TRANSITIVITY ANALYSIS OF MALALA YOUSAFZAI'S NOBEL PEACE PRIZE SPEECH FOR THE SUBJECT OF DISCOURSE ANALYSIS

THESIS

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in English Language Education

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ABSTRACT

Title	: Transitivity Analysis on Malala Yousafzai's Nobel Peace Prize Speech for The Subject of Discourse Analysis
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Malala Yousafzai is a Pakistani education activist. In 2014, she was the co-recipient of the 2014 Nobel Peace Prize and Kailash Satyarthi of India. Malala's motivational speech and her contribution to education and feminism motivated the researcher to analyze the ideational meanings realized in Malala's speech to determine the distribution of the transitivity process in Malala's Nobel Peace Prize speech and its contribution to Discourse Analysis subject. The researcher used a Qualitative Descriptive research design in this study. In analyzing the data, the researcher adopted Systemic Functional Grammar (SFG) by Halliday. The researcher found out that there are six processes in this speech. They are material 42%, relational 27%, mental 20%, verbal 6%, behavioral 4%, and existential 1%. Material, Relational, and Mental Process are the most frequently occurred in Malala Yousafzai's speech. Material processes were the most dominant process in the corpus. Material process as the most frequently-used transitivity process in this speech shows that it could logically and objectively present facts, events, behaviors, and reasons. The result of this analysis is expected to give pedagogical implications for the subject of Discourse Analysis.

Keywords: discourse analysis, malala yousafzai, process types, speech, transitivity analysis

MOTTO

"*One child, one teacher, one book, one pen can change the world*"
(**Malala Yousafzai**)[1]

[1]Christina. Malala Yousafzai Lamb, 'I Am Malala', 2014, 327.

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CHAPTER I
INTRODUCTION

This chapter discusses background of the study, research question, objective of the study, limitation of the study, significants of the study, scope of the study, and definition of key terms.

A. Background of the Study

Halliday's Systemic Functional Grammar (SFG) approaches discourse analysis by focusing on the functional, semiotic, and social aspect of language. Under SFG, language produces three metafunctions: ideational, interpersonal, and textual, whichset up a systemic network of linguistic choices that illustrate potential interpretations. Transitivity analysis, a sub-section of the ideational metafunction, is adopted to interpret experience in a text.[2] Many scholars have conducted previous studies involving transitivity analysis. Some have been conducted to figure out type of documents such as speeches, literary work, media, reports, and indeed songs. One of them is research by Zahoor and Janjua entitled Character Construction in Tribute Songs: Transitivity Analysis of The Song 'I Am Malala'(2016). This study aimed to interpret the character of Malala as described

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[2] Geoff Thompson and others, 'The Cambridge Handbook of Systemic Functional Linguistics', *The Cambridge Handbook of Systemic Functional Linguistics*, January, 2019, 1–804 <https://doi.org/10.1017/9781316337936>.

through in the song called 'I am Malala' through transitivity analysis. Transitivity analysis shows how language systems can revealed that Malala's figure. Malala is just like all the girls of her age. She needs support and strength from many parties to change the world for the better according to his expectations. The only power they can have is the power of their speech.[3]Another scholar, Rajendra, also operates transitivity analysis in his study entitled Transitivity in Abridged Text: the Case of A Graphic Novel (2020). Rajendra uses transitivity analysis to identify verbal structures of a graphic novel, spesifically an abridged text. The results point out that thoughtful employment of linguistic choices forms the foundation of the novel, which is also supported by visual representations.[4]Yi Zhang utilizes transitivity in order to analyze American president Donald J. Trump's inaugural address in 2017. To express new movements the government will choose and to sketch a gloomy picture of America, President Trump often uses material processes. It is also found out that President Trump plant a new concept and vision for America by using relational processes.[5]Different data in the

[3]Mehwish Zahoor and Fauzia Janjua, 'Character Construction in Tributive Songs: Transitivity Analysis of the Song "I Am Malala"', *Trames*, 20.2 (2016), 201–13 <https://doi.org/10.3176/tr.2016.2.05>.

[4]Thusha Rani Rajendra, 'Transitivity Choices in an Abridged Text: The Case of a Graphic Novel', *Studies in English Language and Education*, 7.2 (2020), 544–57 <https://doi.org/10.24815/siele.v7i2.17421>.

[5]Mengyan Zhao and Yi Zhang, 'A Transitivity Analysis of Donald J. Trump's Inaugural Address', 5.5 (2017), 81–89 <https://doi.org/10.5176/2251-3566_l317.62>.

previous study above represent similar findings, that is, transitivity is applied to reveal the hidden meaning of a text. Transitivity analysis can explain why certain linguistic features in the text are selected. Compared to the previous studies described above, this study observed different data, namely Malala Yousafzai's Nobel Peace Prize speech in 2014. This analysis is important because the author wants to prove that transitivity can also be used to analyze a person's ideology and thoughts through the speech he delivers. The findings from this study can also have educational implications for the Discourse Analysis course.[6]This current study attempts to reveal how the language used and the idea in Malala Yousafzai's Nobel Peace prize speech from the transitivity perspective. In 2009, MalalaYousafzai, an 11-year-old girl, and was an outspoken education and human rights activist despite her youth. Her father, Ziauddin Yousafzai was a poet, school owner, a member of Swat's peace jirga (tribal council), and educational activist. [7] Malala's hometown is Pakistan. Pakistani society is identified as a patriarchal society in which male members who lead the decision-making authority in family. Meanwhile, women are not allowed in deciding. This condition makes the women depends on man. Gender discrimination has been common in Pakistan for many years and leads to the lack of

[6]B N Arba, *A Transitivity Analysis on Children's Narrative Texts in English Picture Books of Ladybird Traditional Tales for Girls*, 2019 <http://eprints.walisongo.ac.id/10537/>.

[7]Jaclyn Chai and Paula A Johnson, 'Malala Yousafzai : A Young Female Activist', 2014.

female education. Across all literacy standarts and socio-economic statuses, boys are chosen over girls, however this is even more prevalent in less eenlighted families.[8]

Because of MalalaYousafzai's courage in voicing the rights of women to get equal education with men and her firmness in condemning acts of violence against children and women in Pakistan, Malala has become the world's attention. In 2012, Malala's tragedy by Taliban has opened the world's eyes we must fight and against the discrimination of women's right and the violence toward women and children under the guise of religion.[9]The appearance of Malala becomes the main role in changing the negative stereotypes about how Islam treats women. Likewise, in Indonesia, there are still many people who adhere to a patriarchal culture. The patriarchal culture in Indonesia has also been around for a long time, which also affects women's condition in getting education. As in Pakistan, Indonesia is also more dominant in placing men as the head of the family and women who will play the role of being housewives.[10]Based on MalalaYousafzai's background and career journey, researchers

[8]Szabist Islambad and Ripahuniversity Islambad, 'Female Education Problems in Pakistan', 6.1 (2016), 1–4.

[9]Abdul Hadi, 'Patriarchy and Gender-Based Violence in Pakistan', *European Journal of Social Sciences Education and Research*, 10.2 (2017), 297 <https://doi.org/10.26417/ejser.v10i2.p297-304>.

[10] Gadis Arifia and Nur Iman Subono, 'A Hundred Years of Feminism in Indonesia An Analysis of Actors, Debates and Strategies', *Country Study*, 2017, 1–28 <www.fes-asia.org>.

are interested in using Nobel Malala's speech as an object to be analyzed in this study. The researcher decided to identify the distributions of transitivity processes in the Malala Yousafzai's Nobel peace prize speech, the ideational meanings realized in the MalalaYousafzai's Nobel peace prize speech, and the contribution of the ideational meanings of MalalaYousafza'is Nobel peace prize speech to the teaching and learning process of the Discourse Analysis subject that found in Malala's speech.[11]Based on the background of the problem and the explanation above, the researcher is motivated to write a study entitled *Transitivity Analysis of Malala Yousafzai's Nobel Peace Prize Speech for the Subject of Discourse Analysis.* With the research employing transitivity analysis that identifies Malala Yousafzai's thoughts and idea, it is hoped that this research contributed to knowledge about the transitivity system in Systemic Functional Linguistic (SFL) theory but can also give awareness to everyone the importance of gender equality, especially in education, against violence toward children and women, and against patriarchy culture under the guise of religion.[12]

B. Research Questions

[11]Zahoor and Janjua.

[12] S. Ashraf, S.1 , Abrar-ul-haq, M.2 * and Ashraf, 'SOCIAL SCIENCES & HUMANITIES Domestic Violence against Women : Empirical Evidence from Pakistan', *SOCIAL SCIENCES & HUMANITIES Journal Homepage: Http://www.pertanika.upm.edu.my/ Domestic*, 25.3 (2017), 1401–18.

Based on the background of study above, problems of the study are as follows:

1. What are the distributions of transitivity processes in the MalalaYousafzai's Nobel peace prize speech?

2. How are the ideational meanings realized in the MalalaYousafzai's Nobel peace prize speech?

3. What are the contribution of the transitivity analysis of MalalaYousafzai's Nobel peace prize speech to the Discourse Analysis subject?

C. Objectives of the Study

Concerning the problem of the study, the objectives of the study are:

1. To describe the distributions of transitivity processes in the MalalaYousafzai's Nobel peace prize speech

2. To analyze the ideational meanings realized in the MalalaYousafzai's Nobel peace prize speech

3. To describe the contribution of the transitivity analysis of MalalaYousafzai's Nobel peace prize speech to the Discourse Analysis subject

D. Scope and Limitation of the Study

This study needs the scope to limit the information as the researcher conducted, and the limitation of this study as follows:

1. This study focused on analyzing Malala Yousafzai's Nobel Peace Prize speech. The speech is analyzed by using transitivity system.
2. The pedagogical implication of this study have been gotten from the eight semester of English Education Department of UIN Walisongo Semarang.

E. Significance of the Study

The result of the study is expected to be able to give some benefits for researcher, teacher, student and reader:

1. **Theoretically,** the result of the research and significance
   a. to give information about transitivity, especially in Systemic Functional Linguistics (SFL) theory.
   b. to be referenced for further study
2. **Practically**, the finding of this research will be useful for :
   a. The English teachers and students, it is expected to explain transitivity that related to the English teaching and learning process.
   b. The readers, it is expected to give them clear information about transitivity, especially in Systemic Functional Linguistics (SFL) theory.
   c. The other researcher, it is expected to provide them with more reference for their research.

CHAPTER II
REVIEW OF RELATED LITERATURE

In literature review, the researcher discusses some previous researchers that are relevant to this study and related literature that has contributed to this research.

A. Previous Studies

Before conducting the research, the researcher has been looked for some researches related to this research.

First, an international journal entitled *Transitivity in Abridged Text: the Case of A Graphic Novel by Tusha Rani Rajendra (2020).* This article investigates the application of Halliday's theory of transitivity to analyse the verbal structures of an abridged text in the form of a graphic novel. Having been condensed from the original classic Journey to the Centre of the Earth (JttCotE) by Jules Verne, the present study examines the link between these structures and how they represent the original text. The analysis focuses on the verbal text contained in speech bubbles and caption boxes; common characteristics of the comics medium.[13]

The Systemic Functional Linguistics (SFL) framework of the ideational metafunction discusses how linguistic formations are constructed and construed through transitivity in an abridged

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[13]Rajendra.

text. In addition, the analysis also looks into how the authors have adapted the original text into a graphic novel through the adoption of a few specific Processes. As such an exploration is limited, the current study fills the gap in this area. The analysis of data indicates that careful employment of linguistic choices forms the novel's core, which inherently is also supported through its visual representations.

The results reveal that Material Processes are the most prominent in this adapted version of the novel, followed by Relational and Behavioural Processes respectively. This study highlights how linguistic choices support the original text, though an abridged version, specifically in the panels of Journey to the Centre of the Earth. The findings can serve to understand how authors construct their versions of abridged texts to adhere to the original text.[14]

Second, the research of Yi Zhang (2017) from International Journal of Language and Linguisticsentitled *A Transitivity Analysis of Donald J. Trump's Inaugural Address'*. This paper aims to conduct a transitivity analysis of American president Donald J. Trump's inaugural address in 2017.The study found that President Trump often uses material processes to portray a dark picture of America and to tell new plans the

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[14]Thompson and others.

government will take. He also applies relational processes to set a new idea and vision for America.[15]

Existential processes represent the illustration of President Trump about the challenges to the state. In Behavioral processes, President Trump reveals his consideration for America and the American people. Mental processes determine the characters of the president towards the positions and his thought, motive, and strategy for America's future development with the plans of guiding and convincing the public. It can be concluded that through the transitivity analysis of president Trump's inaugural address, President Trump's vision is to balance the whole Americans, create a proper president impression and gain more support and loyalty.[16]

Third, the research of Zhao Yuqiong and Li Fengjie (2018) under the title *Transitivity Analysis of David Cameron's Speech in Retaining Scotland.*This study aims to identify the functions, main participants, and the distributions of the transitivity processes. It is found that the relational process and material process are the dominant processes. It makes his speech become objective; The pronouns show he wants to shorten the distance with his audiences. The research gap between the current study and the previous study is in the current study, the researcher not only analyzing the distributions and functions of transitivity

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[15]Zhao and Zhang.
[16]Zhao and Zhang.

process, but also giving contribution to the teaching and learning process of Discourse Analysis subject.[17]

The study also found that this is political speech, it is with political aims. So the politician always chooses more objective and more persuasive processes to convey his ideas and reach his goals. Relational and material processes are dominant in this study because these two processes represents actual events. This choices make the speech more persuasive and attractive.

Fourth, It was the research of Shamsul Harbi, dkk. (2019) entitled *Hey, Jude! I Wanna Hold Your Hand: Transitivity Process Analysis on Popular Songs by The Beatles*. The objective of this study is to declare the operation of langugae in widely perceived songs by The Beatles through transitivity processes. This study found that all six types of transitivity processes are in the selected popular songs by The Beatles. However, the occurrences of these processes are different from one song to another.[18]

The three main methods, Material, Mental, and Relational, are dominating the total number of occurrences in the selected songs. The minor processes, Verbal, Behavioral, and

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[17]Zhao Yuqiong, 'Transitivity Analysis of David Cameron's Speech in Retaining Scotland', *International Journal of Language and Linguistics*, 6.3 (2018), 70 <https://doi.org/10.11648/j.ijll.20180603.13>.

[18] Shamsul Harbi and others, '"Hey, Jude! I Wanna Hold Your Hand": Transitivity Process Analysis on Popular Songs by The Beatles', *International Journal of Language Education and Applied Linguistics*, 9.1 (2019), 45–54.

Existential, are the least dominating in the selected songs. The similarity between this current study and the previous study is both are using Halliday's pattern of transitivity system. The difference is this current study's result will give contribution to the teaching and learning process of discourse analysis subject, and this study used speech as source of data, while the previous study used song as the data.[19]

Fifth, a study entitled A Transitivity Analysis of Ria Ricis and Atta Halilintar's Promotional Captions on Instagram (2019). [20] This study aims to discover the lexico-grammatical features and socialfunction of Ria Ricis and Atta Halilintar's,promotional captions on Instagram. The frameworks used to guide this research included Gerot and Wignell'sexplanationsabout the lexico-grammatical features and social function of thedescriptive, procedure, and recount text (1995) and Halliday'stransitivity analysis (2014). The study used a qualitative method. The results show thatpromotional captions could consist ofdescriptive, procedure, and recount texts with different lexico- grammatical features and social functions for each text type.Relational Processes dominate descriptive texts, while Material Processes appear frequently in procedure texts.

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[19]Harbi and others.

[20]Putri Rizki Lestari, Eri Kurniawan, and Ruswan Dallyono, 'A Transitivity Analysis of Ria Ricis and Atta Halilintar's Promotional Captions on Instagram', 424.Icollite 2019 (2020), 341–45 <https://doi.org/10.2991/assehr.k.200325.108>.

B. Literature Review

1. Ideational Meaning

Ideational metafunctions express the idea of a language using 3 important components, specifically *Processes, Circumstances,* and *Participants*.[21]Ideational metafunctions are language that deals with concrete or abstract things, such as something related to someone's life experience, an activity, a problem, or events, or an accident from a person's actions or things.[22]

Ideational metafunction's primary purpose is to transmit information and substance unfamiliar to audiences and portray truth.[23]

2. Transitivity System

The system of transitivity explores the depiction of people by analyzing their actions at a broader level according to Halliday's theory. This system works with

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[21]Thompson and others.

[22]Siti Sarah Fitriani and others, 'Representation of 212 Rallies in the Jakarta Post Articles: A Hybridity of Cda and Sfl Analysis', *Studies in English Language and Education*, 8.1 (2021), 328–45 <https://doi.org/10.24815/siele.v8i1.16836>.

[23]M. A.K. Halliday and Christian M.I.M. Matthiessen, *Halliday's Introduction to Functional Grammar: Fourth Edition*, *Halliday's Introduction to Functional Grammar: Fourth Edition*, 2013 <https://doi.org/10.4324/9780203431269>.

the study of the grammar of clause structure by defining participants/ agents, processes, and objects.[24]

Transitivity investigates meaning at the clause level. A clause is a basic unit in conveying sense. Transitivity is the system for interpreting the experience of world.[25] There are three components of the transitivity system: the process, participants, and circumstance. Each process types in transitivity analysis interpret human experience in a clause which representing human experience well.[26]

The transitivity system requires the lexico-grammatical resources for inferring a change events as a configuration of elements. [27] Process illustrated in a series of types of processes that can be dealt with. Each process type establishes distinct design or schema for selecting particular territory of experience. [28] These processes are expressing events, happenings, going-on, mental states, behavior, sayings, and relations to different kinds. It all called

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[24] Muhammad Ahmad Hashmi, 'A Corpus-Based Transitivity Analysis of Nilopher's Character in Stone Woman, 3.4 (2020), 351–61 <https://doi.org/: https://doi.org/10.36902/sjesr-vol3-iss4-2020(351-361)>.
[25] Zhao and Zhang.
[26] Harbi and others.
[27] S Sawirman and N H Ridhwani, 'Experiences Around the Clauses: A Transitivity Analysis of Four Famous People's Suicide Notes', *Vivid: Journal of Language …*, 9.1 (2020) <http://jurnalvivid.fib.unand.ac.id/index.php/vivid/article/view/167>.
[28] Rajendra.

Material, Mental, Relational, Verbal, Behavioral and existential processes.[29]

a. Material Process

The material process involves two main participants, namely actors and objectives. Actors are actors of action, whereas goals are recipients of action. Sometimes, this process has no goals like intransitive verbs.[30]

Table 2.1 Examples of Material Process

Actor	Process: Material	Goal
Lisa	Took	A book.

b. Mental Process

This mental process is identified as the "Sensing Process". it consists of three parts: perception, cognition, and compassion. Halliday argues that mental processes are dealt with people's experiences of their world of awareness.[31]

Table 2.2 Example of Mental Process

Senser	Process: Mental	Phenomenon
I	love	This song

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[29]Halliday and Matthiessen.
[30]Lestari, Kurniawan, and Dallyono.
[31]Halliday and Matthiessen.

c. Relational Process

Relational processes are indicated by the verb "to have" and "to be". They describe "attributes, possession, and equivalence". Relational process present to symbolize and to determine. This process represents a clause about the ownership and inherent nature of a thing.[32]

This process is concerned with the being of relations with the abstract world. The state of action carried out by one of the participants in this process is somewhat analogous to the condition portrayed by other participant(s) in any physical state since the relationship between these entities is abstract namely Attribute, Identifying, and Possessive. Attribute refers to the 'qualities' given to objects or entities, and the one being described is called Carrier.

Identifying, according to Halliday (1994), refers to two independent participants who express two identical and equal token by providing its necessary descriptions). One last category of the relational process is called Possessive. This category involves two participants, which are often associated to the relational

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[32]Khairani Ade Guswita and Suhardi Suhardi, 'Transitivity Analysis of Jokowi and Prabowo Campaign Speech in Indonesian Presidential Election 2019', *Indonesian Journal of EFL and Linguistics*, 5.1 (2020), 143 <https://doi.org/10.21462/ijefl.v5i1.234>.

attributive process, only that relational possessives show 'possession' of objects or attributes being carried out by one of the participants called 'possessor'.[33]

Example: she is beautiful girl.

d. **Behavioral Process**

Behavioral processes are a combination of physical and phycological behavioral.[34]Behavioral process represents physiological and psychological behaviors as a result of the individuals' inward thoughts; the participation of a behaver is required.These are examples of behavioral keywords; *Taste, Dream, Breathe, Laugh, Smile, Look, and Watch*.[35]

Table 2.3 Examples of Behavioral Process

Behaver	Process: behavioral	Range
He	Dreams	About her girlfriend

[33] Japhet E Manzano and Zachi Einna R Orquijo, 'Political Commitments and Ideologies : A Diachronic Transitivity Analysis of Philippine Presidents ' Inaugural Speeches', 8.December (2020), 83–109 <https://ajels.ust.edu.ph/wp-content/uploads/2020/10/4_Political-commitments-and-ideologies_A-diachronic-transitivity-analysis-of-Philippine-presidents'-inaugural-speeches.pdf>.

[34]Emi Emilia, Nicke Yunita Moecharam, and Iva Laela Syifa, 'Gender in EFL Classroom: Transitivity Analysis in English Textbook for Indonesian Students', *Indonesian Journal of Applied Linguistics*, 2017 <https://doi.org/10.17509/ijal.v7i1.6877>.

[35]S.M. & Xin Zhi-Ying Linares, 'Transitivity Analysis of Colombian President Juan Manuel Santos' Nobel Peace Prize Lecture', 2.2 (2020), 129–47.

e. **Verbal Process**

Verbal processes are verbs that are synonymous with the verb "to say." Verbal processes have three participants: sayer (speaker), receiver (addressed), and verbiage (statement). These are the examples of verbal clause keywords: *Explain, Claim, say, tell, Mention, Announce, Proclaim.*[36]

Table 2.4 Examples of verbal process

Sayer	Process: Verbal	Target	Receiver	Verbiage
My teacher	announced			The result of the test
She	Told		me	That I am clever
Mother	Praised	us		

f. **Existential Process**

Existential processes show that something exists or happens. These processes use the verb "to be" and other

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[36]Arina Isti, 'Transitivity Analysis in Four Selected Opinions about Jakarta Governor Election', *Phenomena*, 14.2 (2014).

synonymous words such as "exist, arise or occur." They usually show the existence of some phenomena.[37]

Table 2.5 Examples of Existential Process (i)

	Process: existential	Existent	Circumstance
There	is	A witch	In this village

Table 2.6 Example of Existential process (ii)

Existent	Process: Existential	Circumstance
	Exists	In social media

g.   **Circumstantial Elements**

Circumstantial Adjunct in the clause is an important element in expressing the meaning of a sentence.Circumstantial elements deal with things like the location and timing of things occurring, the manner in which things occur. In this case, Circumstantial elements contain questions such as what, when, where, why, how, how many, and so on.[38]

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[37]Halliday and Matthiessen.

[38]Devi Kurnia, 'Circumstantial Adjuncts Used in the Tale "The Taming of the Shrew"', *Getsempena English Education Journal (GEEJ)*, 4.2 (2017), 9–15.

Halliday stated that Circumstantial elements occur in many operation, and with the same significance wherever they occur.[39]

Here are the types of circumstantial elements:

1) **Extent**

It relates to the size or quantity of things such as volume, area, length, height, how long, and how much. The extent to which this extends is made possible by the use of interrogative forms such as "how long?" and also "How many times?".For example: "*How many times you hurt me?*".[40]

2) **Location**

It is a type of state which indicates the location, place, or position when something happened, where is this represented in the interrogative form? The interrogative form for denotes an indirect element of where is the location? and when ? for example "*I will go to your home tomorrow*" and "*Andi was born in Jakarta, Indonesia*".[41]

3) **Manner**

The Circumstantial Element of Manner establishes how the process is transferred. It talks

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[39]H alliday and Matthiessen.
[40]Kurnia.
[41]Kurnia.

about the quality of something. Manner elements are divided into four subcategories namely Quality, Means, Degrees, and Comparison. Example: *"She finished her task perfectly"*.

4) **Cause**

This explains the reasons or factors for something happening. This element also consists of three subcategories, namely purpose, reason, and behalf. Usually, clauses containing this element have a prepositional or complex prepositional phrase. For example: "*I love this food because it is so delicious*".[42]

5) **Contingency**

There are three types in this contingency element, the first is the condition, it is expressed by a prepositional phrase as in case, at moment. the second is Concession. This is usually referred to by a prepositional phrase or phrase such as even. The last one is Default, Usually expressed with a prepositional phrase such as absence, default of. For example: "*In the event of actual emergency, you will be told what to do*". Concession circumstantials are expressed by in spite of or despite.[43]

[42]Halliday and Matthiessen.
[43]Kurnia.

6) Accompaniment

Accompaniment is an element that explains the meaning of the clause with the question "with whom?" it explains about with or without who or what and is can be probed, for example "*I will go to school with my Father*". Additive and Comitative include the two types of accompaniment element.[44]

7) Role

There are two types of role elements. The first is Guise. It is usually expressed by the ordinary preposition as "*as*", and the complex preposition with this function is through, in form, the guise, and the role of a person or thing. Role element needs the interrogative "*what a*s?" then points out the idea of be (attribute or identity) in the form of a state.[45]

The second is Product, it requires a propositional phrase to describe its meaning. For example: "*I love you as a best friend*". Product corresponds to the interrogative "*what into?*". For example: "*Aren't you changing into a good girl?*".[46]

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[44] Meriel Bloor and Thomas Bloor, *The Practice of Critical Discourse Analysis: An Introduction*, *The Practice of Critical Discourse Analysis: An Introduction*, 2013 <https://doi.org/10.4324/9780203775660>.

[45]M. McCarthy, 'Discourse Analysis for Language Teachers', *Child Language Teaching and Therapy*, 8.1 (1992), 96–100 <https://doi.org/10.1177/026565909200800108>.

[46]Kurnia.

8) Matter

Matter describes what it refers to as an event that occurs and is investigated by what? Matter elements are applied to verbal processes; it is the indirect equivalent of verbiage, which is characterized, reduced to, portrayed. This material is represented interrogatively and explained with prepositions such as *is what about* ? For example: "*I worry about your condition, you need to go to the doctor*".[47]

9) Angle

In this element, verbal processing is required for the speaker; This element is usually used to express an opinion, point of view, or attitude towards a situation. For example: "*In my point of view, we need to learn English because it is international language*".[48]

3. Discourse Analysis

Discourse analysis is classified into three types of metafunctions, namely metafunctions of interpersonal, textual, and ideational meanings. The transitivity system itself is included in the Ideational Meaning which is part of the field of discourse. Transitivity analysis is then defined as

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[47]Paul J. Hopper and Sandra A. Thompson, 'Transitivity in Grammar and Discourse', *Language*, 1980 <https://doi.org/10.1353/lan.1980.0017>.
[48]Halliday and Matthiessen.

a study of how to find the context contained in a sentence, which can be analyzed from the aspects of ideas, feelings, and situations that occur. The sentences analyzed can be in the form of spoken or written language.[49]

Discourse analysis which influences text interpretation will be useful for students in understanding several types of texts. Therefore, the discourse analysis provided by systemic functional grammar allows for some analysis and interpretation of classroom language patterns because of their varied functions to position students as academic subjects and teachers as symbolic controls.[50]

4. Malala Yousafzai

MalalaYousafzai, a woman who was born in Pakistan on July 12, 1997, she is a woman who fights for the right to education for women.[51] Born and developed in a world that is familiar with the terrorism and fight, conditions make her character who criticizes these acts of cruelty.She realized that this was what stopped the dreams of women in the area to continue their education. With her critical mind towards social issues in her environment, she has the courage to

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[49]Bloor and Bloor.
[50]Norman Fairclough, 'Critical Discourse Analysis', *The Routledge Handbook of Discourse Analysis*, 2013, 9–20 <https://doi.org/10.4324/9780203809068-8>.
[51]Chai and Johnson.

reclaim the rights of children and women to reach their education to a higher level and accomplish their dreams.[52]

At a young age, She won the Nobel Prize. This opportunity made her became stronger. Her willingness to help children and women became more serious especially in Swat Valley in Khyber Pakhtunkhwa, northwest Pakistan, which is her hometown. She focused on fighting for human rights advocacy, especially their access to get an education. Then she founded an organization called "Malala Fund".[53]

However, when the terror troubled her on October 9, 2012, in Swat Valley Pakistan, a gunman shot Malala and two other girls while theywere on a bus after school. She was given a 'second life' chance with her condition getting better.[54] Since this incident, she became famous and in 2014, she received the Nobel Peace Prize with Kailash Syarthi, a girl from India. She was 17 years old when she won the award and grew into the youngest Nobel Prize recipient.[55]

5. Malala Yousafzai's Nobel Peaze Prize

The Nobel Prize is an annual award on the anniversary of Alfred Nobel's death every December 10th held by the Royal

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[52] Saeedur Rahman, Imran Sharif Chaudhry, and Fatima Farooq, 'Gender Inequality in Education and Household Poverty in Pakistan: A Case of Multan District', *Review of Economics and Development Studies*, 4.1 (2018), 115–26 <https://doi.org/10.26710/reads.v4i1.286>.

[53] Lamb.

[54] Lamb.

[55] Lamb.

Swedish Academy of Sciences, the Nobel Assembly at the Karolinska Institute, the Swedish Academy and the Norwegian Nobel committee. This event brings out a series of prizes that were set at the will of Swedish inventor Alfred Nobel. [56]

In 1901, for the first time the Nobel Prize awarded awards in the fields of literature, medicine, chemistry, physics and peace. then in 1968 followed by the economic sector. Winners will receive a gold medal, prize money and a diploma.The inventor of Dinamit from Sweden, Nobel, provided guidance on how to choose winners, that is, the award must be given to those who have contributed to humanity and provided many benefits.

The 2014 Nobel Peace Prize established by the Norwegian Nobel Committee appointed Malala Yousafzai and Kailash Satyarthi as winners. This is because Malala and Kailash Satyarthi have fought against the oppression of youth and children's right to get good quality education. They argued that children were not exploited financially and were obliged to have the right to education. Particularly in conflict areas such as the Malala region, violations of children's human rights have resulted in continued violence from generation to generation.

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[56]Sandi E. Cooper, 'Champions for Peace: Women Winners of the Nobel Peace Prize', *Peace & Change*, 45.4 (2020), 607–9 <https://doi.org/10.1111/pech.12430>.

The Nobel Committee named Malala and Kailash as winners because their struggle in children's education is also an important point for Hindus and Muslims, Indians and Pakistanis, to stop the chain of extremism. Finally, contributions and support came from many international communities and institutions. Malala has also met the criteria for the Nobel Peace Prize, namely the realization of international brotherhood and the struggle against oppression and for the rights of children and adolescents. this is contained in Alfred Nobel's will.

6. Conceptual Framework

Ideational Meanings

Ideational meanings is realized through transitivity system.

Used the speech of Malala Yousafzai's Peace Prize Nobel

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The process types in the transitivity system: material, mental, verbal, behavioral, and existential.
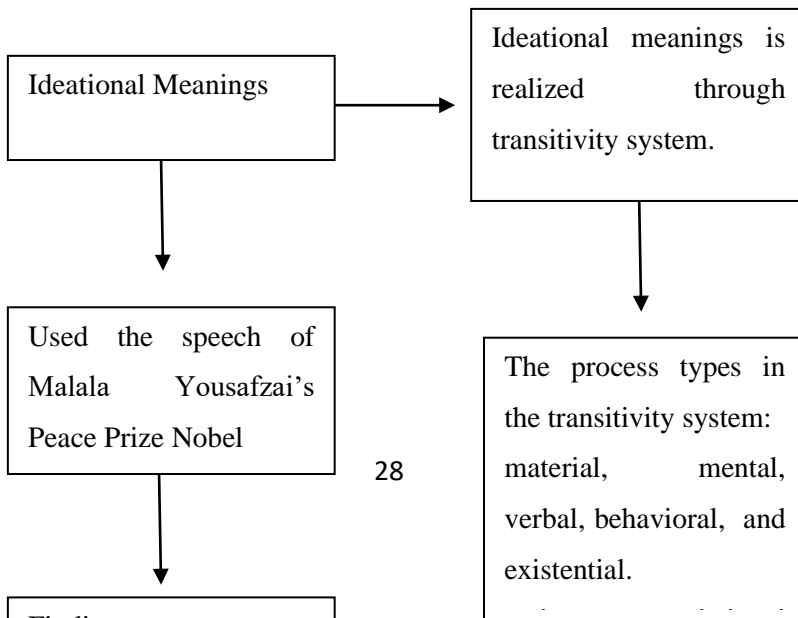
Qualitative research by documentation. Data analysis technique: data reduction, data display, conclusion drawing.

It can be the teaching media for teaching and learning process in the discourse analysis subject.

CHAPTER III
RESEARCH METHOD

This chapter discusses research methods that used in this study. It is understood as a scientific activity carried out in stages, and it is very important for researchers to follow these stages to ensure continuity of thought which will lead to the results of the research.[57]

A. Research Design

The type of this research is qualitative research. Qualitative research gathers various case studies, observations, interviews, individual experiences, reflective, historical, interactional, and visual passagesthat determine routine and problematic moments and meanings. Researchers interpret how subjects derive meaning from their surroundings, and how this meaning affects their behavior.[58]

This study uses a descriptive analysis approach. Descriptive research is a type of research based on 'how' questions. Descriptive research is said to be broader because the research is carried out using other variables related to the problem to be studied. [59] In this research, the writer will research and describehow are the distributions of transitivity processes in the

[57]M Qadafi Khairuzzaman, *Buku MP Kualitatif & Grounded Theory*, 2016, IV.

[58]M Qadafi Khairuzzaman, *Buku MP Kualitatif & Grounded Theory*, 2016, IV.

[59]Jozef Raco, 'Metode Penelitian Kualitatif: Jenis, Karakteristik Dan Keunggulannya', 2018 <https://doi.org/10.31219/osf.io/mfzuj>.

Malala Yousafzai's Nobel peace prize speech and how are the ideational meanings realized in the Malala Yousafzai's Nobel peace prize speech.

B. Object of The Study

The object of this study is Malala Yousafzai's speech document when she won the Nobel Peace Prize in 2014.

C. Research Instruments

There are three types of instruments used in this study. The first was the researcher herself. In this research, the researcher acted as the data collector and as analyst of the research finding. The second instrument was documents. Documents that used in this study was Malala Yousafzai's speech document when she won the Nobel Peace Prize in 2014.

The last instrument was interview. Interview was conducted to find out the pedagogical implication of this study for the Discourse Analysis subject. The informants in this study were students who had received the Discourse Analysis course.

D. The Technique of Collecting Data

After determining the research objectives, sample, and basic research framework, the next step is to determine the data collection technique.[60]While the data collection used in this study are:

1. Document

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[60]Raco.

Documents that used in this study was Malala Yousafzai's speech document when she won the Nobel Peace Prize in 2014. In gathering the data, the writer adopted the following steps; the first is exploring the data from the internet, choosing the data in the internet which were determined, and downloading the data from the internet.Malala's official speech document downloaded from *assets.nobelprize.org* on December 25, 2021.

2. **Interview**

Interviews in this study aimed to get the contribution of this research to the Discourse Analysis subject. The informants in this study were students who had received the Discourse Analysis course. The researcher used written interview through whatsapp application because during Covid-19 Pandemic, the government implied Work From Home (WFH). This interview was conducted in semi-structured interview. The writer asked some students who have gotten the Discourse Analysis course to get the information of its pedagogical implication.

E. **Data Analysis Technique**

After the data were in the form of clause, then they were analyzed. The transitivity system in the Malala speech clause was analyzed using Suzanne Egginz's model.In analyzing the data, the writer used the following steps; reading the document, segmenting the data in the form of clauses, establishing the types

of processes, participants, and circumstances, classifying the clauses into the categories of transitivity process types, concluding the field of discourse of the text, and making the conclusions.[61]

[61] Aleksandar Carapic, *An Introduction to Systemic Functional Linguistics*, *Journal of Sociolinguistics*, 2006, X<https://doi.org/10.1111/j.1360-6441.2006.0327j.x>.

CHAPTER IV
RESEARCH FINDINGS

This chapter answered the research questions onthe distributions of transitivity processes in the Malala Yousafzai's Nobel peace prize speech, how transitivity is realized in Malala's speech, and how itscontribution or pedagogical implications influence students of English EducationDepartment

A. Distribution of Transitivity Process in Malala Yousafzai's Nobel Peace Prize Speech

This section describes the distributions of transitivity Processes in the Malala Yousafzai's nobel peace prize speech. All of the six processes types can be found in Malala Yousafzai's nobel peace prize speech. There are material, mental, behavioral, relational, verbal, and existential. However, according to Halliday, Material, Mental, and Relational are the main processes types that often occurred. This statement is similar with this research findings, there are three main processes; Material, Mental, and Relational.

The distributions of transitivity processes in this speech are illustrated by the percentage. The dominant process is Material processes that occur 42% with a total of 133 Occurrences. Relational processes comes second by 27%, with a total of 85 occurrences. The third is Mental Processes that occur 85 times or 20% in the percentage.

The last third processes or minor processes are Verbal, Behavioral , and Existential process. Verbal process come fourth by 6% with a total of 18 Occurrences, and then Behavioral process occur 12 times or 4 % in the percentage . and the last one is Existential process, with only 1% occurrences, or 5 times only.

B. Ideational Meanings Realized on Malala Yousafzai's Nobel Peace Prize Speech

1. Material Process

Material procceses are processes of doing. Material process is not only consist of physical activity, but also abstract doings and happenings.Material process's participants are actor, goal, range, and beneficiary. There are two kinds of material process, they are active and passive. In this speech, material processes occur 133 Times. Here are some example of material process chosen in this speech:

Table 4.1 Example of material process in Malala's speech

we	would paints	Our hands	with mathematical formulas and equations
Actor	Process	goal	Circumstance of manner

The first example is "*We would paint our hands with mathematical formulas and equations*". This sentence consists *We* as the actor who paints, *would paint* as the material process which is painting, and *our hands* as the goal which receives the process by the actor. In this sentence there is also circumstances of manner, which represented by *With mathematical formulas and equations*. In the other words, the participants of material process that involved in this sentence are actor and goal.

In her speech, Malala mentioned "*We*" as the actor because she wants to represent other girl's willingness to get education and equal rights. She shares all girls and children's voice by say the word "*We*" as pronoun in her speech. The sentence "*We would paint our hands with mathematical formulas and equations*"is also representing that most of girls in Pakistan want to get education, which is represented by *mathematical formulas and equations*.

According to Baiq and Ade,in Pakistan's tradition, women's hands are painted by henna when they are married.[62] So that, Malala delivered her ideology that actually the girls are prefer to paint their hands with mathematical and equations, which

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[62] Baiq Clara Dita Chairunnisa and Ade Solihat, 'Henna Art in Global Era: From Traditional to Popular Culture', 323.ICoSSCE 2018 (2019), 220–25 <https://doi.org/10.2991/icossce-icsmc-18.2019.41>.

represents knowledge and education, than painting their hand with henna which represents marriage.[63]

Table 4.2 Example of material process in Malala's speech

The terrorist	tried	to stop	us
Actor	Process	Process	Beneficiary (Recipient)

The second example of material process is "*The terrorists tried to stop us and attacked me and my friends who are here today on our school bus in 2012*". The actor of this process is shown by "*the terrorist*", who tried to stop Malala and her friend, which represented by "*us*" in this clause. "*Us*" is the beneficiary, which classified as recipient. As we know that there are two types of beneficiary, namely recipient and client. There are two process of material in this clause, which are *tried* and *stop.*

The sentence above tells the tragedy of Malala On 9th October 2012 when she and her two friends was attacked by the Talliban terrorist in an assassination attempt in retaliation for her activism. She was shot on her school bus in the Swat District.

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[63]Hadi.

2. Relational Process

In this speech, Relational processes occurred 85 times. Relational process are processes of being. There are four types of relational process, they are Intensive-Identifying proces,Intensive-attributive process, Possesive process, and Causative Process. The identifying process has participants that consist of token and value, and attributive process has participants that consist of carrier and attributive. Three examples were choosen to represent three subtypes of relational process.

Here are the first example of relational process in this speech:

Table 4.3 example of Relational process (Intensive-Identifying)

Education	is	One of the blessings of life
Token	process	value

The first example of Relational processes is "*Education is one of the blessings of life*", which includes identifying process. The word *education* here as token, *is* as identifying process, and the value represented by *one of the blessings of life.*Identifying process is a process which it sentence structure can be reversed. If this sentence is reversed, it becomes "*One of the blessings of life is*

Education". So that, this sentence analyzed as identifying process.

This sentence represents Malala's thought that education is a gift and blessing from God that we must protect as a form of our gratitude of God's gift and blessings. That is the reason why she is very assertive in voicing equality in education, especially for women and children who are oppressed.

Table 4.4 example of Relational process (Intensive-Attributive) in Malala's speech

This award	is	Not just for me
Carrier	process	Attribute

The second example is "*This award is not just for me*" which classified as intensive-attributive clause.*This award* comes as the carrier, while *is* as the process, and *not just for me* represents the attribute.

This clause represents that Malala's purpose in promoting equal education for women and children is not only for herself but also for all those who experience violence and those who are deprived of their human rights. In this chance when she won the Nobel Peace Prize,she wants the world to know that with this Nobel Peace Prize speech, hopefully it can be a way to improve the human rights of

women and children which have been neglected so far, especially in their native country, namely Pakistan.

Table 4.5example of Relational process (Possesive) in Malala's speech

Many Children in Africa	Do not have	Access to education	Because of poverty
Processor	process	posessed	Circumstance of cause

The example of possessive process is "*Many children in Africa do not have access to education because of poverty*". In this clause he stated that it was not only women and children from Pakistan who were hampered by their education, but also one of them from Africa, namely children who could not access education only because of poverty. Malala voiced that it was not only gender inequality and violence that prevented children from getting an education, but also poverty. Malala voiced this so that world leaders know that education must be accessible to all children, whether they are boys or girls, rich or poor.

3. **Mental Process**

Mental processes are processes of sensing. The feeling and speaker's mind could be known by analyzing mental process. In mental process, there are senser and phenomenon as participants. Mental processes occur 64 times in this speech. Mental processes classified into three types, they are perception, affection, and cognition.

Table 4.6example of mental process (Affection) in Malala's speech

I	Always loved	learning
senser	process	phenomenon

The first example is "*In my paradise home, Swat, I always loved learning and discovering new things*" The underlined word are clause that represents mental process. The senser of this process is *I*, which is Malala herself. *Always loved* is the mental process that is classified as affection type, and *learning* as the phenomenon, which perceives the affection of Malala.

This clause represents that Malala is a girl who highly values knowledge or education in her life. She has the principle that education is a priority, and this principle has been adhered to since childhood in the place where she grew up, in Swat Valley, Pakistan.

Table4.7 example of mental process (Perception) in Malala's speech

we	see	those injustices
senser	process	phenomenon

The second example is "*We could not just stand by and see those injustices of the terrorists denying our rights*". The senser of this clause is *We*, because *we* is the participant who perceives the perception. The word *see* as the mental process, while *those injustices* as the phenomenon that perceived about.

This example shows that Malala does not want to remain silent when the Taliban terrorists hinder children and women from seeking knowledge and do not want violence to continue in her region and world.

Table 4.8 example of mental process (Cognition) in Malala's speech

We	believe	That nothing is impossible
senser	process	phenomenon

The third example is "*We are living in the modern age and we believe that nothing is impossibleWe believe that nothing is impossible*". Verbs of knowing, understanding, and also believing include cognition type of mental process. Thus, this clause identified as Cognition type

because there is the verb "*Believe*". "*We*" as the senser, and "*nothing is impossible*" as the phenomenon.

In her speech, Malala talk about what she believes and what she feels. Malala believes that in the future we can achieve education that can be achieved by all groups and provide good quality education to children and also Malala hopes that peace can be realized and violence is eliminated.

4. **Verbal Process**

Verbal process is the process of saying. Sayer, receiver, verbiage, and target are involved in this process. The one that performs verbal process called sayer, the one that received the saying process categorized as receiver, and topic or what sayer talking about is verbiage. Verbal processes occur 18 Times in this speech.

Table 4.9 example of verbal process in Malala's speech

Tell	The world leaders	How important education is!
process	receiver	verbiage

Table 14 shows the example of verbal process in this speech. The first is "*Tell the world leaders how important education is!*". *Tell* is the verbal process, while *the world leaders* identified as receiver, and verbiage of this speech is *how important education is!*.

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This sentence is the command from Malala Yousafzai to everyone that they need to show everyone, especially the world leaders that education is important. The word tell represents that Malala Yousafzai wants her message about education can be hear by all the world leaders and she wants everyone who can not get the education to speak up of their rights.

5. **Behavioral Process**

Behavioral process refers to pshycological and physiological behavior of human such as stand up, wake up, breathing, smiling, and sleeping. There are behaver and phenomenon that involved in this process. In Malala's speech, behavioral processes occurred 12 times.

Table 4.10 example of Behavioral process in Malala's speech

We	Would sit	there	With big dreams	In our eyes
Behaver	process	Circ. Of location	Circ. Of manner	Circ. Of location

The first example of behavioral process is "*We loved to wear neat and tidy school uniforms, andwe would sit there*

with big dreams in our eyes". The participant of behavioral process in this clause are Behaver. Behaver in this clause is represented by the pronoun "*We*", and behavioral process is "*would sit*", which is identified as phsycological and physiological behavior of human. The are also circumstances that include in this clause, such as circumstances of location and circumstances of manner. Circumstances of location is shown by the word "*there*" and "*in our eyes*", while circumstance of manner is represented by "*with big dreams*".

The sentence above is still about Malala's thoughts that she and her female friends in Pakistan and the children who really want to get an education are represented in Malala's speech saying that they will sit there with big dreams in their eyes. So that, they can achieve their goals by getting an education. Malala tries to make people aware that children must achieve their dreams by their own willingness without coercion from anyone and coercion to marry or work at an age that should still be in school and receive protection from their parents.

Table 4.11 example of Behavioral process in Malala's speech

To always speak	The truth
process	phenomenon

Another example of behavioral Process in Malala Yousafai's speech is "*Thank you to my mother for inspiring me to be patient and <u>to always speak the truth,</u> which we strongly believe is the true message of Islam*." Behavioral process is indicated by the word *speak*. This is because when speaking, a person is working physically and psychologically. Therefore, speaking is included in the behavioral process. The Behaver in this process is Malala's mother, which is explained by Malala in the previous clause. "*The Truth*" is here as a phenomenon.

This clause shows that Malala's mother has been an inspiration to Malala in carrying out her struggle as an education and peace activist.

6. **Existential Process**

There is only one participant in existential process, it is existent. Here are the examples of existential processes in Malala Yousafzai's Nobel Peace Prize Speech.

Table 4.12 example of Existential process in Malala's speech

	Is	Still no secondary school	For girls
There			
	process	Existent	Circumstance of cause

In existential process, there are only the process and existent. *No secondary school* comes as existent in this sentence, while *thereis* as the existential process. There is also circumstance of cause, which is represented by *for girls*.

In this sentence, Malala voices that where she comes from, women do not have the same education rights as men, where men can get education as long as they want, while women have limited rights and there is no middle school for women.The patriarchal culture that exists in Pakistan makes women only prepared as housewives and never given the opportunity to have a career and also get a complete education.

Table 4.13 example of Existential process in Malala's speech

There are	Many Countries
process	Existent

The next example is "*However, there are many countrieswhere millions still suffer from the very old problems of war, poverty, and injustice*". In this clause, *there are* as the existential process, and *many countries* as existent.

This clause shows that poverty, war, and injustice have existed for a long time and are unresolved problems until now, one of which is where Malala lives. This has an impact on the suffering of millions of people, including what befell women and children. Due to war and poverty, terrorism, children and women cannot live in peace and live according to their wishes, including in terms of getting an education.

C. **Pedagogical Implication**

Based on interviews conducted by researchers with several students who have taken discourse analysis courses, it was found that the pedagogical implications of Transitivity Analysis in Malala Yousafzai's Speech for this discourse analysis course are as follows:

1. **The Function of Transitivity Analysis**

   Some interviewees stated that transitivity analysis is not only used to figure out the process pattern of clauses and to identify the associated participants and their roles, but it is also used to explore the ideology behind the text directed by author or speaker, and to find out how language is used to influence people.

2. **Learning Obstacle**

   Most of interviewees often get difficulty in determining the *range* and *goal* and this difficulty

becomes their obstacle when learning and identifying transitivity analysis. There are also some students that get difficulty when it comes to verb that is called as '*grey zone*', for example when students have to decide the verb '*decide*', it is *behavioral* or *material* (since it affects our matter things).

3. **Analyzing Transitivity Analysis on Malala Yousafai's Nobel Peace Prize Speech**

Some interviewees stated that the transitivity analysis of Malala Yousafzai's Nobel Peace Prize Speech can contribute to the subject of discourse analysis through providing another form of text, in case the text is in form of speech text. Since speech text often has clearer tones, so that it will be easier for the learner to determine and do transitivity analysis. It also can be used to the resources for another lecture and learners to improve their understanding, and it will make learning easier if there is compatible learning program.

CHAPTER V

CONCLUSION AND SUGGESTION

In this study, this chapter is the last section which consist of conclusion and suggestion. The conclusions contain thetopic of the study, whereas the suggestions are addressed toEnglish teachers and the others who have an interest in thestudy.

A. Conclusions

The researcher has answered the research questions that has been discussed in the previous chapter. It can be concluded as follows:

1. It is concluded that the distributions of six process can be found in Malala Yousafzai's Nobel Peace Prize Speech. The most dominant processes are Material processes (42%) Relational processes comes second (27%), and the third is Mental Processes (20%) . The last third processes or minor processes are Verbal process (6%), Behavioral process (4 %), and the last one is Existential process (1%).Material processes were the most dominant process in the corpus. According to Persieus, usually the most frequently-used transitivity process in speeches because it could logically and objectively present facts, events,

behaviors, and reasons.[64]

2. In Malala Yousafzai's Nobel Peace Price Speech, Malala Yousafzai often uses material mental processes and relational processes to describe the state of the world which is still closely related to poverty, violence, terrorism and injustice. Malala Yousafzai spread her ideology to the world.She wants to create a world of peace and children and women are free to choose their own rights, including the right to get education and a peaceful life away from violence.

3. The pedagogical Implication if this study is Malala Yousafzai's Nobel Peace Prize Speech can contribute to the subject of discourse analysis. Since speech text often has clearer tones, so that it will be easier for the learner to determine and do transitivity analysis. It also can be used to the resources for another lecture and as learning media for learners to improve their understanding.

B. Suggestions

Based on the result of this study, this research is suggested for discourse analysis lecturers and students in adding their learning resources and increasing their ind-depth understanding regarding transitivity analysis and ideational meaning topic.

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[64] Persieus S Balog, 'Transitivity Analysis of Selected Privilege Speeches of Senator Miriam Defensor-Santiago', 7.December (2019).

It is also recommended for further researchers to investigate more deeply about transitivity analysis, such as examining the causes of students having difficulty distinguishing the types of processes in transitivity analysis. The next researcher can also use Malala Yousafzai's Transitivity Analysis of Speech Analysis as an additional reference in the realm of linguistics.

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Appendix I

NOBEL PEACE PRIZE SPEECH BY MALALA YOUSAFZAI

Bismillahhirrahmanirrahim.

In the name of God, the most merciful, the most beneficent.

Your Majesties, Your royal highnesses, distinguished members of the Norweigan Nobel Committee,

Dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

Thank you to everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthens and inspires me.

I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth - which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award. Along with that, along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. I want there to be peace everywhere, but my brothers and I are still working on that.

I am also honoured to receive this award together with Kailash Satyarthi, who has been a champion for children's rights for a long

time. Twice as long, in fact, then I have been alive. I am proud that we can work together, we can work together and show the world that an Indian and a Pakistani, they can work together and achieve their goals of children's rights.

Dear brothers and sisters, I was named after the inspirational Malalai of Maiwand who is the Pashtun Joan of Arc. The word Malala means grief stricken", sad", but in order to lend some happiness to it, my grandfather would always call me Malala – The happiest girl in the world" and today I am very happy that we are together fighting for an important cause.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, to raise their voice… it is not time to pity them. It is not time to pity them. It is time to take action so it becomes the last time, the last time, so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways.Some people call me the girl who was shot by the Taliban.And some, the girl who fought for her rights.Some people, call me a "Nobel Laureate" now.

However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights and who wants peace in every corner of the world.

Education is one of the blessings of life—and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, we had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can. But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, suddenly changed into a place of terrorism. I was just ten that more than 400 schools were destroyed. Women were flogged. People were killed.And our beautiful dreams turned into nightmares.Education went from being a right to being a crime.

Girls were stopped from going to school.When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.I chose the second one. I decided to speak up.We could not just stand by and see those injustices of the terrorists denying our rights, ruthlessly killing people and misusing the name of Islam. We decided to raise our voice and tell them: Have you not learnt, have you not learnt that in the Holy Quran Allah says: "If you kill one person it is as if you kill the whole humanity? Do you not know that Mohammad, peace be upon him, the prophet of mercy, he says, do not harm yourself or others". And do you not know that the very first word of the Holy Quran is the word Iqra", which means read"?

The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012, but neither their ideas nor their bullets could win.We survived. And since that day, our voices have grown louder and louder. I tell my story, not because it is unique, but because it is not.It is the story of many girls.

Today, I tell their stories too. I have brought with me some of my sisters from Pakistan, from Nigeria and from Syria, who share this story. My brave sisters Shazia and Kainat who were also shot that day on our school bus. But they have not stopped learning. And my brave

sister Kainat Soomro who went through severe abuse and extreme violence, even her brother was killed, but she did not succumb.

Also my sisters here, whom I have met during my Malala Fund campaign.My 16-year-old courageous sister, Mezon from Syria, who now lives in Jordan as refugee and goes from tent to tent encouraging girls and boys to learn. And my sisterAmina, from the North of Nigeria, where Boko Haram threatens, and stops girls and even kidnaps girls, just for wanting to go to school.

Though I appear as one girl, though I appear as one girl, one person, who is 5 foot 2 inches tall, if you include my high heels. (It means I am 5 foot only) I am not a lone voice, I am not a lone voice, I am many. I am Malala. But I am also Shazia.I am Kainat.I am KainatSoomro.I am Mezon.

I am Amina. I am those 66 million girls who are deprived of education. And today I am not raising my voice, it is the voice of those 66 million girls.Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is why shouldn't they, why shouldn't they have this right to go to school.

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty, and injustice.

We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts.

Many children in Africa do not have access to education because of poverty. And as I said, we still see, we still see girls who have no freedom to go to school in the north of Nigeria.

Many children in countries like Pakistan and India, as Kailash Satyarthi mentioned, many children, especially in India and Pakistan

are deprived of their right to education because of social taboos, or they have been forced into child marriage or into child labour.

One of my very good school friends, the same age as me, who had always been a bold and confident girl, dreamed of becoming a doctor. But her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son, she had a child when she herself was still a child – only 14. I know that she could have been a very good doctor.But she couldn't ... because she was a girl.Her story is why I dedicate the Nobel Peace Prize money to the Malala Fund, to help give girls quality education, everywhere, anywhere in the world and to raise their voices. The first place this funding will go to is where my heart is, to build schools in Pakistan—especially in my home of Swat and Shangla.

In my own village, there is still no secondary school for girls. And it is my wish and my commitment, and now my challenge to build one so that my friends and my sisters can go there to school and get quality education and to get this

opportunity to fulfil their dreams.

This is where I will begin, but it is not where I will stop. I will continue this fight until I see every child, every child in school.

Dear brothers and sisters, great people, who brought change, like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi, once stood here on this stage. I hope the steps that Kailash Satyarthi and I have taken sofar and will take on this journey will also bring change – lasting change.

My great hope is that this will be the last time, this will be the last time we must fight for education. Let's solve this once and for all.We have already taken many steps. Now it is time to take a leap.It is not time to tell the world leaders to realise how important education is - they already know it their own children are in good schools. Now it is time to call them to take action for the rest of the world's children.We ask the world leaders to unite and make education their top priority.

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved, as Kailash Satyarthi said. However, the world focused only on primary education, and progress did not reach everyone.

In year 2015, representatives from all around the world will meet in the United Nations to set the next set of goals, the Sustainable Development Goals. This will set the world's ambition for the next generations.The world can no longer accept, the world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics?

Leaders must seize this opportunity to guarantee a free, quality, primary and secondary education for every child.Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger.

Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call strong" are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it, why is it that making tanks is so easy, but building schools is so hard?

We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and maybe will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education.

Dear sisters and brothers, dear fellow children, we must work… not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You.We. It is our duty.Let us become the first generation to decide to be the last , let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods, and wasted potentials.Let this be the last time that a girl or a boy

spends their childhood in a factory.Let this be the last time that a girl is forced into early child marriage.Let this be the last time that a child loses life in war. Let this be the last time that we see a child out of school.Let this end with us.Let's begin this ending ... together ... today ... right here, right now. Let's begin this ending now.Thank you so much.

LIST OF ABBREVIATION

P = Process, Pm = Material, Pme = Mental, Pb = Behavioural, Pv = Verbal, Pe = Existential, Pi = Intensive, Pcc = Circumstantial, Pp = Possessive, Pc = Causative

A = Actor, G = Goal, B = Beneficiary, R = Range

S = Senser, Ph = Phenomenon

Sy = Sayer, Rv = Receiver, Vb = Verbiage

Be = Behaver, Bh = Behaviour

X = Existent

T = Token, V = Value, Cr = Carrier, AT = Attribute

Pr = Processor, Pd = Possessed

C = Circumstance, Cl = Location, Cx = Extent, Cm = Manner, Cc = Cause, Ca = Accompaniment, Ct = Matter, Co = Role

Ag = Agent

Appendix III

DISTRIBUTION OF TRANSITIVITY PROCESS

Process Type	Count	Percentage
Material	133	42%
Relational	85	27%
Mental	64	20%
Verbal	18	6%
Behavioral	12	4%
Existential	5	1%

Appendix IV

TRANSITIVITY ANALYSIS

CLAUSE - ANALYSIS

1.

Today	Is	A day of great happiness	For me
Cl	Pr	At	Cs/Client

2.

I	Am Humbled
S	Pme

3.

That	The Nobel Comittee	Has selected	me	For this precious award
	A	Pm	G	Cs

4.

Thank you	To	For your continued support

	everyone	and love
Pme		Cs

5.

Thank you	For the letters and cards
Pme	Cs

6.

That	I	Still received	From all around the world
	A	Pm	Cl

7.

Your kind and encouraging words	strengthens	and	inspires	me
A	Pm		Pme	G

8.

I	Would like to thank	My parents	For their unconditional love
S	Pme	Ph	Cs

9.

Thank you	To my father	For not clipping	My wings
pm	Recipient	Pm	G

10.

And	For letting	me	fly
	Pm	G	Scope

11.

Thank you	To my mother	For inspiring	me	To be patient
Pm	Recipient	Pme		Ph

12.

And	to always speak	The truth
	Pb	Circumstance

13.

wich	we	strongly	believe	is	The true message of Islam

	S	Cm	Pme	Pr	At

14.

And also	Thank you	To all my wonderful teachers
	Pm	Recipient

15.

who	Inspired	me	to believe	in myself
	Pme		Pme	Ph

16.

And	Be brave
	Pr

17.

I	Am	Proud	To be	The first Pahtun, the first Pakistani
S		Pme	Pr	At

18.

And the youngest person	To receive	This award
Co	Pm	G

19.

Along with that,	I	Am	Pretty certain
Cx	S		Pme

20.

That	I	Am also	The first recipient of the Nobel Peace Prize
	Cr	Pr	At

21.

Who	Still fights	With her younger brothers
	Pm	Ca

22.

I	Want	There to be everywhere peace	everywhere
S	Pme	Ph	Cl

23.

But	My brothers and	Are still working	On that

	I		
	A	Pm	G

24.

I	Am also honoured	To receive	This award	Together with Kailash Satyarthi
S	Pme	Pm	G	Ca

25.

Who has been	A champion	For children's rights	For a long time
Pr	At	Cs	Cx

26.

Twice as long,	In fact,	than	I	Have been alive
Cx			A	Pm

27.

I	Am	Proud
S		Pme

28.

That	we	Can work	Together
	A	Pm	Ca

29.

And show	The world
Pm	G

30.

That Indian and Pakistani,	They	Can work	Together
A		Pm	Ca

31.

and	Achieve	Their goals	Of children's rights
	Pm	G	Ct

32.

Dear brothers and sisters,	I	Was named	After the inspirati Malalai of Maiwand
	A	Pm	Cl

33.

who	Is	The pashtun Joan of Arc
		Co

34.

The word Malala	Means	Grief stricken, sad
S	Pme	Ph

35.

But in order	To lend	Some happiness	To it,
	Pm	G	Cs

36.

My grandfather	Would always call	me	Malala, The happiest girl in the world
Be	Pb		Co

37.

Today	I	Am Very happy

Cl	S	Pme

38.

That	we	Are	Together	fighting	For an
					important cause
	Cr	Pr	At	Pm	Cs

39.

This award	Is	Not just for me
Cr	Pr	At

40.

It	Is	For those forgotten
Cr	Pr	At

41.

Children	Who want	Education
S	Pme	Ph

42.

it	Is	For those frightened
Cr	Pr	Cs

43.

Children	Who want	Peace
S	Pme	Ph

44.

It	Is	For those voiceless
Cr	Pr	At

45.

Children	Who want	Change
S	Pme	Ph

46.

I	Am	Here	To stand up	For their rights	To raise	Their voice
Cr	Pr	At	Pb	Cs	Pm	G

47.

It	Is	Not time	To pity	Them

Cr	Pr	At	Pm	G

48.

It	is	Time	To take	Action
Cr	Pr	At	Pm	

49.

So	It	Becomes	The last time
	A	Pm	G

50.

That	We	See	A child	deprived	Of education
	S	Pme	A	Pm	Ct

51.

I	Have found
A	Pm

52.

that	People	Describe	Me	In many different ways
	A	Pm	G	Cm

53.

Some people	Call	me	The girl
Sy	Pv	Rv	Vb

54.

who	Was shot	By the Talliban
	Pm	Cm

55.

And some,	The girl who	fought	For her rights
	A	Pm	Cs

56. Some people, call me a "Nobel Laureate" now.: MA

Some people	call	Me	A Nobel Laureate	Now
Sy	Pv	Rv	Vb	Cl

However,	My brothers	Still call	Me	That annoying bossy sister
	Sy	Pv	Rv	Vb

57.

as far as	I	Know
	S	Pme

58.

I	Am	Just a committed and even stubborn person
Cr	Pr	At

59.

Who	wants	To see	Every child	getting	education
	Pme	Pme	Ph	Pm	G

60.

Who	Wants	To see	women	having	Equal rights
	Pme	Pme	Ph	Pm	G

61.

Who	Wants	Peace	in every corner of the world
	Pme	Ph	Cl

62.

Education	Is	One of the blessings of life
Cr	Pr	At

63.

and	one	Of its necessities

64.

That	Has been	My experience	During the 17 years of my life

	Pr	At	Cx

65.

In my paradise home, swat,	I	Always loved	Learning
Cl	S	Pme	Ph

66.

And	Discovering	New things
	Pme	Ph

67.

I	Remember
S	Pme

68.

When	My friends and I	Would decorate	Our hands	With henna on special occasions
	A	Pm	G	Cm

69.

And instead of	drawing	Flowers and patterns,
Ca	Pm	G

70.

We	Would paint	Our hands	With Mathematical formulas and equations
A	Pm	G	Cm

71.

we	Had	A thirst	For education
Cr	Pr	At	Cs

72.

Because	our future	was	Right there	In that classroom
	Cr	Pr	At	Cl

73.

We	Would sit

Be	Pb

74.

and	learn
	Pme

75.

And	read	Together
	Pb	Ca

76.

we	Loved to	wear	Neat and tidy school uniforms
S	Pme	Pm	G

77.

We	Would sit	there	With big dreams	In our eyes
	Pb	Cl	Cm	Cl

78.

we	Wanted	To make	Our	proud

			parents	
S	Pme	Pm	G	

79.

And prove
Pm

80.

That	We	Could also excel	In our studies
	A	Pm	Cl

81.

and	Achieve	Those goals
	Pm	G

82.

which	some people	Think	Only boys can
	S	Pme	Ph

83.

But	things	Did not remain	The same
	S	pme	ph

84.

When	I	Was	In Swat
	Cr	Pr	Cl

85.

Which was	A place	of tourism and beauty
	Pr	At

86.

suddenly	changed	Into a place of terrorism
	Pm	G

87.

I	was	Just ten
Cr	Pr	At

88.

That more than 400 schools	Were destroyed
G	Pm

89.

Women	Were flogged
G	Pm

90.

People	Were killed
G	Pm

91.

and	Our beautiful dreams	Turned into	nightmares
	A	Pm	G

92.

Education	Went	From being a right	To being a crime
A	Pm		

93.

Girls	Were stopped	From going	To school
G	Pm		

94.

When	My world	suddenly	changed
	A	Cm	Pm

95.

My priorities	Changed	Too
A	Pm	

96.

I	Had	Two options
Cr	Pr	At

97.

One	Was	To remain silent
Cr	Pr	At

98.

And wait	To be killed

Pm	Pm

99.

And	the second	was	To speak up
	Cr	Pr	At

100.

And then	Be killed
	Pm

101.

I	Chose	The second one
A	Pm	G

102.

I	Decided	To speak up
S	Pme	Ph

103.

We	Could not Just stand by
	Pb

104.

and	see	Those injustices of the terrorist	denying	Our rights	ruthlessly	killing	people
	Pme	Ph	Pme	Ph	Cm	Pm	G

105.

and	Misusing	The name of Islam
	Pm	G

106.

We	Decided	To raise	Our voice
S	Pme	Pm	G

107.

And	Tell	Them	"*have you not learnt*"
	Pv	Rv	Vb

108.

That	in the Holy Quran	Allah	says
	Cl	Sy	Pv

109.

If	You	Kill	One person
	A	Pm	G

110.

It	is	As if	You	kill	The whole humanity
Cr	Pr	At	A	pm	G

111.

Do	You	Not know
	S	Pme

112.

that	Muhammad	Peace be upon	Him The prophet of mercy
			Role

113.

He	Says	Do not harm	yourself	To others
Sy	Pv	Pm	G	

114.

And	Do	you	Not know that
		S	Pme

115.

That	The very first word of the Holy Quran	Is	The word Iqra
	V	Pr	T

116.

Which	means	Read
	Pme	Pb

117.

The terrorist	Tried	To stop	us

A		Pm	G

118.

And	Attacked	Me and my friends
	Pm	G

119.

Who are	Here	today	On our school bus	In 2012
		Cl	Cl	Cl

120.

But	neither their ideas nor their bullets	Could win
	A	Pm

121.

We	Survived
A	Pm

122.

And since that day	Our voices	Have grown	Louder and louder

	A	Pm	Cm

123.

I	Tell	My story	Not because	it	is	unique
Sy	Pv	Vb		Cr	Pr	At

124.

But because	it	Is	Not
	Cr	Pr	At

125.

It	Is	The story of many girls
Cr	Pr	At

126.

Today,	I	Tell	Their stories too
	Sy	Pv	Vb

127.

I	Have brought	With me	Some Of my sisters from Pakistan, from Nigeria, and from Syria, who share this story
A	Pm	Cm	Ca

128.

Who share	This story
Pm	G

129.

My brave sisters Shazia and Kainat	Who were also shot	That day	On our school bus
G	Pm	Cl	Cl

130.

But they	Have not stopped	Learning
A	Pm	G

131.

And my brave sister Kainat Soomro	Who went	Through several abuse and exteme violence
A	Pm	G

132.

Even	her brother	Was killed
	G	Pm

133.

But	she	Did not succumb
	A	Pm

134.

My sisters	Here
Ex	Pe

135.

Whom	I	Have met	During my Malala Fund Campaign
	A	Pm	Cl

136.

My 16-year-old courageous sister, Mezon from Syria, who	now	Lives	In Jordan	As refugee
A	Cl	Pm	Cl	Co

137.

And	Goes	From tent to tent	encouragin g	Boys and girls	To learn
	Pm	Cx	Pm	G	Pm

138.   .

my sister Amina,	from the North of Nigeria, where Boko Haram	Threa
	Cl	Pm

139.

And	Stop	Girls
	Pm	G

140.

Even	kidnap	Girls

	Pm	G

141.

Just for	wanting	To go	To school
	Pme	Pm	

142.

Though	I	appear	As one girl
	A	Pm	Co

143.

Though	I	appear	As one person
	A	Pm	Co

144.

Who	Is	5 foot inches tall
	Pr	At

145.

If you	include	My high heels
A	Pm	G

146.

It	Means	I am 5 foot only
S	Pme	Ph

147.

I	Am	Not a lone voice
Cr	Pr	At

148.

I	Am	Many
Cr	Pr	At

149.

I	Am	Malala
Cr	Pr	At

150.

But	I	Am	Also Shazia
	Cr	Pr	At

151.

I	Am	Kainat

Cr	Pr	At

152.

I	Am	Mezon
Cr	Pr	At

153.

I	Am	Amina
Cr	Pr	At

154.

I	Am	Those 66 million girls
cr	Pr	At

155.

Who	Are deprived	From education
	Pm	

156.

And	today,	I	Am not raising	My voice

	Cl	A	Pm	G

157.

It	Is	The voice of 66 million girls
Cr	Pr	At

158.

Sometimes people	Like	To ask	Me
Sy	Pme	Pv	Rv

159.

Why should	girls	go	To school
	A	Pm	Cl

160.

Why	is	it	important	For them
		Cr	At	Cs

161.

But	I	think
	S	Pme

162.

The more important question	is	Why shouldn't	the y	hav e	Thi s righ t	To go	To schoo l
Cr	P r	At				P m	Cl

163.

In half of the world,	we	see	Rapid progress and development
Cl	S	Pme	Ph

164.

however	There are	Many countries
	Pe	Ex

165.

Where	Still suffer	From the very old

millions		problems of war, poverty, and injustice
A	Pm	Cs

166.

We	Still see	Conflicts
S	Pme	Ph

167.

In which innocent people	Lose	Their lives
S	Pme	Ph

168.

And	children	Become	Orphans
	A	Pm	G

169.

We	see	Many people	becoming	refugees	In Syria, Gaza, and Iraq
S	Pme	A	Pm	G	Cl

170.

In Afghanistan,	we	see	families	Being killed	In suicide attacks and bomb blasts
Cl	S	Pme	G	Pm	Cs

171.

Many children	In Africa	Do not have	access	To education	Because of poverty
Cr	Cl	pr	At		Cs

172.

And	as	I	Said
		Sy	Pv

173.

We	Still see	girls
S	Pme	Ph

174.

Who	Have	No freedom	To go	To school	In the North of Nigeria
	Pm	G			Cl

175.

Many Children	In countries like Pakistan and India,	As Kailash Satyarthi	Mentioned
		Sy	Pv

176.

Many children	Especially in India and Pakistan	Are deprived	Of their right to education	Because of social taboos
G		Pm	Ct	Cs

177.

They	Have been forces	Into child marriage	Or into child labour
S	Pme	Ph	

178.

One	of	My very good school friends, the same age as me
Cr		At

179.

who	Had always been	A bold and confident girl	dreamed	Of becoming a doctor
	Pr	At	Pme	Ph

180.

But her dream	Remained	A dream
A	Pm	G

181.

At the age of 12	she	Was forced	To get married
Cl	S	Pme	Ph

182.

And then	soon	She	Had	A son
	Cl	Cr	Pr	At

183.

She	had	A child
Cr	Pr	At

184.

When	she herself	Was	Still a child
	Cr	Pr	At

185.

I	Know
S	Pme

186.

That	She	Could have	A very good

		been	doctor
	Cr	Pr	At

187.

But	she	Could not
	Cr	At

188.

Because	She	Was	A girl
	Cr	Pr	At

189.

Her story	Is	why
Cr	Pr	At

190.

I	Dedicate	the Nobel Peace Prize	to the Malala Fund	To help give	girls	Quality education	Everywhere, anywhere in the world

		money					
A	Pm	G		P m	G		Cl

191.

And	To raise	Their voices
	Pm	G

192.

The first place this funding	Will go	To is Where my heart is	To build	schools	In Pakistan
A	Pm	Cl	Pm	G	Cl

193.

Especially	in my home of Swat and Shangla, in my own	There is	Still no secondary school	For girls

	village,			
	Cl	Pe	Ex	Cs

194.

And it	is	My wish and my commitment
Cr	Pr	At

195.

And now	My challenge	To build one
Cl	A	Pm

196.

So that	My friends and my sisters	Can go there	To school
	A	Pm	Cl

197.

And get	Quality education
Pm	G

198.

And to get	This	To fulfill	Their

	opportunity		dreams
Pm	G	Pm	G

199.

This	Is	where	I	Will begin
Cr	Pr	At	A	Pm

200.

But	it	Is not	where	I	Will stop
	Cr	Pr	At	A	Pm

201.

I	Will Continue	This fight
A	Pm	G

202.

Until	I	see	Every child	In school
	S	Pme	Ph	Cl

203.

Dear brothers and sisters, great people,	Who brought	change	Like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi,
	Pm	G	

204.

I	hope	The steps
S	Pme	Ph

205.

That	Kailash Satyarthi and I	Have taken	So far
	A	Pm	Cx

206.

And	Will take	On this journey	Will also bring	Change, lasting change
	Pm	Cl	Pm	G

207.

My great hope	is	That	this	Will be	The last time
Cr	Pr		Cr	Pr	At

208.

We	Must fight	For education
A	Pm	Cs

209.

Let's	Solve	This	once	And for all
A	Pm	G	Cx	Cs

210.

We	Have already taken	Many steps
A	Pm	G

211.

Now	It	Is	Time to take a leap
	Cr	Pr	At

212.

It	is	time	To Tell	The world leaders	To realize
Cr	Pr	At	Pv	Rv	Vb

213.

How important	education	Is
Pr	Cr	Pr

214.

They	Already	know	it
S		Pme	Ph

215.

Their own children	are	In good schools
Cr	Pr	At

216.

Now	It	is	Time to	To take	For the rest

			call them	action	of the world's children
Cl	cr	Pr	At	Pm	Cs

217.

We	ask	The world leaders	To unite
Sy	Pv	Rv	Vb

218.

and	make	Education	Their top priotity
	Pm	G	

219.

Fifteen years ago,	The world leaders	decided	On a set of global goals, the millennium goals
Cl	A	Pm	Cc

220.

In the years	That have followed	we	Have seen	Some progress
	Pm	S	Pme	Ph

221.

The number of children out of school	Has been halved
G	Pm

222.

As Kaliash	said
Sy	Pv

223.

However,	The world	Focused only	On primary education
	A	Pm	G

224.

And	progress	Did not reach	Everyone
	A	Pm	G

225.

In year 2015,	Representatives from all around the world	Will meet	In the united nations	To set	The next set of goals, the sustainable development goals.
Cl	A	Pm	Cl	Pm	G

226.

This	Will set	The world's ambition	For the next generations
A	Pm	G	Cs

227.

The world	Can no longer	accept
A		Pm

228.

That	basic education	Is	Enough

	Cr	Pr	At

229.

Why do leaders	Accept	That	For children	In developing countries
A	Pm		Cs	Cl

230.

Only basic literacy	Is	Sufficient
Cr	Pr	At

231.

When	their own children	Do homework	In Algebra, Mathematics, Science and Physics?
	A	Pm	Cl

232.

Leaders	Must seize	This opportunity
A	Pm	G

233.

To guarantee	A freequality, primary and secondary education	For every child
Pm	G	Cs

234.

Some	Will say
Sy	Pv

235.

This	Is	impractical, or too expensive, or too hard
Cr	Pr	At

236.

Maybe even impossible,	but	it	is	Time,	The worlds	think	bigger
		Cr	Pr	At	S	Pme	Ph

237.

Dear sister and brothers,	The so-called world of adults	May understand	It
	S	Pme	Ph

238.

But	We children	Do not
	S	Pme

239.

Why	is	It	That countries
	Pr		

240.

Which	we	call	strong	are	So powerful	In wars
	Sy	Pv	Vb	Pr	At	Cm

241.

But	are	So weak	In bringing peace
	Pr	At	

242.

Why	Is	it	That giving guns	is	So easy
			Cr	Pr	At

243.

But	Giving books	is	So hard
	Cr	Pr	At

244.

Why	Is	it	That making tanks	is	So easy
			Cr	Pr	At

245.

but	Building schools	Is	So hard
	Cr	Pr	At

246.

we	Are living	In the modern age

A	Pm	Cl

247.

And	we	believe
	S	Pme

248.

That	nothing	Is	impossible
	Cr	Pr	At

249.

We	Have reached	The moon	45 years ago
A	Pm	G	Cl

250.

And maybe	Will soon	Land	On mars
	Pm	G	Cl

251.   .

Then,	In this 21st century,	we	Must be able	To give	Every child	Quality education

	Cl	A	Pm		G	Cm

252.

Dear sisters and brothers, dear fellow children	we	Must work,	Not wait
	A	Pm	

253.

Not just the politicians and the world leaders	We all	Need	To contribute
		Pm	Range

254.

Me, you, we, it	is	Our duty
Cr	Pr	At

255.

Let us	Become	The first generation	To decide	To be the

				last
Cr	Pr	At	Pm	At

256.

that	sees	Empty classroom,childhoods, and wasted potentials.
	Pme	Ph

257.

let	this	Be	The last time
	Cr	Pr	At

258.

That	A girl or a boy	spends	Their childhood	In a factory
	A	Pm	G	Cl

259.

Let	this	be	The last time
	Cr	Pr	At

260.

That	A girl	Is forced	Into early child marriage
	A	Pm	G

261.

Let	This	Be	The last time
	Cr	Pr	At

262.

That	A child	loses	Life	In a war
	A	Pm	G	Cl

263.

Let	This	Be	The last time
	Cr	Pr	At

264.

That	we	see	A child Out of school
	S	Pme	Ph

265.

Let	this	end	With us
	A	Pm	Ca

266.

Let's	begin	This ending	together	today	Right here	Right now
A	Pm	G	Ca	Cl	Cl	Cl

267.

Let's	begin	This ending	Now
A	Pm	G	Cl

268.

Thank	you	So much
Pme	G	Cm

Appendix VI

INTERVIEW QUESTIONS

1. What do you know about Transitivity Analysis?
2. What do you know about the function of the Transitivity Analysis?
3. What are your obstacles when learning Transitivity Analysis in the Discourse Analysis subject?
4. What type of text do you prefer to analyze using Transitivity Analysis?
5. Do you think the analysis of the speech text makes it easy for us to learn Transitivity Analysis in the Discourse Analysis subject?
6. Could my analysis namely Transitivity Analysis Of Malala Yousafzai's Nobel Peace Prize Speech be used as a learning resource for Transitivity Analysis topic? What is the reason?

INTERVIEW TRANSCRIPT

TRANSCRIPT OF INTERVIEW 1
"Tuesday, 27th April 2021, 11.54 a.m. through Whatsapp Application"

1. Nia   : Assalamualaikum Wr.Wb., My name is asmahan aji rahmania. Now, I am doing my final project for the degree of bachelor of English Language Education. My final project is transitivity analysis of malala yousafzai's nobel peace prize speech for the subject of discourse analysis. Would you like to answer some questions that related with my research?
2. Anna   : waalaikum salam, yes please.
3. Nia   : okay, but first please introduce yourself.
4. Anna   : well, I am Anna, a student of English Education Departments.
5. Nia   : ok Anna, the first question is what do you know about the Transitivity Analysis?
6. Anna   : as far as I know Transitivity Analysis refres to the process of analyzing the source for construing expriental meaning such as mental states, events, and behavior.
7. Nia   : what do you know about the function of transitivity analysis?
8. Anna   : hmm, there are two functions of transitivity analysis that I know. Those are to figure out the process pattern of clauses and to identify the associated participants and their roles.
9. Nia   : what are your obstacles when learning transitivity system?
10. Anna   : I often get difficulty in determining the range and goal and this difficulty becomes my obstacle when learning and identifying transitivity analysis.
11. Nia   : what type of text do you prefer to analyze using transitivity analysis?
12. Anna   : I prefer simple text to analyze definitely just like descriptive text.

13. Nia : do you think that analyzing speech text makes it easier for us to learn transitivity analysis?
14. Anna : I think so since speech text often has clearer tones, so that it will be easier for the learner to determine and do transitivity analysis.
15. Nia : Could my analisis namely Transitivity analysis of Malala Yousafzai's Nobel Peace Prize speech be used as learning source for the Subject of Discourse Analysis?
16. Anna : I think so. The analysis can contribute to the subject of discourse analysis through providing another form of text, in case the text is in form of speech text.
17. Nia : okay, I think it's enough for our interview. Thank you for your participation and time, wassalamualaikum wr.wb.

TRANSCRIPT OF INTERVIEW 2

"Tuesday, 27th April 2021, 12.04 a.m. through Whatsapp Application"

1. Nia   : Assalamualaikum Wr.Wb., My name is asmahan aji rahmania. Now, I am doing my final project for the degree of bachelor of English Language Education. My final project is transitivity analysis of malala yousafzai's nobel peace prize speech for the subject of discourse analysis. Would you like to answer some questions that related with my research?
2. Lilis   : ok, I can. Let me answer your question as good as well based on my knowledge.
3. Nia   : thank you. But first, please introduce yourself.
4. Lilis   : okay, I am Lilis. Student of English Department at UIN Walisongo.
5. Nia   : ok Lilis, the first question is what do you know about the Transitivity Analysis?
6. Lilis   : Transitivity analisis is analyzing way to find out the verb phenomenon in the language features conceptualization verb in difference class. It can be in the some kinds of the text maybe.
7. Nia   : what do you know about the function of transitivity analysis?
8. Lilis   : ok let me think first.
9. Nia   : okay
10. Lilies   : transitivity analysis is used to explore the ideology Transitivity analisis is used to explore the ideology behind the text directed by author, anlyze the character or other elements the sentence of the text. In this case, I think the learner or others will analyze the selected clauses in the short story.
11. Nia   : what are your obstacles when learning transitivity analysis?
12. Lilies   : The difficulties to run the learning transitivity analysis is to find out goal and the range.
13. Nia   : What type of text do you prefer to analyze using transitivity analysis?

14. Lilies : Hmm. Maybe I prefer to analyze recount text because it's easy for me.
15. Nia : Do you think that analyzing speech text makes it easier for us to learn transitivity analysis?
16. Lilies : Yes of course. It can also make the learner more interested in text.
17. Nia : Could my analisis namely Transitivity analysis of Malala Yousafzai's Nobel Peace Prize speech be used as learning source for the Subject of Discourse Analysis?
18. Lilies : yes it could be.
19. Lilies : and maybe analysis can be used to the resources for another lecture and learners to improve their understanding.
20. Nia : ok Lilis I I think it's enough for our interview. Thank you for your participation and time, wassalamualaikum wr.wb.

TRANSCRIPT OF INTERVIEW 3

"Tuesday, 27th April 2021, 12.44 p.m. through Whatsapp Application"

1. Nia : Assalamualaikum Wr.Wb., My name is asmahan aji rahmania. Now, I am doing my final project for the degree of bachelor of English Language Education. My final project is transitivity analysis of malala yousafzai's nobel peace prize speech for the subject of discourse analysis. Would you like to answer some questions that related with my research?
2. Agung : Yes, I would.
3. Nia : ok but first, please introduce yourself.
4. Agung : my name's Achmad Agung Prayoga. I am student of English Education Department.
5. Nia : Ok Agung, the first question is what do you know about Transitivity Analysis?
6. Agung : As I remember, it is related to functional grammar, it is about analyzing and categorizing verb.
7. Nia : what do you know about the function of Transitivity Analysis?
8. Agung : the function is to find out how language is used to influence people.
9. Nia : Nice. And let's move to the next question. What are your obstacles when learning transitivity analysis?
10. Agung : when it comes to verb that is in what I call as 'grey zone', for example when I have to decide the verb 'decide', it is behavioral or material (since it affects our matter things).
11. Nia : what type of text do you prefer to analyze using transitivity analysis?
12. Agung : short story.
13. Nia : do you think that analyzing speech text makes it easier for us to learn transitivity analysis?
14. Agung : it will make learning easier if there is compatible learning program. Use it for main material, perhaps.
15. Nia : Could my analisis namely Transitivity analysis of Malala Yousafzai's Nobel Peace Prize speech be used as learning source for the Subject of Discourse Analysis?

16. Agung : of course, yes. I guess you only have to find how to apply it in learning process.
17. Nia   : Okay Agung, I I think it's enough for our interview. Thank you for your participation and time, wassalamualaikum wr.wb.
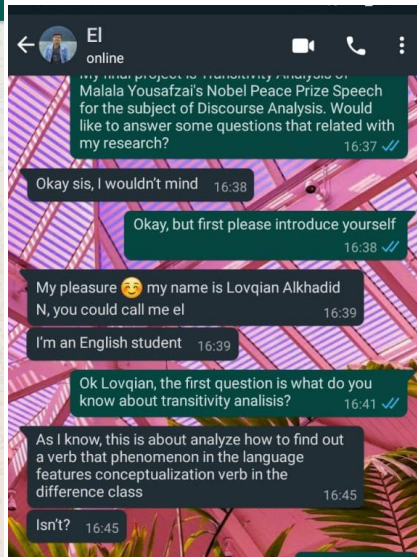
"Tuesday, 27ᵗʰ April 2021, 16.38 p.m. through Whatsapp Application"

1. Nia : Assalamualaikum Wr.Wb., My name is asmahan aji rahmania. Now, I am doing my final project for the degree of bachelor of English Language Education. My final project is transitivity analysis of malala yousafzai's nobel peace prize speech for the subject of discourse analysis. Would you like to answer some questions that related with my research?
2. Lovqian : Okay Sis, I wouldn't mind.
3. Nia : ok but first, please introduce yourself.
4. Loqvian : my pleasure. My name is Lovqian Alhadid N., Call me El. I am a English student.
5. Nia : Ok Lovqian, the first question is what do you know about Transitivity Analysis?
6. Lovqian : As I know, this is about analyze how to find out a verb that phenomenon in the language features conceptualization verb in the difference class. Isn't?
7. Nia : what do you know about the function of Transitivity Analysis?
8. Lovqian : to know about the difference in something being analyzed.
9. Nia : Nice. And let's move to the next question. What are your obstacles when learning transitivity analysis?
10. Lovqian : I thought the difficulties of analyze is to find out range and goal.
11. Nia : ok let's move to the next question. What type of text do you prefer to analyze using transitivity analysis?
12. Lovqian : I rather to choose report text.
13. Nia : do you think that analyzing speech text makes it easier for us to learn transitivity analysis?
14. Lovqian : yes, because the content of a speech is something interesting, it gives us excitement when analyzing the content.

15. Nia   : Could my analisis namely Transitivity analysis of Malala Yousafzai's Nobel Peace Prize speech be used as learning source for the Subject of Discourse Analysis?
16. Lovqian   : I think the learning media that you created are suitable for student learning resources. It makes student improve in discourse analysis lecture.
17. Nia   : Okay Lovqian, I think it's enough for our interview. Thank you for your participation and time, wassalamualaikum wr.wb.
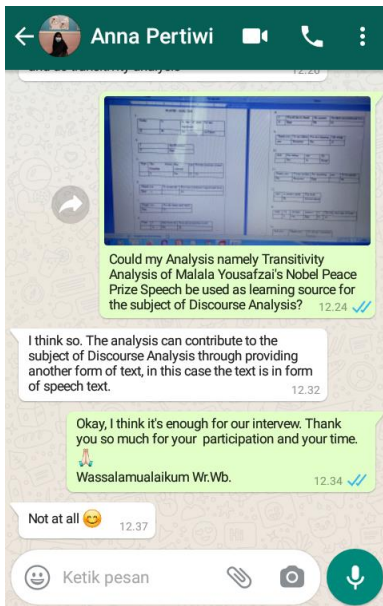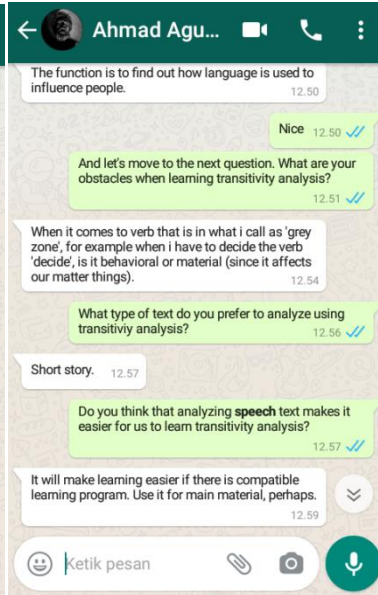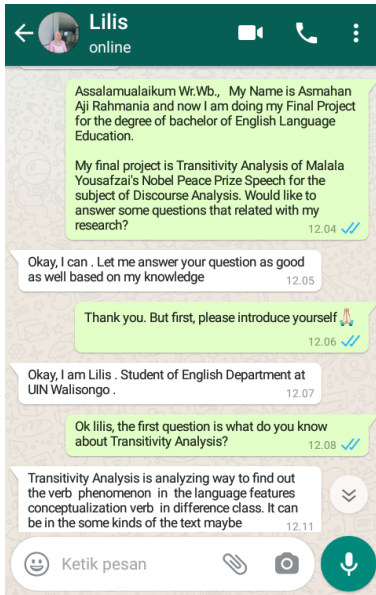
DOCUMENTATIONS OF THE INTERVIEW

Lilis — online

Assalamualaikum Wr.Wb., My Name is Asmahan Aji Rahmania and now I am doing my Final Project for the degree of bachelor of English Language Education.

My final project is Transitivity Analysis of Malala Yousafzai's Nobel Peace Prize Speech for the subject of Discourse Analysis. Would like to answer some questions that related with my research? 12.04

Okay, I can . Let me answer your question as good as well based on my knowledge 12.05

Thank you. But first, please introduce yourself 🙏 12.06

Okay, I am Lilis . Student of English Department at UIN Walisongo . 12.07

Ok lilis, the first question is what do you know about Transitivity Analysis? 12.08

Transitivity Analysis is analyzing way to find out the verb phenomenon in the language features conceptualization verb in difference class. It can be in the some kinds of the text maybe 12.11

Ahmad Agu...

The function is to find out how language is used to influence people. 12.50

Nice 12.50

And let's move to the next question. What are your obstacles when learning transitivity analysis? 12.51

When it comes to verb that is in what i call as 'grey zone', for example when i have to decide the verb 'decide', is it behavioral or material (since it affects our matter things). 12.54

What type of text do you prefer to analyze using transitiviy analysis? 12.56

Short story. 12.57

Do you think that analyzing **speech** text makes it easier for us to learn transitivity analysis? 12.57

It will make learning easier if there is compatible learning program. Use it for main material, perhaps. 12.59

Anna Pertiwi

Could my Analysis namely Transitivity Analysis of Malala Yousafzai's Nobel Peace Prize Speech be used as learning source for the subject of Discourse Analysis? 12.24

I think so. The analysis can contribute to the subject of Discourse Analysis through providing another form of text, in this case the text is in form of speech text. 12.32

Okay, I think it's enough for our interview. Thank you so much for your participation and your time. 🙏
Wassalamualaikum Wr.Wb. 12.34

Not at all 😊 12.37

El — online

My final project is Transitivity Analysis of Malala Yousafzai's Nobel Peace Prize Speech for the subject of Discourse Analysis. Would like to answer some questions that related with my research? 16:37

Okay sis, I wouldn't mind 16:38

Okay, but first please introduce yourself 16:38

My pleasure 🥰 my name is Lovqian Alkhadid N, you could call me el 16:39

I'm an English student 16:39

Ok Lovqian, the first question is what do you know about transitivity analisis? 16:41

As I know, this is about analyze how to find out a verb that phenomenon in the language features conceptualization verb in the difference class 16:45

Isn't? 16:45

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CURRICULUM VITAE

1. **Personal Details**

   Name : Asmahan Aji Rahmania
   Student's Number : 1703046040
   Place and Date of Birth : Jepara, June 19th 1999
   Home Address : Banyumanis 03/05 Donorojo Jepara, Jawa tengah.
   Gender : Female
   Marital Status : Single
   Religion : Moslem
   Phone Number : +62896-7277-9595
   E-mail : asmahanaji48@gmail.com

2. **Education Details**

   a. **Formal education**
      1) TK Aisyah Kartasura Solo (2004-2005)
      2) SD N 01 Habirau Tengah Kalimantan Selatan (2005-2011)
      3) MTs Asy-Syafi'iyah Banyumanis Donorojo jepara (2011-2014)
      4) MA Darul Falah Sirahan Cluwak Pati(2014-2017)
      5) Education and Teacher Training Faculty Walisongo State Islamic University Semarang (2017)
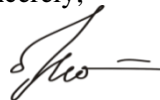
   b. **Informal education**
      1) Taman Pendidikan Al-Qur'an Husnul Khatimah Kalimantan Selatan
      2) Pondok Pesantren Putri Maslakul Qur'an Sirahan Cluwak Pati (2014-2017)

   This is to state that above information is true and provided here by me, all in good faith.

   Semarang, 17th June 2021
   Sincerely,

   Asmahan Aji Rahmania

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