ISSN E: 3006-1466
ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

A STUDY OF IDEATIONAL FUNCTION IN SYSTEMATIC FUNCTIONAL GRAMMAR: TRANSITIVITY ANALYSIS OF RASHIDA TALIB'S SPEECH

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Abstract:
Language is essential to political discourse because it shapes arguments and presents speeches, both of which frequently contain an ideology. This study applies Halliday's Systemic Functional Grammar to the discourse analysis of Rashida Talib's political speech. Additionally, it aims to support the theory that Systemic Functional Grammar, specifically the idealization meta-functions, underpins Rashida Talib's political discourse's success. This study uses qualitative approach and the sample of this study is consisted of the speech delivered by Rashida Talib (D-Mitch), the only Palestinian-American in Congress, spoken on the House Floor on Nov. 7 and called for a cease-fire in Gaza. Afterwards, transitivity analysis has used to determine the outcomes. The transitivity system has used to analyze the speech. The study's conclusions show that Rashida Talib makes extensive use of the idealization meta-functions in her speech.

Keywords: *Systemic Functional Grammar, Transitivity, Experiential Metafunction, Rashida Talib, Speech, Processes.*

1. Introduction

1.1 Background

As humankind has evolved, language has become a system of choice. Additionally, it is closely associated with the practice of human civilization, like really closely. According to Halliday (1967), the language is employed to support the changeability, like, so many functions. The first of which is to guide people's practice of both the outside world and their awareness's internal environment. Like, that's deep stuff, man.

Halliday's systemicfunctional linguistics, which uses actual language usage as a study object and aims to account for its utilization, identifies three functions of language. Can you dig it? The theory employs "functional" grammar since it explains language systems and is based on meaning. The intention is to create a grammar fortext analysis: "one that would enable reasonable and beneficial conclusions to be drawn about any text, whether spoken or written, in contemporary English" (Halliday, Matthiessen, 2004). This kind of grammar lets us explain how and why the language conveys the meaning it does.

There were an abundance of theories in linguistics during the first part of the 20th century, each with its own focus, trends, and areas of investigation. Whoa, man, it was a wild time. Additionally, from a confident stance, every theory has been beneficial in accounting for language segments. One of the most important models is Halliday's Systemic functional linguistics (SFL), which has historically received the greatest attention and is frequently employed in practical linguistics and literature. It's like, the popular kid in town, man!

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ISSN E: 3006-1466
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CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
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Many researchers use the SFL technique mostly for linguistic instruction and model variation, such as voice analysis. It's pretty groovy! Despite the fact that language interacts, like, totally interacts, with different linguistic models in the form of psychological preparation, language has remained closely correlated with social norms, man. For instance, Halliday's tradition is stronger when it comes to the way language is employed in social settings to achieve particular objectives (O'Donnell, 2011). Like, language rules.

In a way, systemic functional linguistics looks at the addresses that are made in spoken or written language, as well as the boundaries of the trials that are established. It's like, wow, man. SFL emphasizes the importance of language more since it is focused on the activity of language. It's all about that language life, man (Halliday, Matthiessen, 2004).

SFL differs from other language systems in a few specific ways. Far out, man! But there are various distinctions between these two language systems, For instance, while transformational generative grammar analyzes language through its meaning or function, systemic functional grammar (SFG) does the opposite. It's a total flip-flop, man! Through its form, TGG is a fully established and significant branch of linguistics, man. Like, no doubt about it.

For instance, Halliday contended that real sentences with several functions and a simple structure are described by linguistics. Far beyond, man. In addition, he was concerned about the sentence's objective, or, to put it another way, the author's plan while crafting the verdict (Halliday & Matthiessen, 2014). It's all about the plan, man. Conversely, Chomsky thought that the purpose of language should be to describe, like, how language is generated rather than just recording syntactical patterns, man. Deep thoughts, man.

He was totally persuaded that linguists ought to focus on conversation language instead of using symbols to represent spoken language.. For example, because language changes throughout time, the publications don't entirely the functional legacy of Halliday and the structural heritage of Bloomfield are related in another way, man. Can you believe it? Bloomfield was an advocate of the structural theory and the man who developed operational linguistics in the United States between 1930 and 1940, man.

But Halliday believed that the primary goal of linguistics should be the acquisition of language through sense, in contrast to the widely accepted Bloomfield method in American linguistics (Halliday & Matthiessen, 2004), ya know? The notion that linguistics investigates meaning was rejected by Bloomfield. Like, total disagreement, man. Alright, that's it for now, dudes and dudettes! Keep on surfin' the waves of language evolution!

1.2 Research Questions:

- How is Systemic Functional Grammar practiced by Rashida in her political speech?
- In what ways does the idealizational meta-function work in Rashida's political speech?
- Why does Rashida use the idealizational meta-function in her political speech?

2. LITERATURE REVIEW

2.1.Halliday and Systemic Functional Grammar

Halliday, one of the most significant and eminent linguists worldwide, was born in Leeds, Yorkshire, England, in 1925. He founded Systemic Functional Grammar.His teacher and the creator of the London School, J.R. Firth, left him two fundamental ideas.Out of the tw

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CJSSR
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o ideas, the first one is called "context of situation" and it asserts that social situations hav e a significant impact on and relationship with language.In addition, the notion of "syste m" is mentioned in the second principle.Following much investigation, Halliday refined t he first idea and started examining language from a sociological angle.
Regarding the second principle, on the other hand, he developed a whole new definition f or "system" and a plethora of new subcategories.Additionallyhe put up a series of theoreti cal models that explicitly specified the meanings of numerous terms and their interactions in order to make his theory as understandable as feasible.Following that, he placed a hig h value on understanding the roles which they proposed the renowned Systemic Function al Grammar. It helps to understand the intricate internal structures of language. Generally speaking, linguistic communication occurs through the interpersonal function of language, information organization occurs through textual function, and things are described and processes are expressed through ideational function. (Halliday, M.A.K. (2008)

2.2. An Introduction To Three Metafunctions

2.2.1. Ideational Function:

The ideational function is the expression of the speaker's inner and real-world experiences; in other words, these experiences may be reflected in the speaker's language acts and internal awareness, including perception, cognition, and reaction. And it is mostly implemented through transitivity systems, which make an effort to pinpoint the situations and players that are connected to it. The material process, mental process, behavioral process, relational process, verbal process, and existential process are the six processes of transitivity identified by Halliday. To be more precise, the material process also called the action process is the act of doing something. It frequently involves an actor, a purpose,and dynamic verbs like “running,” “throwing,” “playing,” and “jumping.” Generally speaking, the actor designates the participant or subject, and the objective designates the object, which is typically represented by nominal groupings
(such as "the cottage," "a note book," "some cookies," etc.) or pronouns (such as "it," "them," etc.). For instance, Ali (the actor) purchased (material process) a lot of books (goal) from the shop.
The processes of perception, thought, and response are together referred to as the mental process. Put differently, it depicts an individual's psychological experiences rather than actual actions. Thus, words like "wanting," "seeing," "imagining," and so on are frequently used to convey this process. In addition, the sensor humans or other living things and the phenomena are two crucial elements of the mental process. Example: Bush (sensor) can recognize (mental process) the king. (phenomenon)
The physiological processes, including watching, listening, laughing, etc., are referred to as behavioral processes. For instance, Bush (behaver) looked at (behavioural process) the aeroplane. (phenomenon)
The process which occurs between mental and relational process is verbal process which shows process of saying. Some examples of verbal clauses are prearranged as: “insult”, “praise”, “speak”, and “say”. Example: Mushaarraf (sayer) asked (verbal processes) him. (receiver)
Relational process is a process of giving attributes and identification.
Verbs like “is”, “are”, and “am” are the examples of relational process.
Example: Musshaaraf (Token) is (relational process) the fighter. (Value)

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And the last is the existential process contain information about something existing and projecting in any sense. Examples: There was (existential process) a crown.

TABLE 1
A synopsis of the systems of transitivity

Process	Meanings	Examples
The material process	Verbal process in which actually activity performed.	running, throwing and jumping
The mental process	Verbal process that carry information about cognition.	wanting, seeing and imagining
The verbal process	Occurs between mental and relational process.	ask, insult, praise and criticize
The behavioral process	Combination of mental and mental process.	watching, looking and crying
The relational process	Process that connects the relationship between two things.	is, are, am and have
The existential process	Something about existed and existent.	there, appear and grow

2.2.2. Interpersonal Function and Textual Function

Halliday claims that interpersonal function connects participants' situational roles to the discourse generated, addressing the social and power dynamics among language users. Essentially, mood and modality are the two components used in interpersonal functions. The concept of mood is semantic/meaning-based. Mood type perspectives are used to derive interpersonal meanings. The mood is achieved through speech functions, mainly through the clause resources for engaging in the conversation, and is employed to interpret reality. We can make statements, give orders, ask inquiries, and offer services thanks to the mood system. Interpersonal meanings can also be derived through modality, in addition to mood. Modality Modal auxiliaries are a verbal component of the clause and a semantic concept. A linguistic tool called modalities enables a speaker to avoid having to say "yes" or "no." It permits one to adopt a middle ground perspective, with a maybe or occasionally the grey zone between black and white. These auxiliaries are classified by Halliday into two shades; a modalization associated with probability and usuality and b, modulation expressing proposals, obligation, and inclination. The third was proposed by Halliday and is known as textual function. It is primarily concerned with the structure and coherence of the language and is indicated by the theme-rheme system.

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2.3. Research Gap

The studied literature indicates that while transitivity analysis has been employed in many speeches, no suitable research has been done to examine how speakers develop their characteristics in speech. Thus, the study will contribute positively to the body of literature.

2.4. Theoretical frame work

The modern era has brought up some new directions for language education. Language today transcends beyond being understood as a collection of predetermined grammatical rules; instead, there is a growing trend to view language as a reflection of the roles it plays in meaning-conveying. The goal of using language according to its purposes has given rise to Systemic Functional Linguistics, the principal proponent of which is M.A.K. Halliday. According to Halliday, who was influenced by the Copenhagen School of Linguistics, J.F. Firth's ideas in particular (Halliday & Matthiessen, 2013), and later B.L. Whorf's research (Introduction et al., 1985), language must be understood as a crucial representation of the context in which humans speak. It was through the extraction of all these ideas that Halliday was able to present The Systemic Functional Linguistics in an appropriate manner. The theory essentially articulates three inclusive language functions known as the Meta-Functions (Bartlett & O'Grady, 2017). These are the functions listed below:

1. Ideational Meta-Function (using the language to have global conversations)
2. Interpersonal Meta-function: the process via which language use results in interaction
3. Textual Metafunction (contextually justifying the words used)

The two kinds of the ideational meta-function are the experiential functions and the logical functions (Bloor & Bloor, n.d.). It is important to comprehend the main idea of the current study because it relates to experiential meta-functions. The Experiential Meta-Function evaluates what or who performs anything with whom by describing the meanings in the material. Therefore, under the involved, ongoing objects that collectively comprise the content of the clause, it may be claimed that the language can echo our understanding of the world (Grammar & Grammar, n.d.). Additionally, the elements of the content included in the clauses can be described as follows when they are categorized and addressed in terms of the functional labels (Halliday et al., 1994).

1. Process (often evaluated by the Verbal group)
2. Participant (as the Nominal group often understands them)
3. Circumstances (understood by use of prepositional phrases or adverbial groups)

These markings make it very evident which jobs are meant to be represented. In this case, the proposed state is referred to as the "process," the participant represents the clause's entities, and the circumstance is related to the process's situation (Frances Christie & J. R. Martin, 1997).

As we proceed, it is important to note that the Experiential Meta- Function is the result of six distinct transitivity processes (Introduction et al., 1985). The following are these transitivity processes:

1. Material processes
2. Mental processes
3. Relational processes
4. Behavioral processes
5. Verbal processes
6. Existential processes

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CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

Focusing on the transitivity of the speech will undoubtedly guide how the processes being used, depict the speaker in a way that takes into account the phenomenon occurring in the speech, as the study aims to determine how the speaker uses lexis in the speech and the Experiential Meta Function represents the language under the experience of the real world (Halliday & Matthiessen, 2004). Therefore, it is safe to say that the use of transitivity analysis to analyze the speaker portrayal is highly warranted when done so in the context of systemic functional linguistics.

3. Research Methodology

3.1. Sample Description

This study uses qualitative approach and the sample of this study is consisted of the speech delivered by Rashida Talib (D-Mitch), the only Palestinian-American in Congress, spoken on the House Floor on Nov. 7 and called for a cease-fire in Gaza.

3.2. Research Design

In order to perform more analysis, the study first identifies the transitivity processes in order to verify which processes happen more frequently. Verbs are used as instruments to recognize processes; for example, if the verb material is present, the process will be "Material," and the same is true for the other verbs. Following the process identification, a pie chart is created with the verbs positioned in front of the pertinent processes, and shows the verbal process in the form of percentage. Afterwards, the processes' application is evaluated to see if it meets the study's goals.

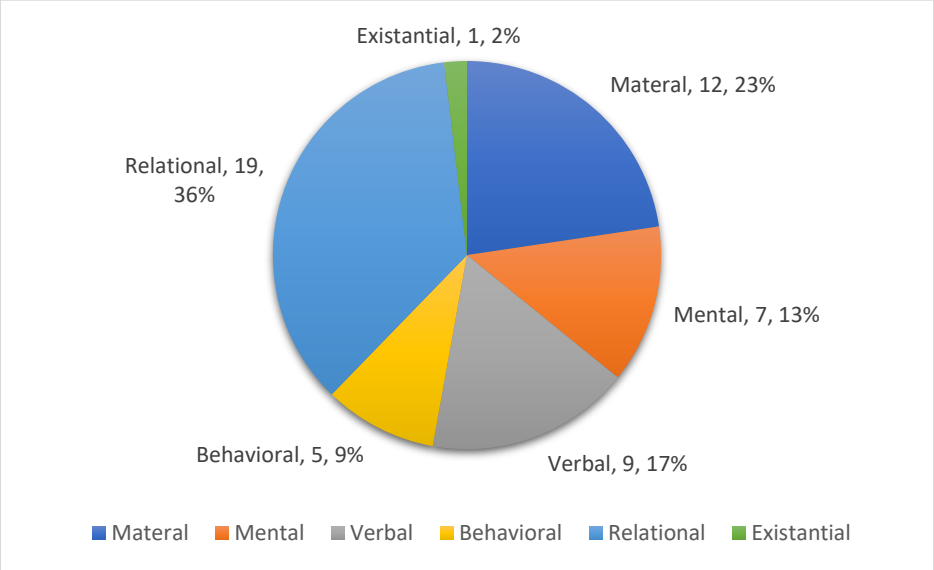
4. Analysis

4.1 Data Analysis

- I **am** the only Palestinian-American serving in Congress, Mr. Chair, and my perspective **is** needed here now more than ever. **(Relational Process)**
- I **will not** be silenced and I **will not** let you distort my words. **(Material Process)**
- **Trying** to bully or censor me won't work because this movement for a ceasefire **is** much bigger than one person. **(Material Process + Relational Process)**
- **It's** growing every single day**. (Relational Process)**
- Support collective punishment and the **use** of white phosphorus bomb that **melt** flesh to the bone. **(Material Process)**
- They don't **believe** the answer to war crimes **is** more war crimes. **(Mental Process + Relational Process)**
- "The **refusal** of congress and the administration to **acknowledge** Palestinian lives **is** chipping at way at my soul over" **(Verbal Process + Mental Process+ Relational Process)**
- 10,000 Palestinian **have** been **killed. (Relational Process + Material Process)**
- Majority **were** children but let me be clear my criticism **has** always been of the Israeli government in netanyahu's actions. **(Relational Process)**
- It **is** important to separate people and government Mr. Chair no government **is** beyond **criticism**. **(Relational Process + Verbal Process)**
- "We **helped** elect dispute death tools as we **see** video after video of dead children and parents under rubble" **(Mental Process + Material Process)**
- "I can't **believe** I have to **say** this but Palestinian people **are** not disposable". **(Mental Process + Relational Process + Verbal Process)**
- We **are** the human beings just like anyone else. **(Relational Process)**

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- My city, my grandmother like all Palestinians just **wants** to live her life with freedom and human dignity. **(Mental Process)**
- We all deserve **speaking** up to save lives Mr. Chair no matter faith no matter ethnicity should not be controversial in this chamber. **(Verbal Process)**
- The **cries** of the Palestinian and CH Palestinian and Israeli children sound no different to me. **(Behavioural Process)**
- Why what I don't understand **is** why the **cries** of Palestinian sound different to you all. **(Relational Process + Behavioural Process)**
- We cannot **lose** our shared Humanity Mr. Chair. **(Verbal Process)**
- I **hear** the voices of advocates in Israel in Palestinian Across America and around the world for peace. **(Behavioural Process)**
- 71% of Michigan Democrats **support** a ceasefire. So you can **try** to censor me but you can't silence their voices**. (Verbal Process + Material Process)**
- I **urge** my collegues to join with the majority of Americans and **support** a cease fire now to save as many lives as possible. **(Material Process)**
- Pr. Biden **must listen** to and represent all of us not just some of us. I **urge** the President to **have** the courage to call for a cease fire in the end of **killings**. **(Material Process + Relational Process + Behavioural Process)**



Representation of the processes in terms of their percentage

4.2 Analysis of the data displayed in the pie chart

The pie chart above amply illustrates how the speech is dominated by the relational processes, which account for 36% of the story. The speaker establishes a connection with the Palestinian people through the use of relational processes. Several instances of relational processes from the speech are provided below:

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ISSN P: 3006-1458
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
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- Folks Forget, **I'm** from the city of Detriot, the most beautiful blackest city **in** the country.

The material process is the next important process in the speech. The pie-chart indicates that 23% of the material process is completed. Based on the speech, it can be concluded that when Benjamin Netanyahu's administration is blamed, the material processes are set up to require some energy input from the speaker. Thus, the material processes are graded by this reflection of energy. The speech is evidently a mirror of these action verbs when it is correctly studied (Christian M.I.M. Matthiessen & Teruya, 2010). The action verbs drive the material processes. Here are a few instances of the material processes the speaker used in the speech:

- I **will not** be silenced and I **will not** let you distort my words.
- 10,000 Palestinian have been **killed.**

The use of verbal process is 17% as shown in pie-chart. The use of verbal processes in this study is also observing how these processes help paint the government of Benjamin Netanyahu in a negative light. For example:

- Mr. Chair no government is beyond **criticism**.
- I can't **believe** I have to **say** this but Palestinian people are not desposible.

Proceeding to the mental processes, the pie-chart indicates that there are 13% of them. It should be noted that perception, affections, and cognitions are the three essential extractions of the mental processes that are preserved (Halliday et al., 1994). Some examples of mental process used by the speaker as follows.

- We **see** video.
- Mr. Chair, for the people outside the chamber right now **listening**! In agony to their own government, dehumanizing them! To hear the president of the United States...

Behavioral process contains 9% of the speech. Behavioral processes are the physiological processes that include things like listening, laughing, and watching. The behavioral processes are also telling the story of the psychological and physiological components of the speech in a noticeable way. For example:

- I **hear** the voices of advocates in Israel in Palestinian Across America and around the world for peace.

And the last is existential process that is used only 2%. Information regarding something existing and projecting in any way is contained in existential processes. In the speech the speaker uses.

- **There** are millions of people.

5. Limitations in the Research

Following analysis, it is discovered that a larger sample size might be included in the study to observe how the processes are used in comparison when illustrating the speaker.

Conclusion

According to the study, transitivity is a useful tool for examining any speech in terms of the role that language represents. It is demonstrated through several processes that Rashida Talib holds Benjamin Netanyahu's government accountable for the current dreadful Gaza scenario.

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ISSN P: 3006-1458
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CJSSR
CONTEMPORARY JOURNAL OF SOCIAL SCIENCE REVIEW
Vol.03 No.04 (2025)

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