

## ABSTRACT

**Salsabilla, Jovanka, 2024.** *THEMATIC ROLES AND PROCESS TYPES OF COLLEGE STUDENTS' SUICIDE NOTES*. Thesis. English Education Study Program. Faculty of Teacher Training and Education of Universitas Jambi in academic year 2023/2024. The first supervisor is Delita Sartika, S.S., M.ITS., Ph.D. The second supervisor is Dr Reli Handayani, S.S., M.Pd.

This research aimed to analyse college students' suicide notes through the lens of linguistic frameworks. The researcher used the theory of transitivity by Halliday and Matthiessen (2004) focusing on process types and thematic roles by Saeed (2016) to categorize the participants in the clause. The method of this research is qualitative. The data source is from ten suicide notes written by five undergraduate students named IRW from unknown university in Banyuwangi, T from private college near Yelehanka India, NJW from Universitas Negeri Semarang, EN from Universitas Dian Nuswantoro Semarang, and BC from Universitas Airlangga Surabaya who committed suicide in 2023, and the data are from clauses of suicide notes that contained thematic roles and process types. The results showed that there are nine thematic roles in ten suicide notes such as agent, patient, theme, experiencer, beneficiary, instrument, location, goal, and stimulus. Therefore the researcher did not find any source used in ten suicide notes. The process type constructed in the clause with thematic roles by looking at the verbs of the clauses. There are five process type such as mental, material, relational, verbal, and existential and there were no data for behavioural process. The most frequent type is mental process because all the victims mentioned 'sorry' in all of their note which belongs to mental process. There are some words that have more than one role which are 'I' served as agent, beneficiary, and stimulus, and 'birthday gift' as theme and instrument. The analysis of ten suicide notes reveals that all victims consistently referred to themselves as 'I', identifying themselves as the agents of their actions. They addressed their parents and other close relations such as relatives, friends, and partners as the experiencers, who are positioned to receive apologies and experience the emotional impact of the victims' suicides. This consistent use of 'I' underscores the victims' acknowledgement of their role in their decision to commit suicide. Furthermore, by mentioning parents, siblings, friends, and lovers, the victims highlighted their understanding that their actions would profoundly affect these close individuals. The data indicates that the suicide notes were not solely about the victims themselves or their reasons for their actions but also emphasized the significant emotional impact on the people closest to them.

**Key words:** process types, thematic roles