<http://eprints.ucm.es.s>

²¹Nancy Anashia Ong'onda, *Transitivity Analysis of Newspaper Headlines on Terrorism Attack in Kenya: A Case Study of Westgate Mall, Nairobi*. *International Journal of Humanities And Social Science*, Vol. 6, No. 7, July 2016, p. 69. <https://www.linguistics-journal.com>.

²²Qasim et al., "A Transitivity Analysis of How to Get Filthy Rich in Rising Asia," *International ELF Annual Research Journal*. No. 20 (2018) . p.196, <http://elf.salu.edu.pk/>.



RESEARCH METHODOLOGY

1. Kind of the Research

In this research, the researcher used library research to expand the theories and references to sustain the analysis. The collected data are analyzed in accordance with theories chosen, and described based on the systemic functional grammar points of views.

2. The Source of the Data

In doing this study, the researcher used two sources of data. They are primary and secondary data source:

a. Primary Source

The primary source is a novel *The Chronicles of Narnia: The Voyage of The Dawn Treader* by C.S Lewis.

b. Secondary Source

The secondary source is systematic functional linguistic (SFL) that taken from journals, thesis and books they are:

- 1) M.A.K. Halliday and Christian M.I.M. Matthiessen, *Halliday's Introduction to Functional Grammar*, Fourth Edition, New York: Routledge, 2014
- 2) Hasnain, S Imtiaz et al., *Systemic Functional Linguistics*, New Delhi: University, Aligarh Muslim, 2008

RESULT OF THE RESEARCH

The researcher found many clauses of material processes after adding from chapter 12 and chapter 13. This data have showed by analyzing clauses based on the table above. So, the dominant one of material processes can see in the table below:

Table 3: The Dominant Processes from Chapter 12

No.	Processes	Total
1.	sail	3
2.	turn	2
3.	go	2
4.	order	2
5.	began	2



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

No.	Processes	Total
6.	trying	2
7.	flying	2
8.	steering	2
9.	take	2
10.	played	1
11.	altered	1
12.	running	1
13.	vanish	1
14.	come	1
15.	rushed	1
16.	broke	1
17.	continued	1
18.	set	1
19.	left	1
20.	posted	1
21.	enter	1
22.	strike	1
23.	swimming	1
24.	reckoned	1
25.	find	1
26.	brought	1
27.	drowned	1
28.	tumbling	1
29.	swinging	1
30.	giving	1
31.	woken	1
32.	gripped	1
33.	rowing	1
34.	picked	1
35.	get	1
36.	let	1
37.	dare	1



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

No.	Processes	Total
38.	save	1
39.	point	1
40.	destroyed	1
41.	sleep	1

Based on looking the table above, the researcher found the dominant process in chapter 12 is “sail”. It appears 3 times in the chapter. It shows that this process of verb comes more from other processes based on the analysis that has been done according to the table above.

Table 4: The Dominant Processes from Chapter 13

No.	Processes	Total
1.	come	7
2.	sail	3
3.	bring	2
4.	left	2
5.	got	2
6.	sit	2
7.	took	2
8.	eat	2
9.	showed	1
10.	led	1
11.	stopped	1
12.	find	1
13.	kept	1
14.	blew	1
15.	pointed	1
16.	ran	1
17.	glowed	1
18.	landed	1
19.	go	1
20.	sank	1



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

No.	Processes	Total
21.	volunteered	1
22.	joined	1
23.	moving	1
24.	sauntered	1
25.	settled	1
26.	burned	1
27.	wrapped	1
28.	do	1
29.	quarreled	1
30.	caught	1
31.	killed	1
32.	help	1
33.	drink	1
34.	followed	1
35.	nodded	1
36.	dissolve	1
37.	kiss	1
38.	teach	1

Based on looking the table above, the researcher found the dominant process in chapter 13 is “come”. It appears 7 times in the chapter. It shows that this process of verb comes more from other processes based on the analysis that has been done according to the table above.

To sum up, the result has known by analyzing from both of chapter. The researcher found a word “come” is the most dominant processes because it appears 8 times after adding both of chapter. The researcher found a word “come” appears once in chapter 12, and in chapter 13 appears 7 times. Therefore a word “come” is the most common of material processes in both of chapter 12 and 13 in novel the chronicles of Narnia 3 “The Voyage of the dawn Treader by C. S. Lewis”.



DISCUSSION

The material processes used in Novel the chronicles of Narnia “The Voyage of the Dawn Treader” in data findings and analyzing above are 107 clauses in total. It was analyzed by both of chapter 12 and 13. The clauses in chapter 12 are 56 clauses and the clauses in the chapter 13 are 51 clauses.

Based on the theory, the researcher proved that M.A.K. Halliday’s theory maintains material process is process of doing and happening.²³ In this novel, the researcher showed that there are material processes in the novel “The Chronicles of Narnia the Voyage of the Dawn Treader by C.S. Lewis”. The researcher found the process that the most dominant in material processes which consist with actor is comparable as subject, the most material processes that means some of the clause is done by action and goal is comparable as object. So, the researcher has proven that the theory of M.A.K. Halliday really exists in this novel which means process of doing and happening.

In other hand, the previous researchers who concerned with Material Process have discovered different of transitivity types but found the similar result. Nancy Anashia Ong’onda²⁴ found five types on transitivity namely; material processes, mental processes, verbal processes, behavior processes and existential processes. The significant of this analysis is material process in the newspaper headlines, where the Al-Shabaab is the Actor, it has been found that Al-Shabaab is always the doer of violent and chaotic acts and causes insecurity and challenges to state authority (material process). The material processes associated with the Al-Shabaab belong to be semantic field of violence and chaos: attack, shatters, kill, massacre, claim, break, turn, injure, and rears.

From the compare findings above, the result has the similarity. The result showed of the research that found the most dominant processes is material process. But, there is different between the researchers about the object of research with research before. It is different because the other researchers’ object in newspaper headlines. But In this study, the researcher used novel to get the data that material processes showed in the novel also. The result of the research that found some material processes is very dominant in each clause. They are come, sail, turn, go, order, began, trying, flying, steering, bring, left, got, sit, took and eat. But the most dominant is “come”. It appears 8 times in both of chapter.

²³M.A.K. Halliday, and Christian M.I.M. Matthiessen, *Halliday's Introduction to Functional Grammar...* p.224.

²⁴Nancy Anashia Ong’onda, *Transitivity Analysis of Newspaper Headlines on Terrorism Attack in Kenya...* p. 69.



CONCLUSION

The conclusion of this research is described based on the data analysis, finding and discussion as the following: Material processes used in Novel “The Chronicles of Narnia the Voyage of the Dawn Treader” by C.S. Lewis above are 107 processes in total. It means in chapter 12 is 56 processes and in the chapter 13 is 51 processes. The Common of material processes in Novel “The Chronicles of Narnia the Voyage of the Dawn Treader” by C.S. Lewis based on the analyzing every clause that found some material processes in each clause. They are *come, sail, turn, go, order, began, trying, flying, steering, bring, left, got, sit, took and eat*. But, the most dominant process is “come”. It appears 8 times in both of chapter. It shows that this process appears more than others process.

REFERENCES

- Arigusman, Anggi, “*An Analysis of Student's Narrative Text Writing : An SFL Approach*”vol.4, no. 2 (2018):International Journal of Languages, Literature and Linguistics, <http://www.researchate.net.publication>.
- Arunsirot, Sudrutai, “*An Analysis of Textual Metafunction in Thai EFL Students' Writing*,”*Novitas-Royal (Research on Youth And Language)*vol. 7, no. 2 (2015):, <http://www.novitasroyal.org>.
- Darania, Laya Heidari, “*Persuasive Style and Its Realization through Transitivity Analysis: A SFL Perspective Laya*,” *Procedia - Social and Behavioral Sciences* 158 vol. 5, no. 1 (2014):<https://doi.org/10.1016/j.sbspro>.
- Halliday, M.A.K. and Christian M.I.M. Matthiessen, *Halliday's Introduction to Functional Grammar*, Fourth Edition (New York: Routledge, 2014), <http://edisciplinas.usp.br/.../v.%2520.Halliday%2520%2520Matthiessen20%25>.
- Haratyan, Farzaneh “*Halliday's SFL and Social Meaning*,” International Conference on Humanities, Historical and Social Sciences *IPEDR*, vol.17 (2011) IACSIT: Press Singapore:<http://hjhkhkkjhkhuiyliou.com>.
- Hasnain, S Imtiaz, *Systemic Functional Linguistics*, New Delhi: University, Aligarh Muslim, 2008. <http://hal-inalco.archives-ouvertes.fr/hal-01377563/file>.



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

- Hussein, Khalid Syakir, *A Functional Analysis of Transitivity in Joyce's Evelin*, Article January 2011. <https://www.researchgate.net/publication/316120184>.
- Jamaludin, Ikbal, *"The Analysis of Experiential Function in Public Speeches of Bill and Melinda Gates"* (Syekh Nurjati State Islamic Institute Cirebon, 2016), <http://repository.syekhnurjati.ac.id>.
- Kamilah, Fina, *"Analysis of Invictus: Halliday's Metafunctions"* (Indonesia University of Education, 2014), <http://www.academica.edu/9173497>.
- Koussouhon, Léonard A. and Ashani M. Dossoumou, *"Analyzing Interpersonal Metafunction through Mood and Modality in Kaine Agary's Yellow-Yellow from Critical Discourse and Womanist Perspective,"* International Journal of English Linguistics vol. 5, no. 6 (2015): <https://www.researchgate.net/publication/285635378>.
- Landa, Ewelina Maria, *A Study of the Transitivity System in Fictional Narrative: A Comparison of Process Types in Edgar Allan Poe's Short Stories, Master's Dissertation in MA in English Linguistic: New Applications And International Communication.* Universidad Complutense Madrid, 2017, <https://eprints.ucm.es>.
- Liping, Chen, *"Experiential Metafunctional Analysis of Winston S. Churchill's,"* Journal English Language Teaching; vol. 7, no. 9 (2014);, <http://dx.doi.org/10.5539/elt.v7n9p132>.
- Mahdi, Sutiono, *"Material Process In Transitivity of Besemah Language Clauses: Functional Grammar Approach Sutiono,"* Jurnal International Sosiohumaniora vol. 19, no. 3 (2017); <https://www.researchgate.net/publication.com.pdf>.
- Mardianto, Lilik, *"The Adequacy of the Theory of Logical Function Applied to Some Clauses in Chinua Achebe's Novel Things Fall Apart,"* KnE Social Sciences & Humanities AICLL The 1st Annual International Conference on Language and Literature 1, no. April (2018);, <https://www.researchgate.net/publication/324950217%0A>.
- Ong'onda, Nancy Anashia, *Transitivity Analysis of Newspaper Headlines on Terrorism Attack in Kenya: A Case Study of Westgate Mall, Nairobi.* International Journal of Humanities And Social Science, Vol. 6, No. 7, July 2016. <https://www.linguistics-journal.com>.
- Qasim, *"A Transitivity Analysis of How to Get Filthy Rich in Rising Asia,"* International ELF Annual Research Journal. No. 20 (2018). <http://elf.salu.edu.pk/>.



IAIN PADANGSIDIMPUAN
INTERNATIONAL ONLINE CONFERENCE ON ENGLISH AND EDUCATION
Theme: Revitalizing English and Education on New Normal Era
Sub-theme: TEFL and Teaching Methods, Assessment and evaluation, Material developments,
Linguistics and Literature, and Technology for teaching.

- Sabbachat, Aat, “*Material Process in Transitivity of The English Clauses : A Functional Grammar Approach,*” *International Journal of Language Learning and Applied Linguistics World (IJLLALW)* 5, no. February (2014): .<http://www.ijllalw.org.finalversion526>.
- Siregar, Ridwana, *Experiential Function in Maher Zain Song Lyrics” Guide Me All The Way*” Unpublished Thesis: IAIN Padangsidimpuan, 2016.
- Syafirah, Devi, “*An Analysis of Interpersonal Meaning in Sri Mulyani Indrawati’s Speech*” (University of Sumatera Utara Medan, 2017), <http://repositori.usu.ac.id/handle/123456789/5495>.
- Tuahman, Kammer et al. “*Metafunction Realization on Students’ Descriptive Paragraphs,*” *International Journal of Linguistics* vol.8, no.6 (2016): <http://dx.doi.org/10.5296/ijl.v8i6.10264>.
- Pambudijaji, Rendra, “*An Analysis of Themes (The Lion, The Witch and The Wardrobe),*” *Thesis*(Malang: The State Islamic University of Malang, 2008).<https://www.theses.uin-malang.ac.id>.
- Wang, Junling, “*A Critical Discourse Analysis of Barack Obama’s Speeches,*” *Journal of Language Teaching and Research*, Vol. 1, No. 3, May 2010 © 2010 Academy Publisher Manufactured in Finland.<http://doi:10.4304/jltr.1.3.254-261> © 2010.
- Winarsih, Dwi, “*Students’ Mastery of Systemic Functional Grammar and Its Classroom Implementation: A Naturalistic Study at English Department of Tidar University,*” *Journal Research and Humaniora* vol. 15, no. 1 (2014):<http://www.journals.ums.ac.id>.