Transitivity and Semantic Roles

....

Dr. Hadher Hussein Abbood

Samarra University / College of Education / English Department

Abstract

The study investigates the theories represented by Halliday (1985) and by Chomsky (1981) with respect to Transitivity. It goes through some date from each theory and analyzes it to highlight the main differences both stylistically and syntactically, respectively. Both concepts conform to the theta roles of the participants, with respect to different perspectives. The syntactic transitivity aligns with the Theta Criterion proposed by Chomsky (1981) while the stylistic and semantic transitivity aligns with the 'process' introduced by Halliday (1985). The research also underscores that the subcategorization of the verb in accordance with the thematic roles that are played by the arguments in conformity with the argument structure. it, in turn, restricts the distribution of certain adverbs in the syntactic structure.

Key Words: Transitivity, Theta Criterion, Predicates, Argument Structure, Theta Roles, Process

ملخص البحث

يتناول البحث الفكرة الأساسية للتعدي من حيث البنية التركيبية اللغوية والذي يمثلها نعموم تشومسكي بنظريته (١٩٨١) من جانب، ومن جانب آخر يتناول مفهوم التعدي للمعنى والوظيفة اللغوية للتركيب والذي يمثلها هاليداي بنظريته (١٩٨٥). يحاول الباحث أن يلقى الضوء على الإختلاف البين بين النظريتين وهو أن أحدهما يتناول المفهوم أساسا من كون الفعل متعدى أو لازم (أي هل يحتاج الفعل إلى مفعول أم لا)، وأحدهما يتناول المفهوم من منطلق الدلالة الإسلوبية للنص المطروح..

ومع هذا الإختلاف، يسعى الباحث إلى خلق العديد من الأمثلة لتوضيح أن الاختلاف بين النظريتين يتماشى مع بعضها البعض، حيث أن الباحث قد ألحق بعض الأمثله من كون الفعل متعدي إلا أنه يتطلب معنى مختلف في الحالتين والبنيتين اللغوية.. فقد يكون الفعل على النطاق النحوي هو فعل متعدي، إلا أنه على النطاق الدلالي والإسلوبي يختلف في إختيار الفاعل أو القائم بالفعل معتمدا على الوظيفة الأساسية للفعل طبقا لنظرية هاليداي.

1. Introduction

Language is a communication between human beings. It differs in meaning if it differs in terms of syntactic structure. Here appears an interface between syntax and semantics where syntax determines the structure of the sentence while semantics determines the interpretation of the sentence. The current study investigates a set of English data to describe the sentence structure syntactically, stylistically semantically. The former analysis is tackled through Chomsky's approach of Transitivity (1981). The latter analysis is tackled through Halliday's approach of Transitivity (1985). Chomsky analyzes the study of language as an analysis of the mental structure. He says (1972, p. 103):

'I am primarily intrigued by the possibility of learning something, from the study of language, that will bring to light inherent properties of the human mind'.

The current study addresses transitivity in terms of one content category which is the verb and the subcategorization of the verb with respect to the argument structure. It tackles the roles that are assigned by the verb with respect to the meaning and the function of the sentence. According to Halliday (1985a), the sentence has metafunctions that are divided into three parts: text, interpersonal and ideational. Firstly, textual metafunction is concerned with the clause in terms of meaning, more precisely, the message. This deals with the thematic structure. On the other hand, the interpersonal metafunction addresses the clause as an exchange between the speaker and the hearer. Here, the sentence is divided into the Mood, handling both the noun phrases and the verb phrases and the residue, handling the predicator, complements, and the adjuncts. The third ideational metafunction addresses the sentence as a representation where content is the focus, (Halliday, 2004, p. 29). So through these functions, the clause in English both functions and has meaning.

1.1. The State of the Problem and its Significance

The research highlights the main difference between Chomsky and Halliday in terms of dealing with Transitivity. The researcher tries to compare between both concepts in terms of the structure of the sentence.

1.2. The Aim of the Study

This study compares the notion of Transitivity in terms of Chomsky's perspective and Halliday's perspective. Hence, by the presentation of Halliday's framework, the study tries to bring to light the contributions of the meaning to the structure. Worded differently, the semantic structure and style of the sentence are affected by the syntactic structure. In contrast, by tackling Chomsky's framework, the subcategorization of the verb gets affected by the argument structure of the verb. This argument structure, which is later termed as the theta-grid, also imposes certain restrictions of the adverb distribution with certain arguments.

1.3. The Value of the Study

Under the light of Halliday's theory, the meaning of language depends on the choice and the style of the participants, Neale 2002, p. 44. The value of the study relies on the contrast between the transitivity of the predicate itself and the semantic roles that are reflected in the theta-grid of this verb. The terms are changed under the light of Chomsky's theory- as it tackles the syntactic structure, and under the light of Halliday's theory- as it tackles the model of the meaning and style.

2. Literature Review

This section represents some notions within both theories that are tackled in this research. It gives main hints for both theories and how linguists address their frameworks. It also underscores some of the previous work of the

researchers mainly in the field of semantics and stylistics (put aside the work in the syntactic field).

2.1. Chomsky's Theory

This subsection introduces the stages of the developments of the Chomskyan theory starting from the Government and Binding theory (GB), ending up with the Minimalist approach. It subsumes the notions of the universal grammar (UG) which indicates that the grammar and rules of the language are basic and common between and all human beings' language.

2.1.1. Government and Binding Theory

Government and Binding theory is composed of three components: the syntactic component (SS), the semantic component, and the phonological component (PF) (Chomsky 1965, p.16). As it is a part of the universal grammar, it states that the grammar and the rules are common between all languages. It subsumes the term transitivity but with respect to the structural hierarchy (i.e. what comes after or before the main verb).

2.1.2. Principles and Parameters Theory

The development of the Government and Binding theory comes to be the Principles and Parameters theory (P&P) with is a framework inside the syntax of the natural language. Chomsky and Lasnik (1993, p. 15-25) state that the principles are the common rules that are found in all languages. They are the generally endowed rules of language. However, the parameters are the specific superficial variations that are internalized in the mind of the native speakers. That is why language is called (I-language) or internalized language, (Chomsky 1980s). Subsequently, parameters serve as a reflection of the set of the principles that are shared by all human beings language. It is described by Radford (2004, p. 8) in the way of language acquisition by the children. Radford paraphrases this by saying that what the child needs to acquire is

which parameter is assigned in the language that s/he is exposed to. The child's mind is filled with a number of viable structures that are concordant with the linguistic data. Thus, language acquisition is via parameter setting, a binary approach, by which the learners select what the language that they learn allows. According to (Chomsky 1986a), Principles and Parameters theory is a syntactic approach that aims at figuring out the invariant principles across languages. The theory deals with the human infant mind which is endowed with a format of a possible grammar (a theory of linguistic data).

2.1.3. The Minimalist Program

It is the latest approach developed from P&P. Chomsky (1991) starts to crystallize the concept the language faculty, which is innate and biologically endowed is the solution to each and every constraint and restriction imposed either by the Phonetic Form, i.e., what people actually pronounce, and the Logical Form (LF), i.e., what is interpreted at the conceptual level before what appears at the Surface Structure (SS), i.e., the syntactic structure, Citko, 2014, p. 1.

Chomsky (2004: 106) says:

Its [Minimalist Program's] task is to examine every device that is employed on characterizing languages to determine to what extent it can be eliminated in favor of a principled account in terms of general conditions of computational efficiency and the interface condition [emphasis mine] that the organ must satisfy.

Chomsky (2004) focuses on the three conditions of language acquisition. They are about how the child starts to acquire a 'full formed adult state'. Besides, they tackle the interface conditions and other properties which are language-specific, (Citko, 2004, p. 8).

2.2. Halliday' Theory

Halliday's study (1971) is a vital study in interpreting the discourse. He uses his theory to test 'a particular mode' of language. Besides, it is considered

to be a stylistic analysis to interpret the intentional meaning. Simpson (2004, P. 75) describes his approach as he relies on the explanatory power of the transitivity model. Halliday (1969), cited in Neale 2002, p. 49, illustrates that:

'All features of the clause contribute to the linguistic representation of the speakers' experience'. Hence, he focuses on the function rather than the structures.

2.3. Previous Studies

Ezzina (2015) investigates the relationship between linguistic structures and meanings in literature. The writer based the analysis on the notion of how linguistic analysis can contribute in unveiling the characters in a literary text. He succeeds in highlighting the psychological analysis of the character by simply analyzing the structures that are uttered by the participants themselves.

Bustam (2011, p. 22) focuses on 'the description of the transitivity system' to analyze the clause. He also uses the transitivity model to some the issue of reference in ambiguous texts. The concept of having a transitive verb or an intransitive verb is not the prime consideration for Halliday. The writer concentrates more on the three components of the transitivity process in the theory. He believes that the clause in the 'Systematic Functional Unit' (cited in Bustam, 2011, p. 30).

3. Transitivity in Syntax and Semantics

3.1. Transitivity in Syntax

This section tackles Transitivity in the syntactic structural analysis. It illustrates how verbs are different in terms of Theta Grid (θ-grid) and subcategorization.

3.1.1. The Alternations of the Verb

The verb in English syntax or the predicate is the main component and constituent of the structure.

Bloomfield (1933: 274) writes that 'the lexicon is really an appendix of the grammar, a list of basic irregularities'. However, the capability of the speakers to represent knowledge more than what is represented in the lexicon interprets that there is knowledge which is more than the idiosyncratic word-specific properties. Hale and Keyser (1993) suggest that the alternation of the verbs return back to the meaning of the verb.

Verb belongs to the syntactic category as a predicate, which means that it delivers the action or the content of the structure. They have a restricted distribution by which the matrix (i.e. the main) verb comes after the subject. The transitivity of verbs indicates that the argument structure of the predicate requires an internal argument (i.e. direct object). The category itself is divided into two main branches: the finite verb (i.e. the tensed verb) as represented in (1) below:

1. John snores.   Radford, 2004, P. 25

The verb 'snore' in (1) above is a finite representing the simple present verb. However, it is an intransitive verb which requires having only the external argument, namely, the subject 'John'. While the finite verb in (2) below is a finite verb, yet, it is a transitive verb.

2. We don't trust you.   Radford, 2004, p. 26

The contrast between the transitive verb, in (1), and the intransitive verb, in (2), represents that the subcategorization of the verb, i.e., either requires a direct or not.

On contrary, the verb that lacks tense is called infinitive or non-finite as represented with the verb 'surrender' in (3) below:

3. We don't intend to surrender.   Radford, 2004, p. 27

The verb 'surrender' in (3) above is intransitive; however, it is a non-finite one. Chomsky (1981, p. 18) labeled this type as inflection (which means it has

tense). The transitivity of the predicate depends on the selectional properties of the verb. The verb either selects an argument after or the meaning is fulfilled by only having a subject. These selectional properties are reflected in the functional model of the verb, as will be represented in later sections in Halliday's theory.

3.1.2. Theta-Grid

As represented in the aforementioned sections, the structure mainly comprises the predicate, which denotes a category which refers to an activity or an event, and a set of arguments which denote the doer and the receiver of the action, the participants (Radford, 20004, p. 127). The predicate that requires only one argument, i.e., the external argument, is called one-place predicate as represented in (4) below:

4. The guests have arrived.   Radford, 2004, p. 127

In (4) above, the predicate is an intransitive requiring only a subject. By contrast, the predicate in (5) below is a two-place predicate:

5. The police have arrested the suspect.   Radford, 2004, p. 128

The contrast between (4) and (5) above illustrate that 'the police' originates as the external argument of the verb 'arrested' while 'the suspect' originates as the internal argument of the same verb. Subsequently, it is a two-place predicate. However, these two arguments, namely, 'the police' and 'the suspect' play two different semantic roles. Linguists as Gruber (1965), Fillmore (1968), and Jackendoff (1972) adopt a device to type such semantic roles are played by the arguments with respect to a certain verb. This typology is represented in (6) below:

6. Roles Played by the Arguments

Role	Gloss	Example
Theme	Entity undergoing the effect of some action	*Mary* fell over
Agent	Entity instigating some action	*Debbie* killed Harry
Experience	Entity experiencing some psychological state	*I* like syntax
Locative	Place in which something is situated or takes place	He hit it *under the bed*
Goal	Entity representing the destination of some other entity	John went *home*
Source	Entity from which something moves	He returned *from Paris*
Instrument	Means used to perform some action	He hit it with *a hammer*

Cited in Radford, 2004, P. 128

The thematic roles that represented in (6) above illustrates how Transitivity interfaces with the roles of the arguments. It has been approved that the distribution of the adverbs inside a certain structure depends mainly on the thematic role that is assigned to the argument and not the type of the predicate as represented in (7) below:

7.
a. John deliberately rolled the ball down the hill
b. *The ball deliberately rolled down the hall.

Radford, 2004, P. 128

The ungrammaticality of (7a) above represents that certain types of adverbs as 'deliberately' only goes with the agentive argument as 'John' and not the thematic complement as ' the ball, aside from the argument structure of the main verb. The main verb in (7) above is a di-transitive verb (i.e. it requires two internal arguments). Besides, the adverb 'personally' in (8) below goes with the experiencer as 'me' in (8a) below and not with the theme 'me' as in (8b) below:

8.
a. Personally, your proposal doesn't interest me
b. *Personally, you hit me.

<div align="right">Radford, 2004, P. 129</div>

Repeatedly, the adverb 'personally' doesn't get affected by the transitivity of the verb. However, it does by the thematic roles that are assigned to the arguments at the theta-grid of the verb itself. It is worth noting that, the structures represented above conform with the Theta-Criterion adopted by Chomsky, 1981, p. 36:

9. Theta Criterion:
   'Each argument bears one and only one theta-role, and each theta-role is assigned to one and only one argument'.

3.2. Transitivity in Stylistics and Semantics

The system of transitivity in the stylistic and the semantic approaches captures the structure semantic-wise. A difference appears between transitivity in Chomsky's theory by which it determines the object of the verb and the transitivity in Halliday's theory by which it determines the method of encoding meaning (cited in Simpson, 2004, p. 22). There are many ways in language to account for the various events that constitute our 'mental picture of reality' (Halliday 1994: 106). Systematic Functional Grammar, as developed by Halliday (1994), is considered to be a model to form a functional perspective for the semantic level of representation. Halliday (1994, p. 15) mentions that:

'Language is a network of systems or interrelated sets of options for making meaning'
He adds (2004, p. 25):

'Experience and interpersonal relationships are transformed into meanings and the meaning is transformed into words'.

Deduced from the above quotations, transitivity in semantics and stylistics is more about the intention of the speakers and their messages to the hearers or the addresses. *'Transitivity is a system of the clause, affecting not only the verb serving as Process but also participants and circumstances'*, Halliday and Matthiessen 2004, p. 181). Therefore, the way to study style is to study the meaning of the structure in a certain context.

3.2.1. Theta Structure

This subsection addresses the structure in terms of the term 'Process'. Under the light of Halliday's theory, 'reality is made up of processes of what is going on, happening, doing, sensing, meaning, being and becoming'(Halliday 1994, p.106). It comprises three basic components: process, participants, and circumstances. The interface between syntax and semantics in the process is the internal structure of the three components. Syntactically, the process is represented by the verb phrase or the predicate, the participants are represented by the arguments and the circumstances are represented by the adjuncts (i.e. adverbs and prepositional phrases).

3.2.2 Process, Participants, and Circumstances

The basic component between the three is the process itself. It is represented by more than one structure. The first structure addresses the Material Process which is equivalent to the process of doing (cited in Simpson 2004, P. 22). Therefore, the subcategorization of the predicate, that has the doing process, is for two participants, namely, the Actor and the Goal as represented in the example (10a) below:

10.

a. I   nipped   Daniel.
    Actor   Process   Goal

b. The washing machine   broke down
    Actor   Process

<div align="right">Simpson, 2004, p. 23</div>

c. The lion   caught   the tourist
    Actor   Process   Goal

<div align="right">Ezzina, 2015, p. 287</div>

As represented above, the verb in (10a) is a transitive two-place predicate. It takes 'I' as a subject and 'Daniel' as an object. However, it is clear from the contrast in (10a) and (10b) that the Actor is obligatorily needed which represented by 'I' in (10a) and 'the washing machine' in (10b). Here, the semantic transitivity remains intact while the arguments structure differs. The Goal participant presence depends on the nature of the predicate itself in terms of the syntactic transitivity.

The second structure addresses the Mental Process. The verb phrase in this structure is a process of sensing (cited in Simpson 2004, P. 23). As long as the verb tackles sensing process, it means that it reflects the world around by cognition, perception or by a reaction. Besides, the participants involved in this process are represented by the Sensor and the Phenomenon as represented in (11) below:

11.
a. Mary   understood   the story
    Sensor   Process   Phenomenon

b. Anil   noticed   the damp patch
    Sensor   Process   Phenomenon

c. Siobhan   detests   pate
    Sensor   Process   Phenomenon

<div align="right">Simpson, 2004, p. 23</div>

As represented by the transitive predicates 'understand' in (11a), 'notice' in (11b) and 'detest' in (11c), it is well-known that each predicate is a two-place predicate, i.e., each predicate an external argument as the subject and an internal argument as the object. However, they do differ in terms of semantics and interpretation. The verb in (11a) above reflects the cognition of the speakers; (11b) reflects the perception, while (11c) reflects the reaction. The basic difference between the data in (11) and in (10) above depends on the roles played by the arguments depending mainly on the function of the verb. Besides, the Goal in the material process is directly affected by the process itself, while the Phenomenon in the mental process is not directly affected. Rather, it is sensed and reflected. It is worth noting that the syntactic structure in (10a) and (11a) is internally the same, both are transitive verbs.

Nonetheless, the mental process verbs are called Stative verbs. One characteristic of the stative verbs is that they are not allowed to be syntactically structured in the present continuous tense. Simpson (2004, p. 23) suggests a test to distinguish between both processes by using two sorts of present tenses, namely, the simple and the continuous. He says, p. 23:

'*The natural present for the mental process is the simple present, so the transformation of the past tense for 'understood' would result in 'Mary understands the story'. By contrast, material processes normally gravitate towards the present continuous as (*represented in (12) below*):*

12.   *The washing machine is breaking down.'*

The third structure strikes a place between the above processes. It is called the Behavioral Process which is represented by 'physiological actions' as represented in (13) below. The verb in the behavioral process is intransitive by which it only requires one external argument which is interpreted as the Behaver and the complement is interpreted as the circumstance:

13.

a. That student   fell asleep   in my lecture again
   Behaver   Process   Circumstances

b. She   frowned   at the mess
   Behaver   Process   Circumstances

Simpson, 2004, p. 23

Contrasting (10b) and (13) data, it would be clear that the syntactic internal structure of the verb doesn't change. Both are intransitive. Yet, the verbs in (13) require adjunct phrases to complete their meanings.

The example in (14) below illustrates how the behavioral process is more akin to the material process in the sense that both accept the present continuous tense:

14.   The student is falling asleep.

Simpson, 2004, p. 24

The fourth structure is the Verbalization Process by which it links the process to two participants, namely, the Sayer and the Receiver. However, it addresses another constituent which is the Verbiage itself as represented in (15) below:

15.
a. Mary   claimed   that the story had been changed
   Sayer   Process   Verbiage

b. The minister   announced   the decision   to parliament
   Sayer   Process   Verbiage   Receiver

Simpson, 2004, p. 24

As represented in (15) above, the three main components of the verbalization process are the Sayer (i.e. the subject), the process (i.e. the VP) and the Verbiage (i.e. the content or the words of the speaker). Considering

the syntactic transitivity, the saying verbs are always transitive. They require a direct object either the receiver or the verbiage itself.

The fifth structure addresses the Relational Process. It is a complex structure by the virtue of having more than one branch inside. The main verb phrase is represented as the verb (be) or as called the copular verb. It aims at constructing a relationship between the two constituents. As a linker verb, the verb 'be' links what comes before with what comes after. This process is divided into three main processes. The first is the Intensive Relational Process which gives the meaning of equivalence, cited in Simpson, 2004, P. 24, as represented in (16) below:

16.
a. Joyce is the best Irish Writer.
b. The best Irish Writer is Joyce.

Simpson, 2004, p. 24

The interpretation of the semantic structure between (16a) and (16b) is the same. This structure is called intensive as it gives an equivalent meaning if it is reordered (what comes after the copula is called a subject complement by the virtue of following a copula, Hacker, 2017, p. 333). Halliday (1994, p.122) explains this as follows:

'It means that one entity is being used to identify another: X is identified by A.'

The second is the Possessive Relational Process which addresses the concept of possessiveness as represented in (17a) below:

17.
a. Peter has a Piano.　　　　　　　　　　　　Simpson, 2004, p.24
b. *A piano has Peter.

The ungrammaticality of (17b) above accounts for the meaning of possessiveness which can never be reversed. The third is the Circumstantial

Relational Process by which the structure includes a prepositional phrase as represented in (18) and (19) below:

18.   The maid was in the parlor.
19.   The forces of the darkness are against you.   Simpson, 2004, p. 24

As long as the verb (be) is a dead verb (i.e. has no meaning in itself, therefore, it is not translated in many languages just as the Arabic language), the predicates in (18) and (19) above are the prepositional phrases that comes after, 'in parlor' and 'against you', respectively. Halliday (cited in Simpson 2004) makes another classification between these three structures. They are attributive and identifying. The former classification includes the entity being described as 'Carrier' and the description is 'Attribute'. The latter classification includes the entity identified as 'Identified' and the description as 'Identifier'. Therefore, 'Joyce' in (16a) above is the Identified and 'the best Irish writer is 'Identifier'. The tables, are quoted from Bustam, 2011, p. 26-27, illustrates the abovementioned division:

20.

a.

Mode	Attributive	Identifying
1. Intensive	The performance is great	The president is Mr. Nathan
2. Circumstantial	The lecture is on a Wednesday	The eighteenth is today
3. Possessive	John has two motorcycles	John's are the two motorcycles. John owns the two motorcycles.

b. Attributive Clauses

Intensive	The Performance	is	great
Circumstantial	The lecture	is	on Wednesday
Possessive	John	has	two motorcycles
	Carrier	**Process**	**Attribute**

c. Identifying Clauses

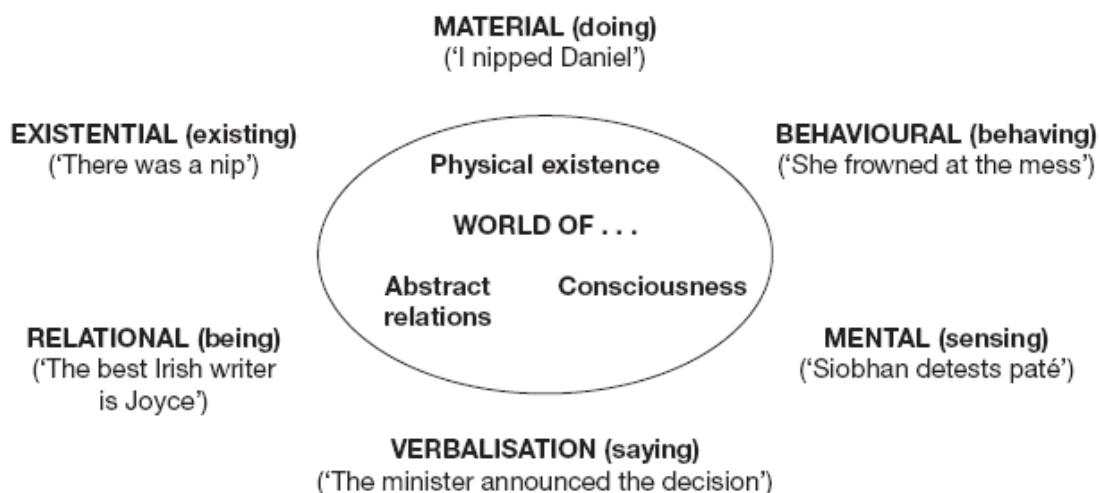| Intensive	The president	is	Mr. Nathan
Circumstantial	The eighteenth	is	today
Possessive	John('s)	owns (are)	the two motorcycles.
	Identified	**Process**	**Identifier**

The sixth structure addresses the Existential Process which means that something exists or happens. The expletive 'there' is already inserted in this structure as represented in (21) below:

21. There was an assault.

Simpson, 2004, P. 24

The syntactic subject is the dummy 'there' and the thematic subject is the Existent 'an assault'. The following tables in (22) and (23) represent a panoramic view over the whole structures of the process:

22.

MATERIAL (doing)
('I nipped Daniel')

EXISTENTIAL (existing)
('There was a nip')

BEHAVIOURAL (behaving)
('She frowned at the mess')

Physical existence

WORLD OF . . .

Abstract relations   Consciousness

RELATIONAL (being)
('The best Irish writer is Joyce')

MENTAL (sensing)
('Siobhan detests paté')

VERBALISATION (saying)
('The minister announced the decision')

23.

Process type	Category Meaning	Participants
Material: - action - event	'doing' - doing - happening	Actor, Goal
Behavioral	'behaving'	Behaver
Mental: - perception - affection - cognition	'sensing' - seeing - feeling - thinking	Senser, Phenomenon
Verbal	'saying'	Sayer, Target
Relational: - attribution - identification	'being' - attributing - identifying	Token, Value Carrier, Attribute Identified, Identifier
Existential	'existing'	Existent

Cited in Bustam, 2011, p. 23 (Halliday, 1985, p. 131)

The Material and Verbal processes have an interface level with involving more functions, namely, Beneficiary and Range (Halliday 1985, cited in Bustam p. 29.). The former is the receiver or the theme and the latter represents the content (i.e. the process or the verbiage, respectively) as represented in (24) below:

24.

Process	Range Function	Example (the underlined words)
Material	a. Expresses the domain over which the process takes place b. Expresses the process itself	a. Ray climbed <u>the mountain</u> b. Fred played <u>the piano</u>
Verbal	The element expressing the class, quality, or quantity what is said.	He made <u>a long speech.</u>

Bustam, 2011, p. 29

3.3. General Discussion

Transitivity is a vital concept with respect to semantics. It is one way of analyzing the representation of reality. As long as the rules of syntax combine words into phrases and phrases into structures (Fromkin, Rodman, et Hyams, 2007), the meaning and the function of these structures are based mainly the syntactic level. Thus, the interface between the semantic, stylistic and the syntactic levels takes place. The interface of the concept Transitivity, under the light of the represented theories, highlights that the thematic roles of the arguments don't get affected only by the arguments but also by the meaning

and the style used in this structure, as represented in (6) above. In addition, it has been represented that the adverb distribution gets affected mainly by the thematic roles that are assigned to the arguments at the theta-grid of the verb, as represented in (8) above. Although with certain verbs the syntactic transitivity remains intact, the stylistic and semantic transitivity gets affected as represented by the contrast between (10a), (11) and (15) above.

4. Conclusion

The syntactic structure means 'putting together or arrangement', Yule, 2006, p. 78. On the contrary, the semantic structure means to study the meanings of the structure, Yule, 2006, p. 112. The stylistic analysis of the structure focuses on the type of the content category (i.e. the verb) along with the meaning of the verb in a certain context. The theta-roles assigned to the arguments in some cases determine the distribution of the adverb. This is based on the selectional properties of the argument as explained in (7) and (8) above. The study shaded light on the main difference between the transitive verb in terms of the verb and the theta roles of this verb. The verb can be intransitive and requires having different roles representing the subject as in (10b) and (13b) above. Besides, it may be a transitive verb and the object carries one theta role as represented in (11a) and a different theta role as (15a)

above. Such distinctive structures depend mainly on the theta roles with respect to the semantic roles and the argument structure. Generally, the function and the meaning of the structure determine what goes with what to give a full interpretation at the Logical Form level (LF). Logical Form level is an abstract level between the semantic component (DS) and the syntactic component (SS) can be further researched.

5. List of Abbreviation

Abbreviation	Meaning	Abbreviation	Meaning
UG	Universal Grammar	SS	Surface Structure
GB	Government and Binding	DS	Deep Structure
LF	Logical Form	PF	Phonetic Component
P&P	Principles and Parameters	I-L	Internalized language
θ-grid	Theta-Grid	VP	Verb Phrase

6. References

Bloomfield, L. (1933). *Language*. London: Allen & Unwin.

Bustam, Muhammad Rayhan. (2011). *Analyzing Clause by Halliday's Transitivity System*. Jurnal llmu Sastra Vol.6 No.1, Mei 2011. Hal 22-34

Chomsky, Noam. (1965). *Aspects of the Theory of Syntax*. Cambridge Mass: MIT Press

------------------------. (1972). *Language and Mind (enlarged edition)*. New York: Harcourt Brace Jovanovich,.

------------------------. (1980). *On binding.* Linguistic Inquiry, 11. pp.1-46.

------------------------. (1981). *Lectures on Government and Binding*, Foris, Dordrecht.

------------------------. (1982). *Some Concepts and Consequences of the Theory of Government and Binding.* Cambridge Mass: MIT Press.

------------------------. (1986a). *Knowledge of Language: Its Nature, Origin and Use, Praeger.* New York.

------------------------. (1986b). *Barriers.* Cambridge Mass: MIT Press.

------------------------. (1995). *The Minimalist Program.* Cambridge Mass: MIT Press.

------------------------. (2004). *Beyond Explanatory Adequacy. In Structures and Beyond: The Cartography of Syntactic Structure*, vol. 3, ed. A. Belleti, 104-31. Oxford University Press.

Chomsky, Naom and Lasnik, H. (1993) *The Theory of Principles and parameters*, in J. Jacobs, A. Van Stechow, W. Sternefeld&T.venneman (eds), Syntax*: An International Handbook of Contem- Porary Research*, Mouton de Gruyter, Berlin, PP. 506-569 (Reprinted in Chomsky 1995, PP.13-127).

Citko, Barbara. (2014). *Phase Theory: An Introduction*. UK: Cambridge University Press.

Ezzina, Rym. (2015). *Transitivity Analysis of 'The Crying lot of 49' by Thomas Pynchom..* International Journal of Humanities and Cultural Studies ISSN 2356-5926. Tunisia: University of Sfax.

Fillmore, C.J. (1968). *The case for case', in E. Bach & R.T. Harms (eds) Universals in Linguistic Theory*, pp.1-88.. New York: Holt Rinehart & Winston.

Fromkin, Victoria; Rodman, Robert et Hyams, Nina. (2007). *An Introduction to Language*. Boston: Wadsworth.

Gruber, J.S. (1965). *Studies in Lexical Relations*, PhD diss. MIT Press.

Hacker, Diana. (2009). *The Bedford Handbook (7ᵗʰ ed).* USA: St.Martin's.

Hale, K. & Keyser, S. J. (1993). *On argument structure and the lexical expression of semantic relations.* In Hale & Keyser (eds), pp. 53-109.

Halliday, M. A. K. (1971). *Linguistic Function and Literary Style: An Inquiry into the Language of William Golding's the Inheritors. In Chatman S. (Ed.), Literary Style: A Symposium (pp. 330-368).* New York: Oxford University Press.

------------------------. (1985b). *An Introduction to Functional Grammar.* London: Edward Arnold.

------------------------. (1994). *Language and the Theory of Codes.* In: Sadovnik, A. (ed.) Knowledge and Peddagogy: the Sociology of Basil Bernstein. Norwood, NJ: Ablex. 124-142.

Halliday, M. A. K. & Matthiessen, C. M. (2004). *An Introduction to Functional Grammar (3ʳᵈ Ed)*. London: Arnold.

Jackendoff, R. (1972). *Semantic Interpretation in Generative Grammar*. Cambridge Mass: MIT Press

Kortman, Bernd. (2004). *English Linguitsics: Essentials*. Berlin: Cornelsen Verlag.

Levin, Beth. (1993). *English Verb Classes and Alternations: A Preliminary Investigation*. London: The University of Chicago Press.

Neale, A. (2002). *More Delicate TRANSITIVITY: Extending the PROCESS TYPE System Networks for English to Include Full Semantic Classification*. Cardiff University: neale@qmul.ac.uk

Radford, Andrew. (1988). *Transformational Grammar, A First Course*. Cambridge: Cambridge University Press.

-----------------------. (2004). *English Syntax*. United Kingdom: Cambridge University Press.

Simpson, Paul. (2004). *Stylistics: A Resource Book for Students*. USA: Routledge

Yule, George. (2006). *The Study of Language*. New York: Cambridge University Press.