

TRANSITIVITY ANALYSIS OF INDONESIAN ONLINE-NEWS HEADLINES ON EDUCATION ISSUE: FULL DAY SCHOOL

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ABSTRACT

Full Day School issue became a debatable problem for the parliamentary, the education practitioners, teachers, school staff, parents, and students themselves. All written and online newspapers compete with each other to publish the news with various headlines. This qualitative study presented the finding of a transitivity analysis of online news headlines on the Education issue of Full Day Schools in Indonesia. The paper investigated the application of Halliday's theory of Transitivity analysis or Systemic Functional Grammar for the representation of Full Day School's response in Indonesia. This paper proposed to identify and explain how the issue of Full Day School was represented and thought through language application in online news headlines by reporters. This paper used a descriptive method to study the problem. Documentation method was used to collect data from the websites of tempo.co and kompas.com newspapers paper from the 13th to the 20th of July 2016. There were 8 headlines collected from those two-online news websites. The findings showed that the material process dominated the other processes which revealed that the issue of Full Day School was the actor and the main problem, which caused negative impacts on the goals. The findings also reveal that the headlines are formed by the perspective of the reporters' grammatical choices of the headlines which could affect the readers' opinion-making process. **Keywords:** Systemic Functional Grammar, full-day school, transitivity, education, and online news

INTRODUCTION

Education is a crucial and sensitive issue in Indonesia. Indonesia has applied tons of methods, curriculums, and regulations to come to a better education system. The system was usually changed based on who the minister in Education Ministry is in every period. The minister has a right to propose a regulation that will be reviewed by the parliament before being approved or rejected by the President or citizens. Imitating a system from another country in the same region or

internationally has been done by applying the 2013 curriculum or thematic teaching which focused on the scientific approach.

The hot issue of education in Indonesia is 'Full-Day Schools. This plan is triggered by Muhadjir Effendi, the Education Minister 2016 from Joko Widodo's government era. As he was concerned with building the character of the students, he proposed additional hours studying at school and spending that time teaching the students about morals or doing some extracurricular (Permen Nomor 23 Tahun

2017). This Full-Day School issue is viewed as a logical reform as the education level of Indonesia in the world is still at a low level. Muhadjir Effendi would like to make the parents, especially the full-time workers, at peace knowing their children are in a safe and good environment, school.

This issue becomes a debatable problem for the parliamentary, education practitioners, teachers and school staff, parents, and students themselves. The responses are negative which rejects the issue and positive which supports the application of Full-Day School. The Education Minister proposed a tryout of the issue. Some government Schools or 'Sekolah-Sekolah Negeri' at the Elementary and Secondary levels are forced to apply this regulation to observe the effect, response, and result of the program.

The headlines of the news give the summary or main point of what is being talked about in the news to the readers. Reality can be shaped and reshaped by the media. Newspapers can influence public opinion to adopt desired views and attitudes by utilizing language in certain ways (El Fallaki, 2022; Putri et al., 2021.). Full-Day School is a new issue in Indonesia's education reform among tons of regulations

and being judged by many people at any level of society. With this problem the paper studies the process that is associated with the headlines in online news. The significance of this study lies is to show how Indonesia's online news handles the dilemma of the issue of Full-Day School in Indonesia by using Systemic Functional Grammar Theory.

RESEARCH METHOD

The present study uses Systemic Functional Grammar as the framework which focused on the realization of the register field. Transitivity analysis is used to identify the participants involved, the process that happened, and the circumstance. The processes in transitivity analysis are material process, mental, process, verbal process, behavioral process, existential process, and relational process. In the material process, the doer is 'the actor' and the patient is the 'goal or range or beneficiary'. In the mental process, the doer is the 'senser' and the patient is the 'phenomenon'. In the verbal process, the doer is the 'sayer' and the patient is 'the receiver'. In the behavioral process, the doer is the 'behave' and the patient is ' '. In the existential process, the patient could be called existent. In the relational process, the

subject is the ‘token or carrier’ and the patient is the ‘value or attribute’.

Table 1: Process types, their meaning and key participants, (Source: Halliday, 1994: 143) in Ong’onda (2016)

Process Types	Category meaning	Participants
Material: Action, Event	Doing, Happening-e.g. kick, run, paint, repair, send, burn	Actor, Goal
Behavioral	Behaving	Behaver
Mental: Perception, Affection, Cognition	Sensing, Seeing, Feeling Thinking –e.g. see, hear, know	Sensor, Phenomenon
Verbal	Saying-e.g. say, tell, warn, argue, ask	Sayer, Target
Relational: Attribution, Identification	Being, Attributing, Identifying-e.g. be, have, become	Carrier, Attribute, Identified, Identifier, Token, Value
Existential	Existing	Existence

In analyzing the data, the researcher used the following steps, first, reading the headlines collected, second, segmenting the data in form of clauses, third, identifying the types of processes, participants, and circumstances, fourth, classifying the clauses and drawing conclusions from the analysis.

Literature Review

Full Day School issue has been covered by Indonesia’s news media in printing and online news. The headlines of the news media are varied according to the perspectives of the reporters (Abbas & Talaat, 2019; Kabigting, 2020; Seo, 2013). News media all over the world have

enormous power in influencing the readers in opinion making process and the flow of the issue brings many changes in political, social, cultural, religious and ethical life of a particular society. The headlines could trigger a demonstration of the government or huge support for the issue. The discursive patterns utilized in news headlines frequently represent opposing national media perspectives (Beji, 2016; Seo, 2013). The development of visual culture, technology, and for-profit newspapers have compelled newspapers to find new methods to employ catchy language (El Houssine, 2022; Suparto, 2018). This study is aimed to identify and

explain how the issue is portrayed and represented by the headlines of online news.

Halliday and Hasan (1976) in Wang and Guo (2014), a text is coherent and must satisfy two conditions: one is a text must be consistent with the context in which it is created, and the other is a text must have cohesion, that is, all parts in a text must be connected by cohesive devices. Halliday in Ifversen (2003) has defined 'text' as a semantic unit containing specific textual components, which makes it 'internally cohesive' and functioning 'as a whole as the relevant environment for the operation of the theme and information system'.

The most well-known model of grammar analysis for Critical Discourse Analysis according to Hart (2014) is Halliday's (1985, 1994) Systemic Functional Grammar (SFG). Halliday's functional grammar is not prescriptive or descriptive. At the basis of Halliday's work is the concept of context of a situation and cultural context. Systemic Functional Grammar (SFG) presents a theory of language based on purpose and choice (e.g. Halliday 1973, 1978, 1994) in Hart (2014). Field refers to the subject matter and it may be similar to certain uses of the term domain in computational linguistics: what

is happening, to whom, where and when, why it is happening, and so on. The framework for analysis of SFG can be used to observe written or spoken genres. The development of the concept of the register field reflects a need to explain many variations according to use, and the importance of language in action (Lukin et al, 2011). The register of field does realization of the ideational function which defines a grammar for representation (Halliday, 2007) in Hart. In other words, it is concerned with what the speaker does during producing the utterance in that way and in that particular situation.

Realization of the field becomes transitivity, then, provides a system of resources for referring to the participants involved, the process that happened, and the circumstance where, when, why, and how the utterance was produced. The processes in transitivity analysis are material process, mental, process, verbal process, behavioral process, existential process, and relational process. In the material process, the doer is 'the actor' and the patient is the 'goal or range or beneficiary'. In the mental process, the doer is the 'senser' and the patient is the 'phenomenon'. In the verbal process, the doer is the 'sayer' and the patient is the

‘receiver’. In the behavioral process, the doer is the ‘behavior’ and the patient is ‘’. In the existential process, the patient could be called existent. In the relational process, the subject is the ‘token or carrier’ and the patient is the ‘value or attribute’. (Hart 2014). According to Hodge and Kress (1993: 26) in Hart (2014), the speaker in passive voice form can be omitted due to an unspecific process. Nordlund (2003) in Ong’onda (2016) states the actor May be deleted since the actor is unknown or could be known from the context.

Ideologies are the relationship between social structure and the mindsets of the people. The people let the social actor or practitioner make up the social properties into knowledge that could be consumed easily in everyday life as mental representation. It influences social

interaction and coordination, group cohesion, and the organized or institutionalized activities of social members aimed toward reaching common goals. Themes and topics are realized in the headlines and lead paragraphs. According to van Dijk (1988), the headlines "define the overall coherence or semantic unity of discourse, and also what information readers memorize best from a news report. He claims that the headline and the lead paragraph express the most important information of the cognitive model of journalists, that is, how they see and define the news event (Sheyholislami, 2001). Fairclough (1995b) also argues that media discourses contribute to reproducing social relations of domination and exploitation (Sheyholislami, 2001).

FINDINGS AND DISCUSSION

Table 2: Full Day School headings

No	Date	Newspaper	Headings	Statements of headings
1	July 14, 2016	tempo.co	H1	Jangan Paksakan 5 Hari Sekolah
2	July 16, 2016	tempo.co	H2	Full Day School Memicu Keresahan di Sekolah
3	July 18, 2016	tempo.co	H3	KPAI Ancam Uji Materi Kebijakan Full Day School
4	July 19, 2016	kompas.com	H4	Jokowi Tata Ulang Program 8 Jam Sehari
5	July 13, 2016	tempo.co	H5	MAARIF Institute Mendukung Wacana Full Day. Ini Alasannya

6	July 17, 2016	kompas.com	H6	Full Day School Dinilai Sebagai Langkah Mundur	Material Process 14 th of July 2016
7	July 14, 2016	tempo.co	H7	Full Day School Bertentangan Dengan Undang-Undang	
8	July 15, 2016	kompas.com	H8	Full Day School Disebut Resahkan Guru	

H.1 Jangan Pakasakan 5 Hari Sekolah

<i>Jangan Pakasakan</i>	<i>5 Hari Sekolah</i>
Process	Goal

H.1 summarize a suggestion from the reporter about the issue. The reporter emphasizes the process “*Jangan Pakasakan*”. The process tells the readers not to support the goal. The use of the word

“**Jangan**” implies that many people include some of decision makers come to a conclusion in banning the goal. The Goal is “**5 Hari Sekolah**” which is a part of Full Day School issue.

16th of July 2016

H.2 Full Day School Memicu Keresahan di Sekolah

<i>Full Day School</i>	<i>Memicu</i>	<i>Keresahan</i>	<i>di Sekolah</i>
Actor	Process	Range	Circumstance

In H.2 “**Full Day School**” is being the actor. The reporter has the actor be fully responsible to what being affected by the process. The process “**memicu**” considers the actor as the main cast for the cause of the range “**Keresahan**”. The range is followed by the circumstance of place “**di**

Sekolah”. The readers will pay attention to the range as a huge negative effect. The circumstance clarifies that the effect mostly happens in that place “**di Sekolah**” which refers to an important place for education development.

18th of July 2016

H.3 KPAI Ancam Uji Materi Kebijakan Full Day School

<i>KPAI</i>	<i>Ancam Uji</i>	<i>Materi</i>	<i>Kebijakan Full Day School</i>	<i>ke Mahkamah Agung</i>
Actor	Process	Range	Circumstance	Circumstance

H.3 above states “KPAI” as the actor who is strongly disagree to Full Day

School. The process “**Ancam Uji**” means an aggressive action as a defense. “**Materi**”

is the range which is used to be a material to support the process. The circumstance of matter “**Kebijakan Full Day School**” explains what the range is about. The actor is described to do the second maneuver to the range in order to be rejected. The last

phrase “**ke Mahkamah Agung**” is the circumstance of beneficiary which has strong power of making decision. That circumstance implies that the action could be approved or rejected.

19th of July 2016

H.4 Jokowi Tata Ulang Program 8 Jam Sehari

<i>Jokowi</i>	<i>Tata Ulang</i>	<i>Program Sekolah 8 Jam Sehari</i>
Actor	Process	Goal

“**Jokowi**” as the actor in H.4 mirror the highest or absolute decision maker as the President of Republic of Indonesia. The process “**Tata Ulang**” place the issue in the middle of agree and disagree. The process might concern to do total reconstruction

with some new ideas to concludes the issue or just give a final touch to the system. “**Program Sekolah 8 Jam Sehari**” is the goal which is being the interest of the actor that is still a part of Full Day School issue.

Mental Process

13th of July 2016

H.5 MAARIF Institute Mendukung Wacana Full Day. Ini Alasannya

<i>MAARIF Institute</i>	<i>Mendukung</i>	<i>Wacana Full Day School</i>	<i>Ini Alasannya</i>
Senser	Process	Phenomenon	Circumstance

In H.5 the senser is “**MAARIF Institute**” which refers to a big a powerful organization that could influence the development of the issue. The senser is followed by the process “**Mendukung**” to show what the senser has thought. The process “**Mendukung**” has a strong emotional meaning that is equal to strong

positive motivation for the phenomenon. The phenomenon is “**Wacana Full Day School**” that is positively affected by the senser. Therefore, the phenomenon is followed by circumstance of cause “**Ini Alasannya**” that show there may be some reasons behind the support.

17th of July 2016

H.6 Full Day School Dinilai Sebagai Langkah Mundur

<i>Full Day School</i>	<i>Dinilai</i>	<i>Sebagai Langkah Mundur</i>
Phenomenon	Process	Circumstance

In H.6 the mental process could be shown by process “**Dinilai**”. The sener is omitted due to the reporter wants emphasizing the phenomenon. The phenomenon is “**Full Day School**” that is judged by many people in Indonesia negatively. The assumption is supported by

the circumstance of matter “**Sebagai Langkah Mundur**” which reflects the phenomenon has been observed with the negative result. The reporter is compared the previous method that has been applied in Indonesia before the issue’s coming.

14th of July 2016

H.7 Full Day School Bertentangan Dengan Undang-Undang

<i>Full Day School</i>	<i>Bertentangan</i>	<i>Dengan Undang-Undang</i>
Phenomenon	Process	Circumstance

H.7 has no sener as the utterance does not have a human being subject. The reporter makes a perspective that the phenomenon “**Full Day School**” is completely contradictive. The process “**Bertentangan**” describe the phenomenon as a troublesome to the circumstance of

accompaniment which refers to a strong legal regulation that cannot be broken easily. The reporter tries to draw a picture which “**Full Day School**” is a new comer idea which ruins the circumstance “**Dengan Undang-Undang**” or current unbeatable regulation in Indonesia.

Verbal Process

15th of July 2016

H.8 Full Day School Disebut Resahkan Guru

<i>Full Day School</i>	<i>Disebut Resahkan</i>	<i>Guru</i>
Receiver	Process	Circumstance

H.8 is the only one verbal process of total 8 headlines analyzed. In this process the sayer is omitted and does emphasize the

receiver “**Full Day School**”. Related to H.2, the receiver is the main cause. The process of H.8 is “**Disebut Resahkan**”

which refers to labeling process for the receiver negatively. The circumstance “Guru” is beneficiary from the process. “Guru” is being concerned as a victim of the process. The reporter represents the issue affects the circumstance that is the most important aspect of a school.

CONCLUSION

This article has analyzed transitivity processes in online news headlines of Full Day School issue in Indonesia. The significance of this analysis is that it helped to locate the different types of processes that are associated with the Educational issue of Full Day School in Indonesia. The transitivity analysis represents negative image related to the Full Day School issue. In the headlines where Full Day School discussed, it always be the object that is being debated or be the subject that cause a negative impact. It has been found also in mental process. Full Day School is always thought by many people in every level of society. Full Day School is always linked to a change from negative idea of regulation that could ruin the previous system. In the total of 8 headlines, material process takes dominant place which could be shown by some words or phrases: ‘jangan paksakan, memicu,ancam uji dan tata ulang’ which

reflects that the Full Day School is mostly contradictive and rejected as 4 headlines are material process. The victims of the material process which are related to Full Day School, as follow: ‘sekolah 5 hari, program sekolah 8 jam sehari, materi kebijakan Full Day School and keresahan’ those represent doubtness, worry and desperateness to the sub-topic of Full Day School. Full Day School is also judged by the mental process that is shown by: ‘mendukung, dinilai and bertentangan’. The data has shown and concluded that Full Day School has negative image that cause negative impact to the people in Indonesia.

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