A TRANSITIVITY ANALYSIS ON CHILDREN'S NARRATIVE TEXTS IN ENGLISH PICTURE BOOKS OF *LADYBIRD TRADITIONAL TALES FOR GIRLS*

A THESIS

Submitted as a Partial Requirements for the Undergraduate Degree in English Education Department

WALISONGO

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SEMARANG
2019

MOTTOS

"It doesn't matter how slowly you run as long as you don't stop. (*ISTIQOMAH*)"

~ Arba ~

"Do good to your parents."

~ QS. Al Isra': 23 ~

"Stick to the Truth, even if the Truth kills you."

~ Umar bin Khattab ~

THESIS PROJECT STATEMENT

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Semarang, June 17th, 2019

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had been tested in Munaqasyah session by the team of thesis examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and had been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.
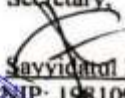
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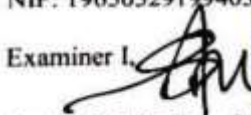### THE BOARD OF EXAMINERS

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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Language is an essential thing in education. Through language, we can consider the meanings of a text. The objectives of the study were to analyze the processes, participants, and circumstances of the transitivity system on the children's narrative texts in English picture books, and to find out its pedagogical implications. This research was limited to the research questions; how are transitivity realized on children's narrative texts in English picture books of *Ladybird Traditional Tales for Girls,* and what are the pedagogical implications of transitivity analysis on children's narrative texts in English picture books toward students of English Education Department. This study was descriptive qualitative research on content analysis. Research participants were the students of English Department. This thesis used three research instruments; the researcher herself, interview, and documentation. In collecting the data; selecting a book, deciding picture books, analyzing the picture books, and an interview. The data analysis was done with some steps; first, to analyze the constituents of transitivity system; second, to counting the number and reporting of transitivity analysis; third, to interview the interviewee to get its pedagogical. Thus, it is found among six processes in the research findings. Material process is highly dominant process about (52.97 %), relational process (14.59 %), mental process (12.97 %), behavioral process (12.43 %), verbal process (4.32 %), and existential process (2.70 %). The pedagogical implications are found as the contribution of teaching Discourse Analysis course in transitivity analysis for the lecturer and especially for the students. It makes the students easier to comprehend the story by looking at the pictures and makes them more interesting in learning transitivity analysis material.

Keywords: Children's Narrative Texts, Systemic Functional Grammar, Transitivity Analysis.

DEDICATION

I dedicate this thesis to :

1. My beloved father and mother.

2. My beloved sisters and brother.

3. My dearest little brother.

ACKNOWLEDGMENT

بسم الله الر حمن الر حيم

I do thank Allah SWT, who has been giving me mercies, blessings, and strength in finishing this thesis. *Sholawat* and *Salam* always be given to the Prophet, Muhammad SAW who has guided us from the darkness to the brightness.

I realized that there are many people who have helped me in arranging and writing this thesis directly or indirectly. In this chance, I would like to thank all of them for their contribution, they are:

1. Dr. H. Rahardjo, M. Ed the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.

2. Dr. H. Ikhrom, M. Ag, as the chief of the English Department of Education and Teacher Training Faculty of UIN Walisongo Semarang.

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6. My dearest little brother, Sahrul Munir who always encourages me about the struggle of life in this cuteness world.

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11. Last but not least, people who cannot be mentioned one by one, who have supported and have given motivations, and advanced to finish this thesis.

Finally, I realize that this thesis is far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial for everyone. Aamiin.

Semarang, March 07th, 2019
The Researcher

Baiti Nisma Arba
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LIST OF CONTENT

CHAPTER V   CONCLUSIONS AND SUGGESTIONS

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter deals with the introduction of the study that consists of the background of the study, the research question, the objectives of the study, and the significances of the study.

A. Background of the Study

The study of language is a genuinely essential thing. As Halliday explained that it is crucial which is treated as a system of meanings.[1] It will be clearly explained by using grammar. Gerot and Wignell suggested that grammar helps us to understand how texts work.

Grammar is divided into three elements. They are traditional grammar, formal grammar, and functional grammar. Traditional grammar concentrates on rules to produce the correct sentences. Then, formal grammar concerns to describe the structure of individual sentences. Meanwhile, functional grammar shows a language as a resource for making meanings. It is concerned with the structures and how those structures construct the meanings.

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[1] M. A. K. (Michael Alexander Kirkwood) Halliday and Jonathan Webster, *Continuum Companion to Systemic Functional Linguistics* (Continuum, 2009). p. 7.

Furthermore, readers can know the meanings of language by analyzing functional grammar.

Hence, functional grammar has an important role in finding the meanings of the text, whether spoken text or written text.[2] It will be more interesting in analyzing the language.

A description or an analysis about language delivers some theories of how style works implicitly that one of them is Systematic Functional Linguistics (SFL) by a linguist, Michael Halliday. SFL is a study of language that views three characteristics, namely language, systemic, and functional. Linguistic systems are the system for making meanings.[3]

According to Halliday, which is quoted by Daviq Rizal, in the scope of SFL, there are fundamental components of meanings called metafunctions. There are three kinds of the essence in a clause. Those are textual meaning to organize texts, interpersonal meaning to enact relationships, and ideational meaning to represent experiences.[4]

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[2] Linda. Gerot and Peter. Wignell, *Making Sense of Functional Grammar : An Introductory Workbook* (New South Wales: Antipodean Educational Enterprises, 1994). P. 4-5

[3] Suzanne. Eggins, *An Introduction to Systemic Functional Linguistics* (Continuum, 2004) <https://www.bloomsbury.com/uk/introduction-to-systemic-functional-linguistics-9780826457875/> [accessed 19 May 2019]. p. 17.

[4] Daviq Rizal, *Discourse Analysis* (Semarang: UIN Walisongo Press, 2018). p. 7-9.

Analyzing metafunctions in a text makes people understand the information about it. Each text has some clauses. In the experiential metafunction, the grammar of the clause is seen as the representation that has the function to construe the experiences. The option of Transitivity concerns it. By examining the transitivity structure in the texts, someone can explain how the field of the situation is constructed. Transitivity is central to processes. Transitivity system also determines the process types, participants, and circumstances realized in any clauses.[5] Besides that, the writer has directed attention toward how picture books as a text that explains experiences that appropriate with ideational meanings.

Fundamentally, a text is divided into spoken and written texts. A spoken text is any meaningful spoken text. It can be a word, a phrase, a sentence, or a discourse. A written text is any meaningful written text. It can be a notice, a direction, an advertisement, a paragraph, an essay, an article, a book, or a picture book. Thus, a text refers to any meaningful short or long spoken or written texts.[6]

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[5] Rizal. p. 64.

[6] Sanggam and Kisno Shinoda Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008) <http://grahailmu.co.id/previewpdf/978-979-756-314-1-357.pdf> [accessed 20 May 2019].p. 1.

Moreover, a text is used by people to enrich information and knowledge. A good text will lead the readers into better comprehension. Therefore, there must be a way to increase our knowledge by a text. As Allah says in the Holy Qur'an QS. At-Thaa Haa: 114

فَتَعَلَى اللّٰهُ ٱلْمَلِكُ ٱلْحَقُّ ۗ وَلَاتَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى اِلَيْكَ وَحْيُه وَقُلْ رَّبِّ زِدْنِيْ عِلْمًا

"So high [above all] is Allah, the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, "My Lord, increase me in knowledge.""

From the verse above, we have to comprehend the text step by step so we can gain more knowledge. Besides that, the writer should be able to compose a text based on the genre. A genre is a type or kind of text which is resulted from using language (written or spoken) to accomplish something.

In writing, there are two types of genre, namely story genre and factual genre. There are some kinds of story genre such as narrative, recount, spoof, news story, exemplum, and anecdote while factual genre includes a report, exposition,

procedure, explanation, discussion, description, review, news item, and commentary.[7]

Among them, narrative text is fundamental that amuses or entertains someone's experience in different ways. It is concerned with values, choices and speculates on the human condition, whether the narrative is found in high culture, casual gossip, or children's play. Certainly, it can develop children's competencies in the narrative. Therefore, the development of narrative competence can be studied by children.[8]

In this study, the writer focuses on narrative texts in English picture books. Most of the people said that usually, picture books called a storybook for children. It can be understood as a book that is divided into visual text and verbal text. The visual text is about the picture on the book itself that has various possible meanings, the picture will help children to influence their understanding of the story easily.

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[7] Etika Fani and Siti Musarokah Prastikawati, *Writing 3: Handouts and Assignments* (Semarang: IKIP PGRI Semarang, 2010).p. 9-11.

[8] Marian R. Whitehead, *Developing Language and Literacy with Young Children*, 2nd Edition (London: Chapman, 2002) <https://books.google.co.id/books/about/Developing_Language_and_Literacy_with_Yo.html?id=7NQNmlwXRLgC&redir_esc=y> [accessed 20 May 2019]. p. 31.

Meanwhile, a verbal text is branched into written and spoken texts that have helped in fixing the visual meanings.[9]

Studies on picture books focus on how the verbal and the visual texts as the bearer of the meanings interact with others to communicate their messages to the readers. Through picture books, the children read pictures and interpret visual texts. Thus, doing more reading activities in various types of texts will add children's vocabulary and their knowledge about each topic of the texts.[10] Annury quoted that having a large vocabulary is influential for a number of reasons.[11] Therefore, the writer thinks of how image and language work together, and how a picture book makes meanings.

For those reasons, the writer chose English picture books because it is an English storybook telling story based on experiences or events through texts, and it is appropriate with the ideational meaning that represents the events. Thus,

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[9] Budi Hermawan and Didi Sukyadi, 'IDEATIONAL AND INTERPERSONAL MEANINGS OF CHILDREN NARRATIVES IN INDONESIAN PICTUREBOOKS', *Indonesian Journal of Applied Linguistics*, 7.2 (2017), 166 <https://doi.org/10.17509/ijal.v7i2.8139>.p. 404.

[10] Farid Noor Romadlon and Farid Noor Romadlon, 'Promoting Students' Reading Proficiency through Reciprocal Technique', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 73 <https://doi.org/10.21580/vjv6i11584>. p. 73.

[11] Muhammad Nafi Annury, 'AN ANALYSIS OF HUMOR IN J.M BARRIE'S PLAY "THE OLD LADY SHOWS HER MEDALS" ON EFL LITERATURE CLASS', *ETERNAL (English Teaching Journal)*, 5.2 (2018) <http://journal.upgris.ac.id/index.php/eternal/article/view/2151/1712> [accessed 20 May 2019]. P. 120

the writer chooses picture books, namely *Ladybird Traditional Tales for Girls*. There are six classic stories, and the researcher will analyze all the stories. Moreover, each clause from the text will be analyzed by using transitivity to get the meanings that are by using the constituent of transitivity analysis. Those are circumstances, processes, and participants.

This study is fascinating research because we can barely find the resources of this study in the English Department of UIN Walisongo. This study aims to find transitivity realized in a picture book and to find its pedagogical implications. Hence, the researcher would like to conduct the research "A Transitivity Analysis on Children's Narrative Texts in English picture books of *Ladybird Traditional Tales for Girls*."

B. Research Question

Research questions of the study are:

1. How are transitivity analyses realized on children's narrative texts in English picture books of *Ladybird Traditional Tales for Girls*?

2. What are the pedagogical implications of transitivity analysis on children's narrative texts in English picture books toward students of English Education Department?

C. The Objectives of the Study

The objectives of the study are:

1. To analyze transitivity realized on children's narrative texts in English picture books of *Ladybird Traditional Tales for Girls*.

2. To explain the pedagogical implications of transitivity analysis on children's narrative texts in English picture books toward students of English Education Department.

D. The Significance of the Study

The significances of the study are expected by the writer to be able to give the benefits as follows:

1. Theoretically

   The findings of the study provide information on new knowledge about transitivity analysis of children's narrative texts in English picture books.

2. Pedagogically

   The result of the study gives information on knowledge about functional grammar in ideational meaning that can be used for improving the student's competences in Discourse Analysis course.

3. Practically

   a. For students of English Department

      The application of transitivity analysis makes students interested in the learning process of

Discourse Analysis subject. Moreover, it helps them to know the genre of a text on children's narrative texts.

b. For lecturers

      This research can be a contribution to the study in teaching Discourse Analysis. Hence, the result of this study is expected to provide and add information, especially about transitivity analysis. Hopefully, the lecturers will get the additional references to teach Discourse Analysis course.

c. For writer

      The result of this research extends the writer's knowledge about the ideational meanings. The writer got vast experience in doing this research by analyzing the transitivity on children's narrative texts in English picture books.

d. For researchers

      The result of this study would give information to the next researcher about transitivity analysis of children's narrative texts in English picture books toward students of English Department. This result also can be a future reference to the other researchers.

E. Limitations 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 is focused on analyzing the English picture books of *Ladybird Traditional Tales for Girls.* The narration of the picture book is analyzed by using ideational meanings; processes, participants, and circumstances.

2. The pedagogical implications of this study have been gotten from the eighth semester of English Education Department of UIN Walisongo Semarang.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents three main points. Those are the review of the previous study, theoretical review, and theoretical framework.

A. Previous Studies

In this section, the researcher shows the results of some similar studies reviewed. These following studies offer discussion related to the topic discussed in this thesis. They are:

1. Mengyan Zhao and Yi Zhang (2017), "A Transitivity Analysis of American President Donald J. Trump's Inaugural Address," *International Journal of Liberal Arts and Social Sciences* [12]

   Based on the previous research, the researchers aimed to treat transitivity analysis of American president Donald J. Trump's inaugural address in 2017. A consolidation of quantitative and qualitative methods are applied to analyze the distribution and functions of six transitivity process in the opening address. It is found that there are

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[12] Mengyan Zhao and Yi Zhang, *A Transitivity Analysis of American President Donald J. Trump's Inaugural Address*, *International Journal of Liberal Arts and Social Science*, 2017, v <www.ijlass.org> [accessed 20 May 2019]. p. 31.

six processes that material processes (68.6%) highly dominate the speech. Relational processes (15.7%) includes the second order resulted by existential processes (6.4%), behavioral processes (5.0%) and mental processes (3.6%) while verbal processes (0.7%) occasionally appear in the speech. The study also showed the different functions of each process. President Trump frequently used material processes to paint a bleak picture of America and to describe new actions that the government will take. He also used relational processes to lay out a new vision for America.

The previous study has similarity in using transitivity analysis. The differences between the previous research and this research are the data. The previous research is analyzed American President Trump's Inaugural Address, and this study analyses on children's narrative texts in English picture books.

2. Budi Hermawan and Didi Sukyadi (2017), "Ideational and Interpersonal Meanings of Children Narratives in Indonesian Picturebooks", *Indonesian Journal of Applied Linguistics* [13]

The previous researchers investigated the studies on how meanings are represented, through verbal and visual modes revealed how readers' experiences about the

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[13] Hermawan and Sukyadi. p. 404.

content of the texts. The results of the analysis shown that ideational meanings of the narrative are mostly centered around the activities done by the children. The participants are socially equal to children readers. The three picture books are exceedingly great examples of picture books that present a narrative of Indonesian children created for young readers because of their simple vocabulary, simple Indonesian grammar, and simple exciting plot.

Based on the journal above, there are some similarities and differences between previous and this research. The similarities between the journal and this study are used transitivity analysis to identify the picture books. The differences between this study and the previous study are on the picture books which the previous researchers are used Indonesian Picture books while this study uses English Picture books. Then, the past researchers have analyzed picture books through transitivity and mood systems. Meanwhile, this study analyses picture books through transitivity system only to get the meanings.

3. Yuliana Maula (2018), "Transitivity Analysis on Students' Recount Texts," *Thesis* [14]

The previous researcher analyzed the processes, participants, and circumstances of the transitivity system on the students' writing of recount texts. Three hundred eighty-seven material processes, four causative processes, sixty-one mental processes, nineteen verbal processes, seventy-two behavioral processes twelve existential processes, one hundred forty intensive processes, six circumstantial processes, and two possessive processes are found. Based on the previous research above, the conclusion shown that the majority of the students used the material process on their recount texts. It means that the students tried to give information to the readers about the physical activity done in their past experiences.

The similarity both of the theses is the researchers used transitivity analysis to identify the text. The difference between these theses is the data which are identified. The previous thesis identified students' recount texts, and this thesis identified children's narrative texts in English picture books.

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[14] Yuliana Maula, 'Transitivity Analysis on Students' Recount Texts: A Descriptive Study at the Eighth Grade of SMP N 1 Karangawen in the Academic Year of 2016/2017' (Walisongo State Islamic University, 2018). p. 81-82.

4. Desi Senjawati (2016), "Transitivity Analysis of Tenth Grade Students' Recount Texts," *Journal of English and Education* [15]

According to the journal by Desi Senjawati (2016), the researcher tried to investigate the students' recount texts based on its criteria and the students' problems in writing the texts. The findings showed that all students were aware of the social goal of recount text and how to recount text should be written based on its criteria, suitable schematic structure, and linguistic features. Besides, it consists of material, mental, relational, verbal, and existential processes which achieve the linguistic features criteria of recount texts. The result of problem analysis shown that there were three most frequent grammatical mistakes in students' documents that are plural, past tense, and article. Therefore, teachers should be more aware of students' problems in writing and should help the students to increase their writing skills.

The similarities between the previous study and this study are on the use of transitivity analysis. There are two differences between these studies. First, the previous study used the data to analyze students' writing on recount

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[15] Dessy Senjawati, 'TRANSITIVITY ANALYSIS OF TENTH GRADE STUDENTS' RECOUNT TEXTS', *Journal of English and Education*, 4.1 (2016), 1–22 <http://ejournal.upi.edu/index.php/L-E/article/view/4617> [accessed 20 May 2019]. p. 1.

texts, while this study used the data to analyze English picture books of *Ladybird Traditional Tales for Girls*. Second, the previous research showed the pedagogical implications in students' writing skill, and this study showed the pedagogical implications with an interview through students' opinion about the problems.

5. Laya Heidari Darani (2014), "Persuasive Style and Its Realization through Transitivity Analysis: An SFL Perspective"*, International Journal of Social and Behavioral Sciences* [16]

The researcher tried to explore the relationship between linguistic structures and socially constructed meaning in a literary text. The research particularly attempts to reveal the energetic style of the short story entitled 'Animal Farm' by George Orwell (1945) from a semantic-grammatical point of view. In effect, it seeks how the energetic style was realized through the process types (material, mental, verbal, existential, relational, and behavioral) which were part of the ideational function.

The conclusion of this research was to influence others, resist them with the possibilities, and grow their

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[16] Laya Heidari Darani, 'Persuasive Style and Its Realization Through Transitivity Analysis: A SFL Perspective', *Procedia - Social and Behavioral Sciences*, 158 (2014), 179–86 <https://doi.org/10.1016/J.SBSPRO.2014.12.066>. p. 179.

understanding of the material process, the mental process, and the verbal process.

The previous research above has the same object with this research that is the study of ideational meaning, but these researches have differences. The previous research analyzed the short story of *Animal Farm* by George Orwell while this research focuses on transitivity analysis on children's narrative texts in English picture books of *Ladybird Traditional Tales for Girls*. This research also found the pedagogical implications of transitivity analysis toward students of English Department.

B. Theoretical Reviews

In this section, the writer provided information about Text, context, and language system; Discourse analysis; Transitivity system; Narrative text; and Picture books.

1. Text, Context, and Language System

a. Text

People produce text when people speak or write. There are two kinds of text, namely spoken and written texts. The text is what listeners and readers engage and interpret with. In the Islamic perspective, texts are also a great concern for Muslims as Muslims have to pay attention to what they speak or write.

Everyone has to be aware that good texts which she or he create will be recorded and will be taken into account in the hereafter life.[17]

Thomas and Mariel state that a text is a part of the language, which is spoken or written for doing communication by people in actual circumstances. Those are the object to analysis.[18] Then, Halliday and Matthiessen divide the verse into two main aspects of vision. First, a text as an object in its own right. The questions that can be examined, such as 'why does the text mean what it does? Why is it valued as it is?'. Second, a text is as an instrument for finding out about something else. The questions that can be asked, such as what the text reveals about the system of the language in which it is spoken or written.[19]

Intelligibly, we can characterize text as language functioning in the context that makes sense to someone who knows the language. Thus, the extract is a grammatical unit that can be formed as

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[17] Rizal. p. 1.

[18] Thomas Bloor and Meriel Bloor, *The Functional Analysis of English : A Hallidayan Approach* (Arnold, 2004) <https://www.scribd.com/doc/148399826/Bloor-The-Functional-Analysis-of-English> [accessed 19 May 2019].p. 5.

[19] M. A. K. (Michael Alexander Kirkwood) Halliday and Christian M. I. M. Matthiessen, *An Introduction to Functional Grammar.* (Arnold, 2004). p. 3.

spoken and written to deliver the meanings
contextually.

b. Context

The writer can find the process of making
meaning in context.[20] Norman Fairclough states that
context precedes or follows what is in a text that is
sometimes called the context of the situation.[21]

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[20] M. A. K. (Michael Alexander Kirkwood) Halliday and Christian M. I. M. Matthiessen, *Halliday's Introduction to Functional Grammar*, 4th edition (Routledge, 2014) <https://www.routledge.com/Hallidays-Introduction-to-Functional-Grammar-4th-Edition/Halliday-Matthiessen/p/book/9781444146608> [accessed 19 May 2019]. p. 3.

[21] Norman Fairclough, *Discourse and Social Change* (Polity Press, 1992) <https://books.google.co.id/books/about/Discourse_and_Social_Change.html?id=3H3AoOmjX-oC&redir_esc=y> [accessed 19 May 2019]. p. 81.
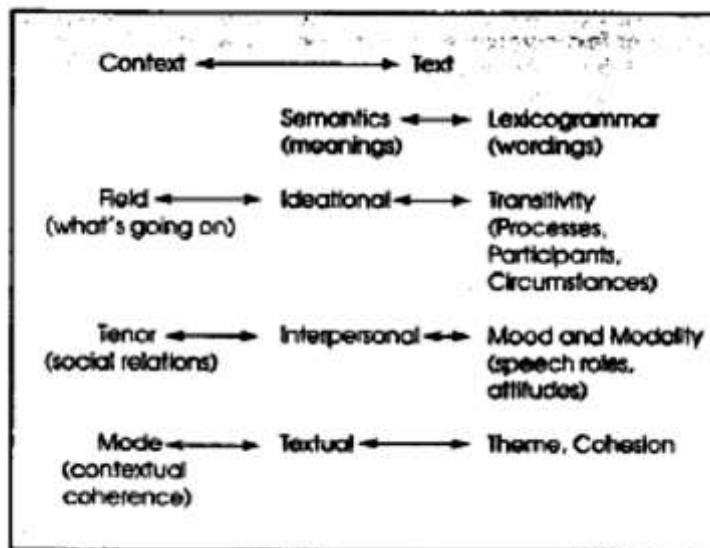
Figure 2.1 Context and Text[22]

There are three features of the context of the situation, namely the field of discourse, the tenor of discourse, and the mode of discourse. *The field of discourse* refers to what is happening, to the nature of the social action taking place. *The tenor of discourse* refers to who is taking part, to the nature of the participants, their statuses and roles. Meanwhile, *the mode of discourse* refers to what part of the language

[22] Linda. Gerot and Peter. Wignell, *Making Sense of Functional Grammar : An Introductory Workbook* (New South Wales: Antipodean Educational Enterprises, 1994). P. 15

to do for them in that situation. The three headings of field, tenor, and mode give a characterization of the nature of this kind of a text.[23] It can be seen as follows:
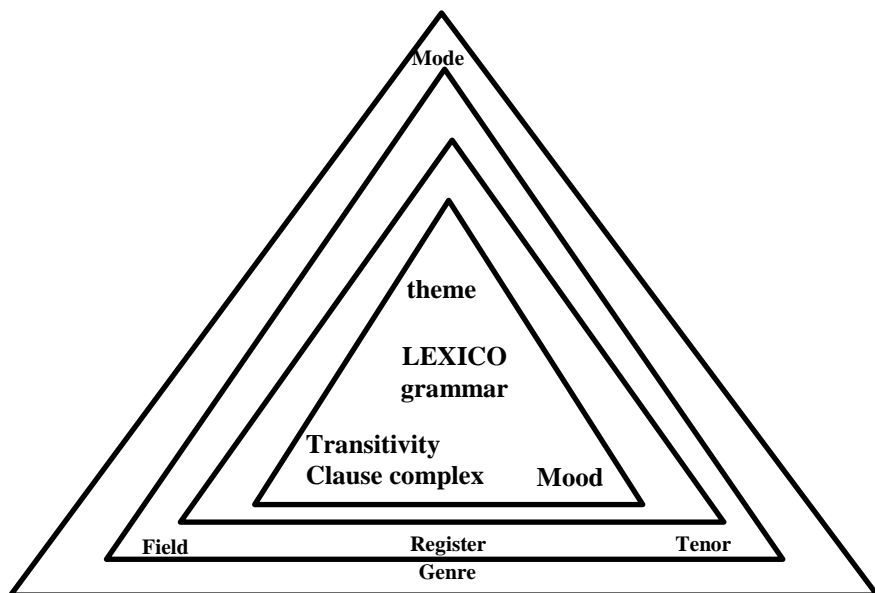

Figure 2.2 Context in relation to language[24]

Hence, context is referred to every communicative event among speakers, although it is not English. It makes the critical moment of situational and cultural

[23] Rizal. p. 3-4.

[24] Eggins. P. 111.

context. It can inform and give the phenomenon about how the three features or variables work in the text, namely field, tenor, and mode.

c. **Language System**

The term 'text' includes both spoken and written instances of the linguistic system. The language depends on text and context. James Paul Gee states that language reflects and constructs the situation or context in which it is used.[25]

Suzzane Eggins has argued as quoted by Halliday that language is structured to make three main kinds of meanings simultaneously which allow ideational, interpersonal and textual meanings to be fused in linguistic units because language is as sets of choices. The interpretation of the system of language allows to consider the appropriacy or inappropriacy of different linguistic options to the context used and to view language as a resource which uses by choosing to make meanings in contexts.[26]

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[25] James Paul. Gee, *An Introduction to Discourse Analysis : Theory and Method* (Routledge, 2005). p. 97.

[26] Eggins. p. 4.

Halliday states that language construes human experiences. In other words, language provides a theory of human experiences and certain of the resources of the lexicogrammar of every language dedicated to its function. The ideational function is called as language as action. The interpersonal function is interactive and interpersonal. Then, the textual function appears as a delineated motif within the grammar.[27]

Thus, the language system is a system of linguistic units or elements used in a particular language. People communicate with others by using language. Communication is an interactive process to negotiate meaning. It can be said that when people use a language, their language acts are the expression of meaning. The language, whether it occurs in a spoken or written way, is labeled as a text. It means that language is essential for human's need.

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[27] Halliday and Matthiessen, *Halliday's Introduction to Functional Grammar*.p. 30-31.

2. Discourse Analysis

Discourse analysis discusses three metafunctions, namely interpersonal, textual, and ideational meaning metafunctions.[28] Part of ideational meaning is transitivity. Transitivity includes in Discourse area. It is the study of how the sentence in spoken and written languages from more significant meaningful units paragraphs, conversations, images.

Besides, discourse deals with human feelings, ideas, attitudes, and meaning in the context of the situation. It demonstrates how discourse analysis provided by systemic functional grammar permits some analysis and interpretation of patterns of classroom language as they function variously to position both teacher (symbolic control) and student (academic subject).[29] Discourse analysis also influences interpreting a text. Thus, it can be useful in understanding the text.[30] One of them is

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[28] Rizal. p. 1.

[29] Frances. Christie, *Classroom Discourse Analysis : A Functional Perspective* (Continuum, 2002).p. 179.

[30] Hanita Masithoh, Sayyidatul Fadlilah, and Sayyidatul Fadlilah, 'GRAMMATICAL COHESION FOUND IN RECOUNT TEXTS OF "PATHWAY TO ENGLISH" X GRADE CURRICULUM 2013 GENERAL PROGRAM BY ERLANGGA', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 107 <https://doi.org/10.21580/vjv6i11586>. p. 110-111.

transitivity analysis, which is the discourse component in spoken and written languages.

3. Transitivity System

Halliday explained that metafunctions are functions of language in contexts for analysis of language itself. There are three metafunctions, namely ideational, interpersonal, and textual metafunctions. Among them, in ideational metafunction, language is used to convey new information to communicate content that is unknown by the listener. Part of the ideational function is transitivity. The transitivity system construes the experiences or processes like actions, events, and processes of consciousness.[31]

Suzzane Eggins explained that transitivity has three primary elements in a clause, namely processes, participants, and circumstances. First, processes are typically realized in the verbal groups and described in functional terms. There are six types of processes, namely material, mental, relational, behavioral, verbal, and existential processes. Then, participants are typically realized in the nominal groups and described in terms such as actor and goal in the material process, senser, and

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[31] Zhao and Zhang, v. p. 32-33.

phenomenon in the mental process, and so on. Finally, circumstances describ

e aspects such as location, manner, time, etc. Adverbial groups or prepositional groups typically realize these. [32]

Briefly, the ideational meaning is expressed through the system of transitivity. It consists of processes, participants, and circumstances. It can be seen as follows:
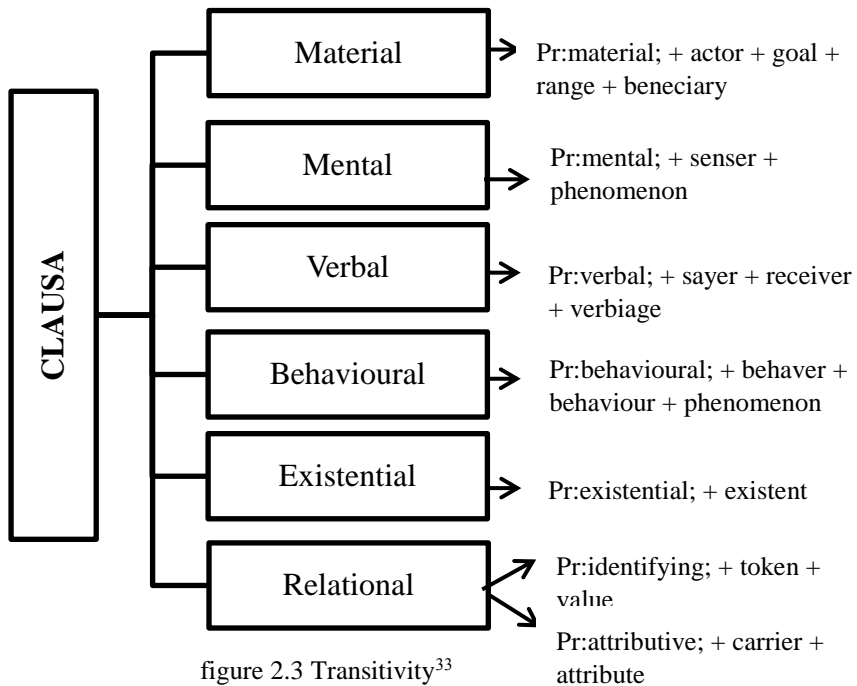

figure 2.3 Transitivity[33]

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[32] Eggins.p. 214-215.

[33] Eggins.p. 214.

a. Processes and Participants

Gerot and Wignell state that processes are the central aspect of transitivity. Processes are referred to as a verb.[34] The process typically involves a particular configuration of participant roles. Each process involves with different participant roles, occurring in different compositions.

1) Material Processes

According to Suzzane Eggins, material processes are processes of *doing* usually concrete and tangible actions. The basic meaning of material processes is that some entity does something, undertakes some actions. The action involves an actor or a participant. Participants are usually realized by nominal groups. [35] It is always inherent in the clause according to the transitive model of transitivity. For example, *the farmer* in *the farmer shot the duckling. The farmer* called an actor, and *the duckling* called a goal.[36]

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[34] Gerot and Wignell. p. 5.

[35] Eggins.p. 215.

[36] Christian M. I. M. Matthiessen, Kazuhiro. Teruya, and Marvin. Lam, *Key Terms in Systemic Functional Linguistics* (London: Continuum, 2010). p. 46.

Daviq Rizal quoted that Halliday makes a distinction between a goal and a related participant called a range. Range in traditional grammar is called a cognate object such as do a dance, sing a song, etc. For example, *they did a transfusion*. *They* called an actor and *transfusion* called a range. The following examples show the difference between goal and range.

Range	Goal
Shoot a gun	Shoot a kangaroo
Give a smile	Give a present
Make a mistake	Make a cake
Take a bath	Take a biscuit

Table 2.1 Range and Goal

The other participant that may occur in a material process clause is a beneficiary. There are two kinds of beneficiary. First, a recipient is the one to whom something is given. Second, a client is the one for whom is done. [37] Consider the examples in the table below.

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[37] Rizal. p. 75-76.

My mother cooks dinner <u>for me</u>.

Blood was given <u>to my daughter</u>.

In the first example, *for me* called client. The second example, *to my daughter* called recipient.

In the previous description, it can be seen that the actor is the doer who does the action. It is also useful to identify a clausal participant of an agent who initiates the action, the one who makes something happen.

However, the agent is distinct from the actor, with the agent causing the actor other than himself/herself to act.[38] The agent usually occurs in causative processes. Here is an example:

The teacher makes students study hard,

In the case above, there are two participants, two processes, and a circumstance. Those are *the teacher* called an agent, and *students* called behaver. The processes are *made* as causative processes and *study* as behavioral processes. Thus, the circumstance on the example is *hard* as a circumstance of manner.

Hence, material processes are processes about doing, about action. The obligatory in material process clause are process and participant.

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[38] Eggins. p. 224.

2) Mental Processes

Mental processes are the majority of processes realized by predicational structures.[39] Halliday suggested that is encoded by meanings of feeling, thinking, sensing, wanting, or perceiving.[40] Eggins explained that mental processes look different from material processes. It does not talk about doing an action, but it is about mental reaction such as thoughts, feelings, and perceptions.[41] The other differences between mental processes and material processes that mental process cannot be in the present continuous. However, in the material process can make clauses in the present continuous tense.

Halliday classified mental process verbs into three classes, namely cognition, affection, and perception. Cognition deals with verbs of thinking, knowing, and understanding. It usually uses words like remember, remind, think, etc. Affection discusses verbs of liking and fearing, which construes emotions, typically uses words such as like, love, hate, etc.

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[39] Lynne (Linguist) Young and Claire. Harrison, *Systemic Functional Linguistics and Critical Discourse Analysis : Studies in Social Change* (London: Continuum, 2004). p. 235.

[40] Halliday and Matthiessen, *Halliday's Introduction to Functional Grammar*.p. 249.

[41] Eggins.p. 225.

Perception deals with verbs of seeing and hearing that construe person's sense like hear, feel, see.

There are two participants in mental processes. First is the senser who feels, thinks, or perceives that must be a human. The second participant is a phenomenon that is thought, felt, or perceived by the conscious senser.[42] Here are the examples:

I love him.

I saw the operation taking place.

She believed his excuses.

Based on the examples above, *I, I,* and *She* are participants called senser. *Love, saw* and *believed* are processes of mental processes. Thus, *him, the operation taking place,* and *his excuses* are participants called phenomenon.

3) Verbal Processes

Gerot and Wignell defined the verbal processes as the processes of saying.[43] However, Anne Marrie says that verbal process may be conceptualized as a material process denoting an

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[42] Rizal.p. 80.

[43] Gerot and Wignell.p. 62.

exchange of objects or physical violence. [44]According to Daviq Rizal, verbal processes are processes of verbal action; saying and all its synonyms. Verbal processes contain three participants, namely sayer, receiver, and verbiage. The sayer is the participant responsible for the verbal process. The receiver is the one to whom the verbal process is directed in the clause. However, the verbiage is a nominalized statement of the verbal process.[45] Here is the following example:

I	*Asked*	*Him*	*a question*.
Sayer	Pr: verbal	Receiver	Verbiage

They	*are talking*	*about the news*.
Sayer	Pr: verbal	Circ: manner

[44] A. M. Simon-Vandenbergen, Miriam. Taverniers, and Louise. Ravelli, *Grammatical Metaphor : Views from Systemic Functional Linguistics* (Amsterdam: Benjamins Pub. Co, 2003) <https://books.google.co.id/books/about/Grammatical_Metaphor.html?id=fY E5AAAAQBAJ&redir_esc=y> [accessed 20 May 2019]. p. 230.

[45] Rizal. p. 82.

4) Behavioral Processes

Behavioral processes are combinations of processes between material and mental processes. Eggins explains that behavioral processes are typically processes of physiological and psychological behavior such as breath, cough, dream, frown, laugh, look over, smile, taste, watch, etc. The majority of behavioral has only one participant, namely behaver. Behavioral can have others participant called as behavior and phenomenon. [46] Here are the examples:

Anna	_Sniffed_	_the soup._
Behaver	Pr: behavioral	Phenomenon

She	_Smiled_	_a broad smile._
Behaver	Pr: behavioral	Behavior

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[46] Eggins.p. 233-234.

5) Existential Processes

Existential processes deal with the position of there was/is. It uses the verb be or other verbs such as exist, arise, occur, etc. The only one participant is called the existent. Furthermore, there has no representational meaning, but it does not refer to a location. It is significant to distinguish between there as an existential subject and there as a circumstance of location. Here are the examples:

There	*Was*	*Snow*	*on the ground.*
	Pr: existential	Existent	Circ: location

Should	*there*	*Arise*	*any difficulties.*
		Pr: existential	Existent

6) Relational Processes

Relational processes have two kinds of the process; the intensive identifying processes and the intensive attributive processes. In the intensive identifying process, an identifying clause is about

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defining. Defining involves two participants; a token and a value. A token is which stands for what is being defined while the value is which defines. Then, attributive processes are about classifying. Classifying involves two participants; a carrier and an attribute. A carrier is expressed by the verb be or a synonym while an attributive is a quality, classification or descriptive epithet.[47] Here are the examples:

Aina	*Is*	*a talkative dinner guess.*
Carrier	Pr: intensive	Attribute

I	*Am*	*the youngest one here.*
Token	Pr: intensive	Value

b. **Circumstances**

Elke Teich explained that circumstantial is the functional label for adjunct or adverbial. The types of circumstantial are established according to the

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[47] Rizal.p. 84-87.

function they fulfill in a clause. For instance, as a circumstance of time, space, manner, etc.[48]

Moreover, Daviq Rizal stated that the circumstantial system is what underlies between simple clauses. Circumstances answer the questions such as when, where, why, how many, how far, and as what. Circumstances can be identified by considering what probe is used to elicit them.

Furthermore, there are seven circumstances. Those are an extent, location, manner, cause, accompaniment, matter, and role circumstances. First is the extent. The function is to ask for the duration and spatial distance. For example, how long? How far?. Second is the location. The purpose is to ask for temporal and spatial. For example, when? Where?. The third is manner. The aim is to ask means, quality, and comparison. For instance, how? With what? how...ly? What....like?. Fourth is the cause. The function is to ask the purpose, reason, and behalf. For example, why? What for? who? For whom?. The fifth is an accompaniment. The function is to ask within whom. Sixth is matter. The purpose is to ask what

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[48] Elke Teich, *Systemic Functional Grammar in Natural Language Generation : Linguistic Description and Computational Representation* (London: Cassell, 1999).p. 117.

about. Seventh is a role. The function is to ask what as.[49]

Hence, circumstantial is realized by adverbial groups or prepositional phrases. They show about time, place, reason, and situation the clause or sentence.

4. **Narrative Text**

The narrative text has a social function to amuse or entertain and to deal with actual or various experience in different ways. It has a generic structure, namely orientation, evaluation, complication, resolution, and re-orientation: optional. The narrative text also has a language feature that usually focuses on specific and individual participants, use of material processes, use of relational and mental processes, use of temporal conjunctions and temporal circumstances, use of past tense, and deliver short information about story summarized in the one-sentence headline.[50]

Nadzirin states that narratives construct a pattern of events with problematic circumstances to entertain and instruct the reader or listener. It can amuse the readers because it contains many extraordinary events. It can instruct because it provides moral value, and the problem

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[49] Rizal.p. 76-78.

[50] Prastikawati.p. 15-16.

can be resolved.[51] Narrative texts are usually taught to English learner in Indonesia from beginning to advance.

Thus, narrative text is a story that represents the problematic events, and it tries to solve the problems.

5. **Picture books**

Picture books describe a unique visual and literacy artform that engages young readers of learning and pleasure. There may be several spellings like picture book, picture-book, or picture book. The joining of the words represents the union of the text and art as the story depends on the interaction of the verbal text and visual text where there has been an aesthetic intention by both author and illustrator. Readers can respond to each element of the books and can form new meaning from the text or the image or even both of them. In many picture books, the image complements the text and give more detail to characters, plots, settings, or conflicts.

There are five ways that text and image interact within picture books. First is symmetry that the words and images are equal. Second, complementary which each

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[51] M Khairun Nazhirin, 'A TRANSITIVITY ANALYSIS OF GENRES IN THE TENTH GRADE SENIOR HIGH SCHOOL TEXTBOOK DEVELOPING ENGLISH COMPETENCIES Presented as Partial Fulfillment of the Requirements for the Attainment of A Sarjana Pendidikan Degree in English Language Education' (Universitas Negeri Yogyakarta, 2013) <http://eprints.uny.ac.id/25743/1/M Khairun Nazhirin 06202244052.pdf> [accessed 20 May 2019].p. 25.

element provides information. Third, an enhancement which each extent produces the meaning of the others. Then, counterpoint that the text and image tell a different story. The last contradiction that the words and pictures explain the opposite of each other.[52] It means how the text and image work together and against each other that can be useful for teachers who are engaging children in picture books to increase their thinking.

In conclusion, the text can be formed as a spoken and written to deliver the meanings contextually. Context follows what is in a text. Context reflects and constructs the situation in the language used. Thus, language work depends on text and context.

Besides, discourse analysis influences the interpretation of a text. Hence, discourse analysis can be useful in interpreting the meaning of texts by using transitivity analysis that construes the experiences or processes like actions, events, and processes of consciousness.

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[52] Kelly Booker, *Practical Strategies Literacy Learning: The Middle Years PRACTICAL STRATEGIES Using Picturebooks to Empower and Inspire Readers and Writers in the Upper Primary Classroom*, 2012 <https://www.alea.edu.au/documents/item/495> [accessed 19 May 2019]. p. 1-2.

Moreover, narrative text constructs a pattern of the events with a problematic to entertain and instruct the reader or listener. One of them is picture books that give more detail to characters, plots, settings, or conflicts through the story that is appropriate with transitivity analysis.

C. Conceptual Framework

This section is organized using an analysis form on ideational metafunction of language in systemic functional linguistics by a linguist, Michael Halliday. It considers the content within a text. Analysis of a text can convey the field of the context through transitivity analysis, which has three components of processes, participants, and circumstances. Moreover, children's narrative texts in English picture books construes the experiences with a problematic to entertain the reader. It is line with the students who want to learn transitivity through the picture in interesting ways. To summarize, the conceptual framework is figured below.
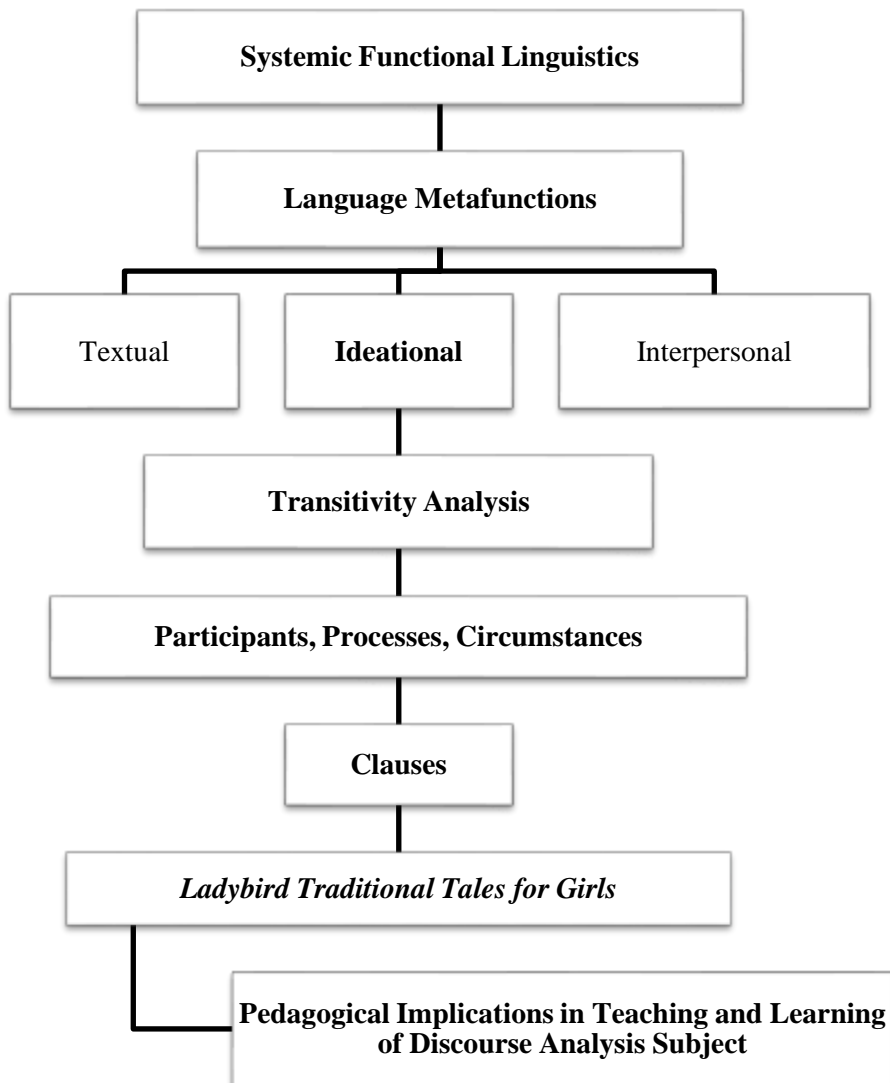
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                  ┌─────────────────────────────────────────┐
                  │     Systemic Functional Linguistics     │
                  └─────────────────────────────────────────┘
                                     │
                  ┌─────────────────────────────────────────┐
                  │          Language Metafunctions          │
                  └─────────────────────────────────────────┘
                  ┌──────────┬──────────────┬──────────────┐
          ┌───────────┐  ┌───────────┐  ┌───────────────┐
          │  Textual  │  │ Ideational│  │ Interpersonal │
          └───────────┘  └───────────┘  └───────────────┘
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                  ┌─────────────────────────────────────────┐
                  │           Transitivity Analysis          │
                  └─────────────────────────────────────────┘
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                  │  Participants, Processes, Circumstances  │
                  └─────────────────────────────────────────┘
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                       │    Clauses    │
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                               │
                  ┌─────────────────────────────────────────┐
                  │  Ladybird Traditional Tales for Girls    │
                  └─────────────────────────────────────────┘
                               │
                  ┌─────────────────────────────────────────┐
                  │  Pedagogical Implications in Teaching    │
                  │  and Learning of Discourse Analysis      │
                  │  Subject                                 │
                  └─────────────────────────────────────────┘
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figure 2.4 Construct Map

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CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the method that was conducted in the research. It consisted of research design, the object of the data, research instruments, the technique of collecting the data, and the technique of analyzing the data.

A. Research Design

This study used the qualitative method in content analysis. The writer used content analysis as a technique. It is a technique for making an inference by identifying unique characteristics of messages.[53] This study analyzed the data in the linguistic features of narrative texts in picture books. Then, this study explained the pedagogical implications as the contributions in teaching Discourse Analysis course.

Based on the explanation above, discourse analysis is the study of language in use and any language use that can be considered in this method.[54] Thus, the writer used qualitatively to analyze the ideational meanings on children's

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[53] Bruce L. (Bruce Lawrence) Berg, *Qualitative Research Methods for the Social Sciences* (United States of America: Allyn and Bacon, 2001). p. 421.

[54] Beverley Hancock and others, *An Introduction to Qualitative Research The NIHR RDS for the East Midlands* (sheffield, 2009) <www.rds-yh.nihr.ac.uk> [accessed 20 May 2019].p. 6.

narrative texts in English picture books of *Ladybird Traditional Tales for Girls*.

B. The object of the Study

The object of this study is English picture books of *Ladybird Traditional Tales for Girls,* which is illustrated by Richard Johnson, Diana Mayo, and Marina Le Ray. There are six classic stories. Those are *Sleeping Beauty* and *The Ugly Duckling* illustrated by Richard Johnson; *Cinderella, Goldilocks and the Three Bears* and *Hansel and Gretel* illustrated by Marina Le Ray; and *Little Red Riding Hood* illustrated by Diana Mayo.

The researcher chose this picture books because it relates to children's narratives. The picture books were designed in simple vocabulary and a simple plot. This picture books also contain many kinds of transitivity processes that represent the events. Therefore, the researcher analyzed the picture books in transitivity analysis to get the meanings.

C. Research Instruments

In this study, there are three research instruments. The first instrument was the researcher herself. The researcher acted as the planner, data collector, analyst, and reporter of the research finding. The second instrument was the interviews. The students' perspective of the research questions is

answered. The last tool was documentation included of audio recording and its transcription to find out its pedagogical implication.

D. The Technique of Collecting the Data

This study of transitivity analysis on children's narrative texts in English picture books followed four steps of data collection. First, the writer selected picture books. There are so many picture books found on the internet and in the storybooks, but the writer selected English picture books to be studied, namely *Ladybird Traditional Tales for Girls*. There are three illustrators, namely Richard Johnson, Marina Le Ray, and Diana Mayo. They are the best-known book for children, especially those books written in the English language. After selecting picture books, the writer decided to analyze six classic stories of English picture books. Then, the writer analyzed picture books based on the transitivity analysis. The writer separated the texts into some clauses by using clause complex analysis, which is separated in **appendix 1**. Then, the last step is the interview.

Besides, an interview is a conversation process where questions are asked, and the answer is given in the research. It takes verbally or non-verbally to obtain the information from an interviewee.[55] The interview may also be conducted via email called a written transcript. The written interview has the benefit of allowing human to interview people in disparate locations. The interview can be used through a structured interview which uses the same interview guide with every participant.[56] Thus, in this study only used verbally to obtain the information from an interviewee.

Based on the data collection techniques above, the writer asked some students who have gotten the Discourse Analysis course to get the information of its pedagogical implication.

E. The Technique of Analyzing the Data

The writer analyzed the data in the following steps:

a. Analyzing the transitivity analysis on the clauses.

The clauses in the picture book had been analyzed. The terms were put into a small table and analyzed by

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[55] Cholid and Abu Achmadi Narbuko, *Metodologi Penelitian* (Jakarta: PT Bumi Aksara, 2016). p. 83.

[56] Patricia Leavy, *Research Design : Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, 1st Edition (New York and London: The Guilford Press, 2017). p. 142.

using transitivity analysis or ideational meaning (see in **appendix 2**).

b. Counting the number of transitivity analysis in the form of percentages.

   The next step was counting the number of transitivity analysis in the form of percentages to find the most appeared process type in the picture books.

c. Reporting the transitivity analysis[57]

   The result of transitivity analysis was reported in written form.

d. Interviewing the participants

   The researcher asked the participants using open-ended and closed-ended questions (see **appendix 3**).

e. Reporting the interview results

   In the last step, the writer found the pedagogical implication of the research problems.

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[57] Ruth Wodak and Michał Krzyżanowski, *Qualitative Discourse Analysis in the Social Sciences* (New York: Palgrave Macmillan, 2008) <https://books.google.co.id/books/about/Qualitative_discourse_analysis_in_t he_so.html?id=kafrAAAAMAAJ&redir_esc=y> [accessed 20 May 2019].p. 35.

CHAPTER IV
RESEARCH FINDINGS

This chapter reports the result of data analysis found in picture books. This analysis answered the research question on how transitivity is realized in children's narrative text and how its pedagogical implications influence students of English Education Department.

A. **Transitivity Realized on Children's Narrative Texts in English Picture Books of *Ladybirds Traditional Tales for Girls*.**

The data is the children's narrative texts in English picture books of *Ladybird Traditional Tales for Girls*. Each clause of these data was analyzed into three constituents of the transitivity system; processes, participants, and circumstances.

Moreover, the writer found the process of making meaning in the context of situation, namely field, tenor, and mode of discourse. *Field* is about the subject of the story. For instance, Cinderella's story in the picture book, the field is Cinderella. Then, *tenor* is about the character of the story. In Cinderella's story, the tenor is the forbearence of Cinderella confront her stepmother and her stepsisters. Meanwhile *mode* is the language used in the situation or in the story. The mode used is written language.

Besides, process types and participant functions, and circumstances are discussed in this chapter.

1. Process Types and Participant Functions

There are six processes found in the English picture books of *Ladybird Traditional Tales for Girls.* The distribution of the process types of transitivity analysis is occurred 370 processes out on the picture books. Moreover, there are 472 participants found in this research. Amount of the participants in a process also represents the dominant process.

a. Material Process

The material process is the process of actions, doings, and happenings. This type of process occurred 196 (52,97%) times in the picture books.

While she scrubbed, cleaned, tidied, and cooked,

Her stepmother and stepsisters sat eating cake and drinking tea. (datum no. 5)

In the sentence above, there are two clauses. In the first clause, the words *scrubbed, cleaned, tidied, and cooked* convey the activity done by the subject *She* called the actor in the material process. An actor is a participant in a sentence. It is the doer of the process, which is doing the action. It occurred 159 times in the story.

Furthermore, the second clause is happening in three actions and two participants. The first one is an actor of *Her stepmother and stepsisters*. The second one is the goal of *cake* and *tea*. The goal is a constituent at whom process is directed. There are 54 goals in the picture books.

Her mother gave her a kiss. (datum no. 36)

From the clause above, we can see that in the material process, the participant is not only a goal and an actor but also may we found a range and beneficiary. The word *a kiss* called a range that is a constituent that specifies the domain of process. It occurred 32 times in the stories.

Another participant is the beneficiary. The word *her* called a beneficiary that is a further participant which may occur in the material process. It is found two times in the picture books.

b. Mental Process

There are 48 mental processes found in the story. The mental process is a process of reaction such thoughts, feelings, and perceptions. It is classified into three classes, namely affection, cognition, and perception. Here are the examples.

That he saw Cinderella. (datum no. 16)

The royal couple were so enchanted with their daughter, (datum no. 93)

Even his mother thought. (datum no. 186)

The word *saw* conveys the meaning of perceptions. Then, the word *enchanted* refers to affection meaning. Thus, the word *thought* refers to cognition meaning in the mental process.

Furthermore, there are two participants in the mental process. The words *He, the royal couple,* and *his mother* are called senser or experiencer who feels, thinks or perceives as a human. Meanwhile, the word *Cinderella* in the example above called a phenomenon that is thought, felt, or recognized by the conscious senser.

c. Behavioral Process

The behavioral process is the process of physiological and psychological behavior. There are 46 processes out in the stories.

She smiled, (datum no. 157)

Mummy Bear comforted Baby Bear. (datum no. 168)

In the clauses above, two participants, behaver and phenomenon appearing in the instances above. The words *She* and *Mummy Bear* are called behaver who are the conscious ones in the behavioral process. The other participants are behavior and phenomenon. The word *Baby Bear* called as phenomenon in the behavioral processes.

However, the behavior did not found in the six classic stories of the picture books.

d. Verbal Process

The verbal process is a process of saying, the process of verbal action, and the process of its synonyms. There are 16 processes occurred in the picture books.

The fairies cast spells over the sleeping baby. (datum no. 95)

The verbal process has three participants. In the examples above, there are only two participants. The word *The fairies cast* is called sayer that is responsible for the verbal process. While the word *the sleeping baby* is called the receiver that is the one to whom the verbal process directed in the clause. However, the verbiage did not found in the picture books.

e. Relational Process

The relational process has two kinds of process. Those are the intensive identifying processes and the intensive attributive processes. There are 38 processes out in the stories.

Even though Cinderella was gentle and kind, (datum no. 3)

The example above is an intensive attributive process. As we can see that the model tells about the classifying between two participants. Those are carrier and attribute. The word *Cinderella* is called the carrier that is

expressed by the verb be or the synonym. In the picture books found 40 occurrences or about 8,47 %. Meanwhile, the words *gentle and kind* are called the attribute that is a classification of the carrier. There are 37 occurrences or about 7,83 % out in the stories.

Their father was poor woodcutter. (datum no. 60)

There are also two participants in the intensive identifying process. Those are token and value as the example datum number 60. The word *Their father* is called a token stands for what is being defined while the word *poor woodcutter* is called the value which represents the token. There are 7 tokens, and seven values found or about 1,48 % in the six classic stories of *Ladybird Traditional Tales for Girls* picture books.

There are some processes called circumstantial processes in the relational process. Those are processes of circumstantial, processes of possessive, and processes of causative. For instances:

It took Hansel and Gretel a long time to make their way home. (datum no. 88)

But he still had the same dowdy feathers and clumsy webbed feet. (datum no. 203)

From the clauses above, the differences in circumstantial processes were seen. The words *took Hansel and Gretel a long time* refer to the process of

circumstantial. Then, the word *to make* conveys the process of causative. Thus, the word *still had* is usually called the process of possessive. Furthermore, there are six processes of the circumstantial process itself, four the processes of possessive process, and six processes of causative process.

f. Existential Process

The existential process deals with the position of there was/is. Ten processes are found in the stories. There is only one participant occurred in the existential process that is existent. It happens seven processes or about 1,48 % in the stories. For instance:

But there was nothing there. (datum no. 77)

From the clause above, the existential process is word *was,* and the existent is word *nothing*.

As a result above, the researcher concludes that the most appeared participants have a relation with the dominant processes that are material processes.

2. Circumstances

Seven circumstances are found in the English picture books of *Ladybird Traditional Tales for Girls.* Those are the circumstance of location, extent, manner, cause, accompaniment, matter, and role. The data summary showed that 223 circumstances appeared on the picture books. The

result of the circumstances of transitivity analysis can be seen in appendix 3.

a. Location

The circumstances of location occurred 114 times or about (51.12 %) in the picture books. It acted as highly prevailing circumstances. Location refers to ask for temporal and spatial. For instance, where the story takes place. The circumstance of location appeared in some of the clauses. Here are the examples.

The prince and princess were married the very next day. (datum no. 125)

The Bear lived together in a cottage in the woods. (datum no. 128)

The word *the very next day* refers to when the story takes place while the word *in a cottage in the woods* refers to where the story happened.

b. Extent

The circumstance of extent is found 18 times or about (8.07 %) in the story. Extent conveys to ask for the duration and spatial distance, such as how long? How far? The story occurred. For instance.

Cinderella agreed at once. (datum no. 30)

Instead she will prick her finger and fall asleep for one hundred years. (datum no. 103)

The words *at once* and *for one hundred years* refer to the circumstance of extent.

c. Manner

The circumstance of manner occurred 43 times or about (19.28 %) in the six classic stories of *Ladybird Traditional Tales for Girls*. Manner refers to ask means, quality, and comparison, such as how? With what? How....ly? What....like?. See the examples below.

The ugly duckling walked forlornly through a farm. (datum no. 193)

The stepsisters and their mother treated her cruelly. (datum no. 3)

On many nights Hansel and Gretel had to go to bed without any supper. (datum no. 61)

As we can see the example above, the word and phrases *forlornly through a farm, cruelly, and without any supper* explain that circumstance of manner does not only ask means but also ask quality and comparison.

d. Cause

Cause refers to ask the reason and behalf, such as why? What for? Who? For whom?. It occurred 23 times or about (10.31 %) in the picture books.

Their father was a poor woodcutter who struggled to provide for his family. (datum no. 60)

The woodcutter begged his wife to change her mind, but she wouldn't give in. (datum no. 62)

The phrases *for his family* and *to change her mind* refer to circumstance of cause.

e. Accompaniment

Accompaniment refers to ask within whom. It occurred 13 times or about (5.83 %) in the story. For instance.

No one wanted to play with him. (datum no. 189)

The phrase *with him* indeed refers to the circumstance of accompaniment.

f. Matter

Matter conveys what is about in the story. It occurred only once or nearly (0.45 %) in the picture books.

It's even big enough for me to fit inside. (datum no. 85)

The phrase *for me* tells what about in the story in the picture books.

g. Role

Role refers to ask what is in the story. It also occurred once or about (0.45 %) in the picture books.

She was known as Little Red Riding Hood. (datum no. 32)

The phrase *as Little Red Riding Hood* explains that the subject *She* is usually called in the name of *Little Red Riding Hood*.

Besides that, it can be concluded that circumstances realized in the English picture books are a circumstance of location, a circumstance of extent, a circumstance of manner, a circumstance of a cause, a circumstance of accompaniment, circumstance of matter, and circumstance of a role.

B. Pedagogical Implications

Based on the result of data analysis, understanding the language is an essential thing of education. Through language, we can consider the meanings of a text. It had been connected to the pedagogical implications for the lecturer and especially for the students.

Besides, the most dominant process in the six classic stories of picture books is the material process. Narrative text usually uses a material process to deliver the meanings and to tell the events plotted in the story, although narrative text still needs the other processes to build the plot of the story run well.

However, the writer had interviewed some students who had gotten the Discourse Analysis course and learned transitivity analysis. It have been categorized as follows:

1. The difficulties of analyzing transitivity analysis

Transitivity analysis is a system of ideational function which is a part of a metafunction. It interprets the experiences that consist of three elements, such as processes, participants, and circumstances. Furthermore, most of the interviewees

were less interested in transitivity analysis material in their class because they did not understand the meaning of the texts and how to differentiate the constituents of the transitivity system.

a. Understand among each function

Some interviewees said that analyzing the differences among each function or the vocabulary of the texts is not familiar for them. They also thought that the text that they analyzed sometimes makes them bored.

b. Lots of the distribution

Lots of the distribution or the constituent of transitivity appeared in the texts make them confused to identify the texts included with.

c. The processes and the participants

Some of the interviewees are confused with differentiating between material and behavioral processes. Sometimes, we may think that both processes are the same. The researcher obtains that material process is a process of actions or doings while the behavioral process is combinational processes between mental and material processes. It seems the same, but actually, it is different.

2. The genre of text that can be analyzed by transitivity analysis

Genre is to describe kinds of writing that always occurs as a text, whether spoken or written texts. It is an important thing to understand the function of language. The primary function of language is to represent the events, happenings, and experiences.

a. Report texts

All of the interviewees had analyzed transitivity analysis on report texts in the news item of *The Jakarta Post*. They analyze each clause from the news transcriptions. For them, it is hard to analyze news item because the meaning of the word is unfamiliar.

b. Recount texts

Some of the interviewees analyzed the texts from recount text. Based on their opinion, recount text tells about experiences which are done in the past, so it is appropriate to analyze with.

c. Narrative Texts

Some of the interviewees give their perspective that narrative text tells the story consisting of the actions, events, and processes of consciousness.

d. All kind of texts

Most of the interviewees said that transitivity analysis can be analyzed in any texts as long as it has text formula.

3. Analyzing transitivity analysis on children's narrative texts

Children's narrative text in picture books constructs a pattern of events with problematic circumstances to entertain and instruct the reader. Moreover, picture books give more detail to characters, plots, settings, or conflicts through the story that is appropriate with transitivity analysis, which represents the experiences.

In the interviewee's opinions, picture books make them easier to analyze transitivity analysis. Because it contains simple sentences containing narration or explanation of its picture that is provided and it shows the events. The interviewee can also predict the processes by looking at the pictures.

4. Picture books as the resource in teaching Discourse analysis class

a. For students

The interviewee feels hard to analyze by using the report text, especially news item which had been gotten in their class. Moreover, the researcher tried to make it easier to analyze transitivity analysis through children's narrative texts. Narrative text constructs a pattern of the events with a problematic to entertain and instruct the

reader or listener. One of them is picture books that give more detail to characters, plots, settings, or conflicts through the story that is appropriate with transitivity analysis.

b. For lecturers

Transitivity analysis can be used as the contribution of the study in teaching Discourse Analysis for lecturers. By using SFL theory, the lecturers can improve students' comprehension of a text through learning linguistics feature and how they make meanings through pictures. The lecturers should explain this theory into the classroom by learning how to break down writing in a text into the clause and categorize them based on participants, processes, and circumstances. However, lecturers explain that analyzing the ideational meaning is truly important to be implemented on texts, and that is a way which makes students understand how to analysis well.

Thus, we need to practice more in analyzing the texts whether it is spoken or written text. This research is an additional reference required for the lecturers and especially for the Discourse Analysis learners.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter presented in this study. This chapter presents two subchapters, which consist of conclusions and suggestions. The conclusions relate to the topic of the study, whereas the suggestions are addressed to English teachers and the others who have an interest in the study.

A. CONCLUSIONS

In this session, the researcher has answered the research questions discussed in the previous chapter. It can be concluded as follows:

1. There are six processes realized on children's narrative texts in English picture books of *Ladybird Traditional Tales for Girls*. Those are material process (52.97 %), relational process (14.59 %), mental process (12.97 %), behavioral process (12.43 %), verbal process (4.32 %), and existential process (2.70 %). The most dominant process is the material process that occurred 196 times of 370 processes out. Narrative text usually uses a material process to deliver the meanings and to tell the events plotted in the story although narrative text still needs the

other processes to build the plot of the story to make it run well.

2. The pedagogical implication of this study is the contribution of teaching Discourse Analysis course in transitivity analysis for the lecturer and especially for the students. By applying the picture books as the resource in the learning process of teaching Discourse subject, it makes the students easier to comprehend the story by looking at the pictures and makes them more attractive in learning transitivity analysis material. They can also support the knowledge about the genre of the text, especially on children's narrative text.

B. SUGGESTIONS

This is the last chapter about suggestions. Based on the result of data analysis, this study is suggested to the Discourse learners who are interested in linguistics to know the metafunction of the Discourse Analysis deeply to comprehend Transitivity Analysis.

This study is also suggested to the next researchers who are interested in transitivity analysis. The researchers should expand the Discourse Analysis course in analyzing transitivity analysis in picture books to make them easier in analyzing the story.

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CLAUSE COMPLEX

No.	Code	Expressions
		TEXT 1 "CINDERELLA"
1.		Once upon a time there was a beautiful young girl called Cinderella.
2.		She lived in a small cottage with her stepmother and two stepsisters.
3.	β	Even though Cinderella was gentle and kind,
	α	the stepsisters and their mother treated her cruelly.
4.		Every morning, Cinderella had to do all the housework.
5.	β	While she scrubbed, cleaned, tidied, and cooked,
	α	her stepmother and stepsisters sat eating cake and drinking tea.
6.		One day, the stepsisters were very excited.
7.		The prince of the Kingdom had invited them to attend a special ball at the royal palace!
8.		The stepsisters both shook their heads.
9.		Cinderella started sadly down at her careworn clothes.
10.	2	"the prince is sure want to marry one of us",
	1	They cackled.

11.		The fairy godmother waved her star-topped wand.
12.		Cinderella quickly got dressed.
13.		The pink gown and delicate glass slippers fitted perfectly!
14.		Cinderella got ready to leave.
15.	β	When Cinderella arrived at the palace,
	α	no one recognized her in such fine clothes.
16.	α	The prince was enchanted from the very first moment
	β	that he saw Cinderella.
17.		It was the most wonderful evening of Cinderella's life.
18.	α	Cinderella gasped
	β	when she heard the chimes.
19.	2	"it's midnight!",
	1	She whispered.
20.	α	The prince travelled the kingdom searching for the stranger
	β	who had captured his heart.
21.	α	"I will marry the girl
	β	whose foot fits this slipper."
22.	1	The stepsister sat on a chair and extended a foot,
	2	but the slender glass slipper was much too dainty for

		her long toes.
23.	1	"You are not the girl,
	2	I am looking for."
24.	1	She tried and tried to wedge her toes into the shoe,
	2	but it was hopeless.
25.		The second stepsister pushed herself in front of the prince.
26.		Cinderella watched nervously.
27.		It fitted perfectly.
28.		"I have found my beautiful princess."
29.	α	Instead he saw the enchanting girl
	β	who had won his heart in the palace ballroom.
30.		Cinderella agreed at once.
Text 2 "LITTLE RED RIDING HOOD"		
31.	α	There was a young girl
	β	who lived with her mother and father in a little house at the edge of the forest.
32.	α	She was known as Little Red Riding Hood
	β	because she loved to wear a beautiful cloak made out of scarlet velvet.
33.		She decided to set off straight away.
34.		Little Red Riding Hood's grandmother lived on the far side of the forest.

35.	1	The walk was dark and lonely,
	2	but Little Red Riding Hood had made the journey many times before.
36.		Her mother gave her a kiss.
37.	α	Little Red Riding Hood's mother and father did not know
	β	that a wolf lived in the forest.
38.		The wolf sniffed the air.
39.	β	As she walked along the path,
	α	Little Red Riding Hood sang a song to herself.
40.		The wolf knocked gently on the front door.
41.		The wolf burst into the room.
42.	1	He rolled the woman up in a rug
	2	and hid her under the bed.
43.		He quickly put on her nightgown and bonnet.
44.		She knocked on the front door.
45.		Little Red Riding Hood stepped nervously into her grandmother's cottage.
46.	β	When Little Red Riding Hood walked up to the bed,
	α	the wolf pulled the patchwork quilt up to his chest.
47.		The wolf nodded and beckoned for her to come even closer.
48.	1	Little Red Riding Hood stepped forward

	2	and gazed into the wolf's face.
49.		The sly creature pulled the pink bonnet down a little lower.
50.		The wolf couldn't help licking his lips.
51.	1	Little Red Riding Hood stepped forward
	2	and gazed into the wolf's face.
52.	1	The wolf flashed his claws.
	2	and bared his teeth, almost tearing the girl's velvet cloak.
53.		Little Red Riding Hood's cries echoed across the forest.
54.	α	Her father was out chopping wood
	β	when he heard the commotion.
55.		Little Red Riding Hood's father snatched up his heavy axe.
56.	α	The wolf howled
	β	when he saw Little Red Riding Hood's father waving the sharp axe!
57.	1	He was never seen
	2	nor heard of again.
Text 3 " HANSEL AND GRETEL"		
58.		A long time ago, two children lived in a forest with their father and stepmother.
59.	1	Hansel and Gretel were both helpful and kind,

	2	but times were hard.
60.	α	Their father was poor woodcutter
	β	who struggled to provide for his family.
61.		On many nights Hansel and Gretel had to go to bed without any supper.
62.	1	The woodcutter begged his wife to change her mind,
	2	but she wouldn't give in.
63.	α	Hansel and Gretel listened at the door
	β	as their stepmother plotted to abandon them in the forest.
64.		The next morning, Hansel and Gretel's stepmother woke the children early.
65.		"We're going to collect wood from the forest".
66.	β	As their parents marched ahead,
	α	Hansel dropped a trail of pebbles along the path.
67.	β	When they reached the darkest part of the forest,
	α	Hansel and Gretel's father hugged them tightly.
68.	1	The children waited until it got dark,
	2	but their father and stepmother didn't return.
69.		Hansel pointed to the path and smiled.
70.		Hansel and Gretel followed the trail of pebbles all the way back to their cottage.
71.	1	His wife stormed back to bed,

	2	her furious face twisted in the candlelight.
72.	2	"We should have led them deeper into the forest,"
	1	she whispered.
73.		"Next time they must never find they way home".
74.	α	That night Hansel and Gretel's cruel stepmother locked them in the room
	β	so they couldn't pick up any more pebbles.
75.	α	Hansel reached into his pocket and pulled out the crust of bread
	β	that he'd been given for breakfast.
76.	α	The woodcutter looked sad and tired
	β	when it was time to say goodbye.
77.	1	The little girl looked,
	2	but there was nothing there.
78.		The birds of the forest had eaten up every crumb.
79.		The children walked helplessly through the trees.
80.		Suddenly they found themselves in a grassy cleaning.
81.	1	The door was made of toffee
	2	and lollipop flowers dotted the garden.
82.	α	She was a wicked witch
	β	who liked to eat lost little boys and girls.
83.		The witch dragged Gretel to the kitchen.

84.	1	The evil witch hobbled over
	2	and flung open the oven door.
85.		"It's even big enough for me to fit inside".
86.		Gretel pretended to look.
87.		The little girl lifted down a chest filled with gold coins.
88.		It took Hansel and Gretel a long time to make their way home.
89.	β	When they finally found the path back to their cottage,
	α	their father held his arms out with joy.
90.	2	"Your stepmother has gone",
	1	he explained.
		Text 4 "SLEEPING BEAUTY"
91.	α	There was once a king and a queen
	β	Who longed for a child.
92.		After many years, the queen gave birth to a baby girl.
93.	1	The royal couple were so enchanted with their daughter,
	2	They invited all the good fairies in the land to become her godmothers.
94.		On the day of her christening, the fairies gathered in the nursery.
95.		The fairies cast spells over the sleeping baby.

96.	α	Their wands glittered
	β	As they fluttered beside the cradle.
97.	β	Just when the king and queen thought
	β	That their joy was complete,
	α	Another fairy appeared at the castle window.
98.	α	The king and queen had forgotten
	β	That this fairy still lived in the kingdom!
99.	α	Her green eyes flashed
	β	As she darted towards the cradle.
100.		The little princess began to cry.
101.		None of the good fairies possessed magic strung enough to break the curse.
102.		A cascade of stardust burst from her tiny wand.
103.	1	"Instead she wil prick her finger
	2	And fall asleep for one hundred years."
104.	α	The fairy revealed
	β	That only a kiss of true love would be able to rouse the princess from her slumber.
105.		The years passed.
106.		Everybody adored the princess's kind heart and sweet ways.
107.	α	One day, the princess discovered a staircase

	β	That she had never seen before.
108.	β	When the princess reached out to touch it,
	α	The needle pricked her finger.
109.		She fell asleep straight away.
110.		The castle slept like that for many years.
111.		After a time, thorns and brambles grew over the stone building, hiding it from view.
112.		The story of the mysterious Sleeping Beauty spread far and wide.
113.	1	Many brave knights tried to ride through the briars that covered the castle,
	2	But the thorns were too sharp to hack away.
114.		One hundred years went by.
115.		One day a noble prince passed the princess's tower.
116.	2	"I shall break the fairy's carse,"
	1	He promised.
117.		The prince had been dreaming of meeting a beautiful princess for a long time.
118.	B	When he raised his sword,
	α	The briars parted before him
119.		He walked through the deserted courtyard and into the silent castle.
120.		The brave prince climbed the briars all the way up to the top of the tallest turret.

121.	2	"She is even more beautiful than I imaged,"
	1	He whispered.
122.		The prince rushed over to sleeping beauty.
123.	α	His heart leapt
	β	As he gave her a gentle kiss.
124.		At that very moment, everybody in castle woke up.
125.		The prince and princess were married the very next day.
126.		All of the good fairies came to join in celebrations.
127.	α	The bad fairy was furious
	β	When she heard
	β	That her curse was broken.
Text 5 " GOLDILOCKS AND THE THREE BEARS"		
128.		The bears lived together in a cottage in the woods.
129.		Every morning, Mummy Bear made porridge for breakfast.
130.	β	After Mummy Bear had cooked the porridge,
	α	She poured it into three bowls.
131.	2	"It's too hot to eat now,"
	1	She said.
132.	α	"Let's go for a stroll
	β	While it cools down."

133.		Daddy Bear shut the door and off they went.
134.		Nobody noticed the little girl hiding in the garden.
135.		The little girl was called Goldilocks.
136.	1	She lifted the latch on the door
	2	And she crept inside to look around.
137.		The bears' cottage was harm and cosy.
138.	1	The kitchen dresser was stacked with cheery plates
	2	And happy pictures lined the walls.
139.		It had been set for three.
140.		There was a big bowl, a middle-sized bowl, and a tiny bowl.
141.		Each one was full of creamy porridge.
142.		Goldilocks took a mouthful of porridge from the big bowk on the table.
143.		Goldilocks looked over at the middle-sized porridge bowl.
144.		There was only one bowl left to try.
145.		The girl moved round to the little green bowl with pees painted round the edge.
146.	2	"I'll try a little bit,"
	1	She decided.
147.		The porridge in the little bowl smelled especially delicious.

148.	1	Goldilocks pulled up a chair
	2	And Goldilocks dipped in the spoon lying along side it.
149.	1	This breakfast wasn't too hot
	2	And it wasn't too lumpy.
150.	1	The little girl liked it so much,
	2	She ate it all up.
151.		Three chairs stood in front of her, arranged in a neat row.
152.		Goldilocks climbed on to the tall chair.
153.	1	She frowned,
	2	" This is much too hard!"
154.		The girl walked over to the pink middle-sized chair.
155.		She sank deep into the cushions.
156.		There was only one chair left to try.
157.	α	She smiled,
	β	Before the leg broke with a loud snap!
158.		All this made Goldilocks feel tired.
159.		She crept into the bears' bedroom.
160.	1	She jumped on to the middle-sized bed next,
	2	But it was much too soft.
161.		Finally, Goldilocks rested her head on the littlest bed.

162.		Just then, the three bears returned from their walk.
163.		Daddy Bear looked round the kitchen.
164.		Mummy Bear started at the splodges on the tablecloth.
165.	1	Baby Bear ran up to the table
	2	And he peered into his bowl.
166.		His breakfast had disappeared.
167.		"It's all gone!"
168.	α	Mummy Bear comforted Baby Bear
	β	While Daddy Bear strode into the living room.
169.		Mummy Bear spotted her cushions and kniting spread all over the floor.
170.		Mummy and Daddy Bear turned round to look at Baby Bear.
171.		Baby Bear pointed at his little green seat.
172.		"It's been broken in two!"
173.		Mummy and Daddy Bear marched into the bedroom.
174.	1	The blankets had been distrubed
	2	And a slipper knocked on to the floor.
175.		Mummy Bear took one look at the rumpled blanket before her.
176.		Suddenly, Baby Bear tugged at his mother's sleeve.
177.		Goldilocks woke up with a start.

178.		Goldilocks fled out of the door and into the woods.
179.		The three bears never saw the naughty girl again.
	Text 6 "THE UGLY DUCKLING"	
180.		One fine day a mother duck sat on her nest, waiting for her eggs to hatch.
181.		Sure enough, she soon heard a little pecking sound.
182.		Each of her eggs began to crack open.
183.		Six of the ducklings were fluffy and sweet.
184.	1	The duck was delighted.
	2	But one of the ducklings was much larger than the rest.
185.		He was gangly and grey.
186.	β	Even his mother thought
	α	He was ugly.
187.		The mother duck led her brood to the water's edge.
188.		The six yellow ducklings waddled into the pond, splashing and cheeping all the while.
189.	1	No one wanted to play with him
	2	And nobody wanted to talk to him.
190.	α	His own brothers and sisters turned up their little beaks
	β	When he swam by.
191.	1	The ugly duckling grew a little bigger,

	2	But he still looked different from the rest of his family.
192.	α	The other ducklings snaggled together
	β	As he sadly swam away.
193.		The ugly duckling walked forlornly through a farm.
194.		He had nowhere to go.
195.		A cow wandered across the meadow to take a look at the strange-looking bird.
196.		The cow looked surprised.
197.	1	She replied,
	2	"you are an ugly thing."
198.		"You don't fit in here."
199.		The poor Ugly Duckling felt his heart sink.
200.		A large tabby cat leapt down to meet him.
201.		The cat chased the duckling out of the yard.
202.	1	Time passed
	2	And autumn set in.
203.	1	The Ugly Duckling was bigger now,
	2	But he still had the same dowdy feathers and clumsy webbed feet.
204.		One day he met a rabbit hopping through the forest.
205.		The rabbit stared at the strange grey bird.

206.	1	The days grew shorter
	2	And the nights grew colder.
207.	1	The Ugly Duckling waddled all over the land,
	2	But nobody wanted to talk to him.
208.		He felt happiest curled up alone, hiding himself from the world.
209.		One day a boy discovered the Ugly Duckling trembling behind a fallen tree.
210.		The boy wrinkled his nose in horror.
211.		Soon the first snows arrived.
212.		One afternoon a girl came across him huddled beneath some pine trees.
213.		With a heavy heart the Ugly Duckling returned to his pond.
214.	1	The frozen waters were cold and lonely,
	2	But at least there was nobody there to tease him.
215.		The Ugly Duckling made a little bed in the reeds.
216.		Here the months passed slowly but peacefully.
217.		The humble creature didn't notice his feathers turning milky white.
218.		One day the sun began to melt away the ice and snow.
219.		Spring had arived at least!
220.		Three stunning swams glided across the pond.

221.		The duckling curved his neck to hide his ugliness.
222.	1	The Ugly Duckling was astonished by his own reflection,
	2	He had grown into a beautiful white swan!
223.		He spred his wings with joy.

APPENDIX 2
TRANSITIVITY ANALYSIS

LIST OF ABBREVIATIONS		
P = Process	B = Beneficiary	Cr = Carrier
Pm = Material	R = Range	At = Attribute
Pme = Mental	S = Senser	C = Circumstance
Pb = Behavioural	Ph = Phenomenon	Cl = Location
Pv = Verbal	Sy = Sayer	Cx = Extent
Pe = Existential	Rv = Receiver	Cm = Manner
Pi = Intensive	Vb = Verbiage	Cc = Cause
Pcc = Circumtantial	Be = Behaver	Ca = Accompaniment
Pp = Possessive	Bh = Behaviour	Ct = Matter
Pc = Causative	X = Existent	Co = Role
A = Actor	T = Token	
G = Goal	V = Value	
Ag = Agent		

Adapted from : Suzanne Eggins, *An Introduction to Systemic Functional Linguistics,* 2004, p. 365.

1.

Once upon a time	there	was	a beautiful young girl called Cinderella.
Cl		Pe	X

2.

She	lived	in a small cottage	with her stepmother and two stepsisters.
A	Pm	Cl	Ca

3.

Even though	Cinderella	was	gentle and kind,
	Cr	Pi	At

the stepsisters and their mother	Treated	her	cruelly.
A	Pm	G	Cm

4.

Every morning	Cinderella	had	to do	all the housework.
Cl	Cr	Pp	Pm	G

5.

While	She	scrubbed, cleaned, tidied, and cooked,
	A	Pm

her stepmother and stepsisters	sat	eating	cake	and	Drinking	tea.
A	Pm	Pm	G		Pm	G

6.

One day,	the stepsisters	were	very excited.
Cl	Cr	Pi	At

7.

The prince of the Kingdom	had invited	them	to attend	a special ball	at the royal palace!
A	Pm	G	Pm	G	Cl

8.

The stepsisters both	Shook	their heads.
A	Pm	G

9.

Cinderella	started	sadly	down	at her careworn clothes.
A	Pme	Cm	Pm	Cl

10.

The prince	is	sure want to marry one of us
Cr	Pi	At

They	cackled.
Sy	Pv

11.

The fairy godmother	waved	her star-topped wand.
A	Pm	G

12.

89

Cinderella	quickly	Got	dressed.
A	Cm	Pm	G

13.

The pink gown and delicate glass slippers	fitted	perfectly.
A	Pm	Cm

14.

Cinderella	got ready	to leave.
Be	Pb	Pm

15.

When	Cinderella	arrived	at the palace.
	A	Pm	Cl

No one	recognized	her	in such fine clothes.
S	Pme	Ph	Cm

16.

The prince	was enchanted	from the very first moment
S	Pme	Cx

That	he	saw	Cinderella.
	S	Pme	Ph

17.

It	was	the most wonderful evening of Cinderella's life.
T	Pi	V

18.

Cinderella	Gasped
A	Pm

when	she	heard	the chimes.
	S	Pme	Ph

19.

It	's	midnight!
Cr	Pi	At

She	whispered.
Sy	Pv

20.

The prince	travelled	the kingdom	searching for the stranger.
A	Pm	G	Cc

Who	had captured	his heart.
S	Pme	Ph

21.

I	will marry	the girl.
A	Pm	G

Whose	Foot	Fits	this slipper.
	Be	Pb	Ph

22.

The stepsister	sat	on a chair	And	extended	a foot.
A	Pm	Cl		Pm	G

But	The slender glass slipper	was	much too dainty	for her long toes.
	Cr	Pi	At	Cc

23.

You	are not	the girl,
T	Pi	V

I	Am	looking for.
T	Pi	V

24.

She	tried	and	tried	to wedge	her toes	into the shoe,
A	Pm		Pm	Pb	Ph	Cl

But	It	Was	hopeless.
	Cr	Pi	At

25.

The second stepsister	pushed	herself	in front of the prince.

A	Pm	G	Cl

26.

Cinderella	Watched	nervously.
Be	Pb	Cm

27.

It	Fitted	perfectly.
Be	Pb	Cm

28.

I	have found	my beautiful princess.
A	Pm	G

29.

Instead	he	saw	the enchanting girl.
	S	Pme	Ph

Who	had won	his heart	in the palace ballroom.
S	Pme	Ph	Cl

30.

Cinderella	Agreed	at once.
Be	Pb	Cx

31.

There	Was	a young girl.
	Pe	X

who	lived	with her mother and father	in a little house at the edge of the forest.
A	Pm	Ca	Cl

32.

She	was known	as Little Red Riding Hood
A	Pm	Co

Because	she	loved	to wear	a beautiful cloak	made out	of scarlet velvet
	S	Pme	Pm	G	Pe	G

33.

She	decided	to set off	straight away.
A	Pm	Pm	Cm

34.

Little Red Riding Hood's grandmother	Lived	on the far side of the forest.
A	Pm	Cl

35.

The walk	was	dark and lonely,
Cr	Pi	At

but	Little Red Riding Hood	had made	the journey	many times before.
	Ag	Pc	G	Cx

36.

Her mother	gave	her	a kiss.
A	Pm	B	R

37.

Little Red Riding Hood's mother and father	did not know
S	Pme

that	a wolf	lived	in the forest.
	A	Pm	Cl

38.

The wolf	sniffed	the air.
Be	Pb	Ph

39.

As	she	walked	along the path,
	A	Pm	Cx

Little Red Riding Hood	sang	a song	to herself.
A	Pm	R	Cc

40.

The wolf	knocked	gently	on the front door.
A	Pm	Cm	Cl

41.

The wolf	burst	into the room.
A	Pm	Cl

42.

He	rolled	the woman	up	in a rug
A	Pm	G	Pm	Cl

and	hid	her	under the bed.
	Pm	G	Cl

43.

He	quickly	put	on her nightgown and bonnet.
A	Cm	Pm	Cl

44.

She	knocked	on the front door.
A	Pm	Cl

45.

Little Red Riding Hood	stepped	nervously	into her grandmother's cottage
A	Pm	Cm	Cl

46.

When	Little Red Riding Hood	walked up	to the bed,
	A	Pm	Cc

the wolf	pulled	the patchwork quilt	up	to his chest.
A	Pm	G	Pm	Cc

The wolf	nodded and beckoned	for her to come even closer.
A	Pm	Cc

47.

Little Red Riding Hood	stepped	forward
A	Pm	Cl

and	gazed	into the wolf's face.
	Pm	Cl

48.

The sly creature	pulled	the pink bonnet	down	a little lower.
A	Pm	G	Pm	Cm

49.

The wolf	couldn't help licking.	his lips
A	Pm	G

50.

Little Red Riding Hood	stepped	Forward
A	Pm	Cl

and	gazed	into the wolf's face.
	Pm	Cl

51.

The wolf	flashed	his claws.
S	Pme	Ph

and	bared	his teeth,	almost	tearing	the girl's velvet cloak.
	Pm	G		Pm	G

52.

Little Red Riding Hood's cries	echoed	across the forest.
S	Pme	Cl

53.

Her father	was out chopping	Wood
A	Pm	R

when	he	heard	the commotion.
	S	Pme	Ph

54.

Little Red Riding Hood's father	snatched up	his heavy axe.
A	Pm	G

55.

The wolf	Howled
Sy	Pv

when	he	saw	Little Red Riding Hood's father	waving	the sharp axe!
	S	Pme	A	Pm	R

56.

He	was never seen
S	Pme

nor	heard	of again.
	Pme	Cc

57.

A long time ago,	two children	lived	in a forest	with their father and stepmother.
Cx	A	Pm	Cl	Ca

58.

Hansel and Gretel	were	both helpful and kind,
Cr	Pi	At

but	times	were	hard.
	Cr	Pi	At

59.

Their father	was	poor woodcutter
T	Pi	V

who	struggled	to provide	for his family.
Be	Pb	Pb	Cc

60.

On many nights	Hansel and Gretel	had to go to bed	without any supper.

Cl	A	Pm	Cm

61.

The woodcutter	begged	his wife	to change her mind,
Be	Pb	Ph	Cc

but	she	wouldn't give in.
	A	Pm

62.

Hansel and Gretel	listened	at the door
Be	Pb	Cl

as	their stepmother	plotted	to abandon	them	in the forest.
	S	Pme	Pm	G	Cl

63.

The next morning,	Hansel and Gretel's stepmother	woke	the children	early.
Cl	A	Pm	G	Cm

64.

We	're going	to collect wood	from the forest.
A	Pm	Pm	Cl

65.

As	their parents	marched	ahead,
	A	Pm	R

Hansel	dropped	a trail of pebbles	along the path.
A	Pm	G	Cx

66.

When	they	reached	the darkest part of the forest,		
	A	Pm	R		
Hansel and Gretel's father			hugged	them	tightly.
A			Pm	G	Cm

67.

The children	waited	until it got dark,
Be	Pb	Cx

but	their father and stepmother	didn't return.
	A	Pm

68.

Hansel	pointed	to the path	and	smiled.
Be	Pb	Pm		Pb

69.

Hansel and Gretel	followed	the trail of pebbles	all the way back	to their cottage.
A	Pm	G	Cm	Cl

70.

His wife	stormed	Back	to bed,
S	Pme	Ph	Pm

her furious face	twisted	in the candlelight.
S	Pme	Cl

71.

We	should	have led	them	deeper	into the forest,
Be		Pb	Ph	Cm	Cl

she	whispered.
Sy	Pv

72.

Next time	they	must never find	their way home.
Cl	Be	Pb	Ph

73.

That night	Hansel and Gretel's cruel stepmother	locked	them	in the room
Cl	A	Pm	G	Cl

so	they	couldn't pick up	any more pebbles.
	A	Pm	Cm

74.

Hansel	reached	into his pocket	and	pulled out	the crust of bread
A	Pm	Cl		Pm	R

that	He	'd been given	for breakfast.

	A	Pm	Cc

75.

The woodcutter	looked	sad and tired
Be	Pb	Ph

when	it	was	time	to say	goodbye.
	Cr	Pi	At	Pv	Vb

76.

The little girl	looked,
Be	Pb

but there	was	nothing	there.
	Pe	X	Cl

77.

The birds of the forest	had eaten up	every crumb.
A	Pm	Cm

78.

The children	walked	helplessly	through the trees.
A	Pm	Cm	Cm

79.

Suddenly	they	found	themselves	in a grassy cleaning.
	Be	Pb	Ph	Cl

80.

The door	was made	of toffee

Ag	Pc	R

and	lollipop flowers	dotted	the garden.
	Cr	Pcc	At

81.

She	was	a wicked witch
T	Pi	V

who	liked	to eat	lost little boys and girls.
S	Pme	Pm	G

82.

The witch	dragged	Gretel	to the kitchen.
A	Pm	G	Cl

83.

The evil witch	hobbled over
A	Pm

and	flung	open the oven door.
	Pm	G

84.

It	's even	big enough	for me	to fit	inside.
Cr	Pi	At	Ct	Pm	Cl

85.

Gretel	pretended	to look.

S	Pme	Pb

86.

The little girl	lifted down	a chest	filled	with gold coins.
A	Pm	G	Pm	Ca

87.

It	took	Hansel and Gretel a long time	to make	their way home.
T	Pcc	V	Pc	G

88.

When	they	finally	found	the path back	to their cottage,
	Be	Cm	Pb	Ph	Cc

their father	held	his arms out	with joy.
A	Pm	R	Ca

89.

Your stepmother	has gone,
A	Pm

he	explained.
Sy	Pv

90.

There	was	once	a king and a queen
	Pe	Cx	X

Who	longed	for a child.
Be	Pb	Cc

91.

After many years,	the queen	gave	birth	to a baby girl.
Cx	A	Pm	G	Cc

92.

The royal couple	were so enchanted	with their daughter,
S	Pme	Ca

They	invited	all the good fairies	in the land	to become	her godmothers.
A	Pm	G	Cl	Pi	At

93.

On the day of her christening,	the fairies	gathered	in the nursery.
Cl	A	Pm	Cl

94.

The fairies cast	spells over	the sleeping baby.
Sy	Pv	Rv

95.

Their wands	Glittered
A	Pm

106

As	they	fluttered	beside the cradle.
	S	Pme	Cl

96.

Just when	the king and queen	thought
	S	Pme

That	their joy	was	complete,
	Cr	Pi	At

Another fairy	appeared	at the castle window.
A	Pm	Cl

97.

The king and queen	had forgotten
Be	Pb

That	this fairy	still lived	in the kingdom!
	A	Pm	Cl

98.

Her green eyes	flashed
S	Pme

As	she	darted	towards the cradle.
	A	Pm	Cm

99.

The little princess	began	to cry.
A	Pm	Pb

100.

None of the good fairies	possessed	magic strung enough	to break the curse.
Cr	Pp	At	Cm

101.

A cascade of stardust	burst	from her tiny wand.
S	Pme	Cl

102.

Instead	she	will prick	her finger
	Be	Pb	Ph

And	fall asleep	for one hundred years.
	Pb	Cx

103.

The fairy	Revealed
Sy	Pv

That	only a kiss of true love	would be able to rouse	the princess	from her slumber.
	A	Pm	G	Cc

104.

The years	passed.
Cr	Pcc

105.

Everybody	adored	the princess's kind heart and sweet ways.
S	Pme	Ph

106.

One day,	the princess	discovered	a staircase
Cl	A	Pm	R

That	she	had never seen	before.
	S	Pme	Cl

107.

When	the princess	reached out to touch	it,
	A	Pm	G

The needle	pricked	her finger.
A	Pm	G

108.

She	fell asleep	straight away.
Be	Pb	Ph

109.

The castle	slept	like that	for many years.
Be	Pb	Cm	Cx

110.

After a time,	thorns and brambles	grew over	the stone building,	hidi ng	it	from view

Cl	A	Pm	R		Pm	G	Cm

111.

The story of the mysterious Sleeping Beauty	spread	far and wide.
Be	Pb	Ph

112.

Many brave knights	tried to ride	through the briars	that	covered	the castle,
A	Pm	Cm	A	Pm	G

But	the thorns	were	too sharp	to hack away.
	Cr	Pi	At	Cm

113.

One hundred years	went by.
Cr	Pcc

114.

One day	a noble prince	passed	the princess's tower.
Cl	Cr	Pcc	At

115.

I	shall break	the fairy's carse,
A	Pm	R

He	promised.
Sy	Pv

116.

The prince	had been dreaming of meeting a beautiful princess	for a long time.
Be	Ph	Cx

117.

When	he	raised	his sword,
	A	Pm	G

The briars	parted	before him.
Be	Pb	Cm

118.

He	walked	through the deserted courtyard and into the silent castle.
A	Pm	Cm

119.

The brave prince	climbed	the briars	all the way up	to the top of the tallest turret.
A	Pm	G	Cm	Cc

120.

She	is	even more beautiful than	I	imaged,
Cr	Pi	At	S	Pme

He	whispered.
Sy	Pv

121.

The prince	rushed over	to sleeping beauty.

A	Pm	Cc

122.

His heart	leapt
S	Pme

As	he	gave	her	a gentle kiss.
	A	Pm	B	R

123.

At that very moment,	everybody	in castle	woke up.
	A	Cl	Pm

124.

The prince and princess	were married	the very next day.
A	Pm	Cl

125.

All of the good fairies	came	to join	in celebrations.
A	Pm	Pb	Cl

126.

The bad fairy	was	furious
Cr	Pi	At

When	she	heard
	S	Pme

That	her curse	was broken.

112

	A	Pm

127.

The bears	lived	together	in a cottage in the woods.
A	Pm	R	Cl

128.

Every morning,	Mummy Bear	Made	porridge	for breakfast.
Cl	Ag	Pc	G	Cc

129.

After	Mummy Bear	had cooked	the porridge,
	A	Pm	G

She	poured	it	into three bowls.
A	Pm	G	Cm

130.

It	's	too hot	to eat	now,
Cr	Pi	At	Pm	Cl

She	said.
Sy	Pv

131.

Let	's go	for a stroll
A	Pm	Cc

While	it	cools down.
	S	Pme

132.

Daddy Bear	shut	the door	and off they went.
A	Pm	G	Cc

133.

Nobody	noticed	the little girl	hiding	in the garden.
S	Pme	Ph	Pm	Cl

134.

The little girl	was called	Goldilocks.
A	Pm	G

135.

She	lifted	the latch	on the door
A	Pm	G	Cl

And	she	crept	inside	to look	around.
	A	Pm	Cl	Pb	Cl

136.

The bears' cottage	was	harm and cosy.
Cr	Pi	At

137.

The kitchen dresser	was stacked	with cheery plates
A	Pm	Ca

And	happy pictures	lined	the walls.
	A	Pm	G

138.

It	had been set	for three.
A	Pm	Cc

139.

There	was	a big bowl, a middle-sized bowl, and a tiny bowl.
	Pe	X

140.

Each one	was	full of creamy porridge.
T	Pi	V

141.

Goldilocks	took	a mouthful of porridge	from the big bowk	on the table.
A	Pm	G	Cm	Cl

142.

Goldilocks	looked over	at the middle-sized porridge bowl.
Be	Pb	Cl

143.

There	was	only one bowl left	to try.
	Pe	X	Pm

144.

The girl	moved	round	to the little green bowl	with pees	paint ed	round the

						edge.
A	Pm	R	Cc		Ca	Pm	Cl

145.

I		'll try		a little bit,
A		Pm		R

She		decided.
Be		Pb

146.

The porridge	in the little bowl	smelled	especially delicious.
Be	Cl	Pb	Cm

147.

Goldilocks		pulled up		a chair
A		Pm		G

And	Goldilocks	dipped	in the spoon lying	along side it.
	A	Pm	Cl	Cx

148.

This breakfast		wasn't		too hot
Cr		Pi		At
And		it	wasn't		too lumpy.
		Cr	Pi		At

149.

116

The little girl	liked	it	so much,
S	Pme	Ph	Cx

She	ate	it	all up.
A	Pm	G	Pm

150.

Three chairs	stood	in front of her,	arranged	in a neat row.
A	Pm	Cl	Pm	Cl

151.

Goldilocks	climbed on	to the tall chair.
A	Pm	Cc

152.

She	frowned,
A	Pm

This	is	much too hard!
Cr	Pi	At

153.

The girl	walked over	to the pink middle-sized chair.
A	Pm	Cl

154.

She	sank	deep	into the cushions.
A	Pm	R	Cm

155.

There	was	only one chair left	to try.
	Pe	X	Pm

156.

She	smiled,
Be	Pb

Before	the leg	broke	with a loud snap!
	A	Pm	Ca

157.

All this	made	Goldilocks	feel tired.
Ag	Pc	G	Pme

158.

She	crept	into the bears' bedroom.
A	Pm	Cl

159.

She	jumped on	to the middle-sized bed next,
A	Pm	Cl

But	it	was	much too soft.
	Cr	Pi	At

160.

Finally,	Goldilocks	rested	her head	on the littlest bed.
	Be	Pb	Ph	Cl

161.

Just then,	the three bears	returned	from their walk.
	A	Pm	Cm

162.

Daddy Bear	looked	round the kitchen.
Be	Pb	Cl

163.

Mummy Bear	started	at the splodges on the tablecloth.
A	Pm	Cl

164.

Baby Bear	ran up	to the table
A	Pm	Cl

And	he	peered	into his bowl.
	Be	Pb	Cl

165.

His breakfast	had disappeared.
A	Pm

166.

It	's all gone!
A	Pm

167.

Mummy Bear	comforted	Baby Bear
Be	Pb	Ph

While	Daddy Bear	strode	into the living room.
	A	Pm	Cl

168.

Mummy Bear	spotted	her cushions	and kniting spread	all over the floor.
S	Pme	Ph	Pm	Cl

169.

Mummy and Daddy Bear	turned round	to look	at Baby Bear.
A	Pm	Pb	Cl

170.

Baby Bear	pointed	at his little green seat.
A	Pm	Cl

171.

It	's been broken	in two!
A	Pm	Cx

172.

Mummy and Daddy Bear	marched	into the bedroom.
A	Pm	Cl

173.

The blankets	had been distrubed
A	Pm

And	a slipper	knocked on	to the floor.
	A	Pm	Cl

120

174.

Mummy Bear	took	one	look	at the rumpled blanket	before her.
Cr	Pi	At	Pb	Cl	Cc

175.

Suddenly,	Baby Bear	tugged	at his mother's sleeve.
	A	Pm	Cl

176.

Goldilocks	woke up	with a start.
A	Pm	Ca

177.

Goldilocks	fled out	of the door and into the woods.
A	Pm	Cl

178.

The three bears	never saw	the naughty girl	again.
S	Pme	Ph	Cx

179.

One fine day	a mother duck	sat	on her nest,	waiting for	her eggs	to hatch.
Cl	A	Pm	Cl	Pm	G	Pm

180.

Sure enough,	she	soon	heard	a little pecking sound.
	S	Cx	Pme	Ph

181.

Each of her eggs	began to crack open.

A	Pm

182.

Six of the ducklings	were	fluffy and sweet.
Cr	Pi	At

183.

The duck	was delighted.
S	Pme

But	one of the ducklings	was	much larger than the rest.
	Cr	Pi	At

184.

He	was	gangly and grey.
Cr	Pi	At

185.

Even his mother	thought
S	Pme

He	was	ugly.
Cr	Pi	At

186.

The mother duck	led	her brood	to the water's edge.
A	Pm	G	Cl

187.

The six yellow	waddled	into the pond,	splashing and cheeping	all the while.

ducklings				
A	Pm	Cl	Pv	Cm

188.

No one	wanted	to play	with him
S	Pme	Pm	Ca

And	nobody	wanted	to talk	to him.
	S	Pme	Pv	Cc

189.

His own brothers and sisters	turned up	their little beaks
A	Pm	G

When	he	swam by.
	A	Pm

190.

The ugly duckling	grew	a little bigger,
Be	Pb	Ph

But	he	still looked	different	from the rest of his family.
	Cr	Pi	At	Cc

191.

The other ducklings	snaggled	together
A	Pm	Cm

As	he	sadly	swam	away.
	A	Cm	Pm	Cx

192.

The ugly duckling	walked	forlornly through a farm.
A	Pm	Cm

193.

He	had	nowhere	to go.
Cr	Pp	At	Pm

194.

A cow	wandered	across the meadow	to take a look	at the strange-looking bird.
A	Pm	Cl	R	Cl

195.

The cow	looked	surprised.
Cr	Pi	At

196.

She	replied,
Sy	Pv

you	are	an ugly thing.
Cr	Pi	At

197.

You	don't fit	in here
Be	Pb	Cl

198.

The poor Ugly Duckling	felt	his heart sink.
S	Pme	Ph

199.

A large tabby cat	leapt down	to meet	him.
A	Pm	Pm	G

200.

The cat	chased	the duckling	out of the yard.
A	Pm	G	Cl

201.

Time		Passed	
Cr		Pcc	
And.	autumn		set in
	Be		Pb

202.

The Ugly Duckling	was	bigger	now,
Cr	Pi	At	Cl

But	he	still had	the same dowdy feathers and clumsy webbed feet.
	Cr	Pp	At

203.

One day	he	met	a rabbit hopping	through the forest.

Cl		A	Pm	G		Cm

204.

The rabbit	stared	at the strange grey bird.
A	Pm	Cl

205.

The days	grew	shorter
Be	Pb	Ph

And	the nights	grew	colder.
	Be	Pb	Ph

206.

The Ugly Duckling	waddled	all over the land,
A	Pm	Cl

But	nobody	wanted	to talk	to him.
	S	Pme	Pv	Cc

207.

He	felt	happiest curled up alone,	hiding	himself	from the world.
S	Pme	Ph	Pme	Ph	Cm

208.

One day	a boy	discov ered	the Ugly Duckling	trembling	behind a fallen tree.
Cl	A	Pm	G	Pme	Cl

209.

The boy	wrinkled	his nose	in horror.
A	Pm	G	Cm

210.

Soon	the first snows	arrived.
Cx	A	Pm

211.

One afternoon	a girl	came	across him	huddled beneath	some pine trees.
Cl	A	Pm	Cl	Pm	Cm

212.

With a heavy heart	the Ugly Duckling	returned	to his pond.
Ca	A	Pm	Cc

213.

The frozen waters	were	cold and lonely,
Cr	Pi	At

But	at least	there	was	nobody	there	to tease	him.
			Pe	X	Cl	Pv	G

214.

The Ugly Duckling	made	a little bed	in the reeds.
Ag	Pc	G	Cl

215.

Here	the months	passed	slowly but peacefully.
Cl	Cr	Pcc	At

216.

The humble creature	didn't notice	his feathers turning milky white.
S	Pme	Ph

217.

One day	the sun	began	to melt away	the ice and snow.
Cl	A	Pm	Pme	Ph

218.

Spring	had arrived	at least!
A	Pm	R

219.

Three stunning swams	glided	across the pond.
A	Pm	Cl

220.

The duckling	curved	his neck	to hide	his ugliness.
A	Pm	G	Pm	G

221.

The Ugly Duckling	was astonished	by his own reflection,
S	Pme	Cm

He	had grown	into a beautiful white swan!
Be	Pb	Cm

222.

He	spred	his wings	with joy.
A	Pm	G	Ca

APPENDIX 3
TRANSITIVITY ANALYSIS FINDINGS

1. **Data Summary of Process Types Analysis**

Processes Type	Sum of Analyzed Items	Percentages
Material Process	196	52.97 %
Causative Process	6	1.62 %
Mental Process	48	12.97 %
Verbal Process	16	4.32 %
Behavioral Process	46	12.43 %
Existential Process	10	2.70 %
Intensive Process	38	10.27 %
Circumstantial Process	6	1.62 %
Possessive Process	4	1.08 %
Total	**370**	**100 %**

2. **Data Summary of Participants Analysis**

Participants	Sum of Analyzed Items	Percentages
Actor	154	32.63 %

Goal	65	13.77 %
Range	21	4.45 %
Agent	4	0.42 %
Beneficiary	2	0.42 %
Senser	42	8.90 %
Phenomenon	35	7.41 %
Sayer	10	2.12 %
Receiver	1	0.21 %
Verbiage	0	0 %
Behaver	40	8.47 %
Behavior	0	0 %
Carrier	40	8.47 %
Attribute	37	7.83 %
Token	7	1.48 %
Value	7	1.48 %
Possessor	0	0 %

Possessed	0	0 %
Existent	7	1.48 %
Total	**472**	**100 %**

3. Data Summary of Circumstances Analysis

Circumstances	Sum of Analyzed Items	Percentages
Location	114	51.12 %
Extent	18	8.07 %
Manner	43	19.28 %
Cause	23	10.31 %
Accompaniment	13	5.83 %
Matter	1	0.45 %
Role	1	0.45 %
Total	**223**	**100 %**

APPENDIX 4

INTERVIEW QUESTIONS

1. What do you know about Transitivity Analysis?
2. What are the difficulties in analyzing transitivity analysis?
3. What type of text do you analyze by transitivity analysis?
4. Could transitivity analysis be analyzed on children's narrative texts in English Picturebooks? Why?
5. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic? Why?

TRANSCRIPT OF THE INTERVIEW 1
FIRST INTERVIEW

"Thursday, 25 April 2019, 10:08 am in FITK UIN Walisongo Office"

Turn	Speaker	Expression
1.	Baiti	*Assalamu'alaikum wr. Wb*
2.	Dika	*Wa'alaikumsalam wr.wb*
3.	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4.	Dika	Yes.
5.	Baiti	Well, please introduce yourself first.
6.	Dika	My name is Dika Ayu Zakiyah Agustianti. My student number is 1503046053. I am a student of English Department 7B.
7.	Baiti	Okay... question number 1. What do you know about transitivity analysis?
8.	Dika	Transitivity analysis is analysis concerned with the generally refers to how meaning is representative...represented in...in a clause.
9.	Baiti	emm.. what are your difficulties in analyzing transitivity analysis?
10.	Dika	eee..for me, transitivity analysis is difficult emm..subject. so, I really really didn't understand how to analyzed by transitivity analysis. Because in transitivity analysis there are so many...so many types of transitivity analysis and I don't understand it.
11.	Baiti	You don't understand it all?
12.	Dika	Yes of course.

13.	Baiti	Ok...what type of text do you analyze by transitivity analysis?
14.	Dika	Narrative text.
15.	Baiti	Just narrative text?
16.	Dika	Yes.
17.	Baiti	Okay...could transitivity analysis be analyzed on children's narrative texts in English Picturebooks? Why?
18.	Dika	eee, in my opinion Ya. Because in a picture books especially for the children, there are so many..so many clauses and the children can easy to know the meaning of the clauses.
19.	Baiti	Is it (the picture in the books) helps you to analyze the text?
20.	Dika	Yes of course. If I don't understand with the text, I can see the picture to...analyse.
21.	Baiti	Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic? Why?
22.	Dika	Yes of course. I think that your analysis can help the students to easy, eeh can help the students easy to understand the material of transitivity analysis. If they can see the real example like your analysis.
23.	Baiti	Okay...my last questions. Emm what do you think about my analysis?
24.	Dika	I think that your analysis is emm...very completed, of course make the raider...reader easy to understand about transitivity analysis like me. Because I don't understand about transitivity analysis and I read your analysis, so I can understand a little bit about transitivity analysis.
25.	Baiti	Thank you for the interview and the time.
26.	Dika	*Wassalamu'alaikum wr.wb*
27.	Baiti	*Wa'alaikumslam wr.wb*

"Thursday, 25 April 2019, 10:21 am in Office of FITK UIN
Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Abiq	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Abiq	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Abiq	My name is Abiq Zakia. My student number is 1503046027 and I am a student of English Department.
7	Baiti	ok.. Number one, what do you know about Transitivity Analysis?
8	Abiq	ee.. Transitivity Analysis is contains of processes, participants, and circumstances.
9	Baiti	What are your difficulties in analyzing transitivity analysis?
10	Abiq	I think the analyzing transitivity is so difficult to

me. Because ee...as we know that English as an International language or foreign language so the first difficulties is to differentiate the transitivity analysis we must consider the type of the word it eee..it includes material, mental, verbal, etc.

11	Baiti	so, do you like transitivity analysis?
12	Abiq	ee..just a little.
13	Baiti	ok.. What type of text ddo you analyze by transitivity analysis?
14	Abiq	eee.. I have analyzed ee..the text using transitivity analysis at Discourse subject and at that time the type of text is news itemand the text I got from The Jakarta Post.
15	Baiti	ok.. Ee..You can analyze in news item, what's else?
16	Abiq	ee.. Only news item I think.
17	Baiti	How about another genre of text?
18	Abiq	ee.. I think ee..the Transitivity analysis can use for several texts. For example ee..just I mention before is news item and an other text is narrative texts and ee..recount texts and may be etc.
19	Baiti	ok... Could Transitivity analysis be analyzed on children's narrative texts in English picture books? In your opinion.
20	Abiq	Yes.
21	Baiti	Why?
22	Abiq	ee.. Because I think in my opinion ee..actually the children don't need a transitivity analysis in their

book but ee..it is, it is good if you are conducting the research to analyze the transitivity analysis in the children ee..book.

23	Baiti	ok.. Eem.. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
24	Abiq	ok.. Let me see your analysis. I think your analysis is so completed. You analyzed step by step, part by part the book and I think it is can to be resources of the transitivity analysis because the readers can ee..can ee.. It is related with the..it is related with the..the topic and then the readers and the make easier to understand the topic of the text.
25	Baiti	ok.. Thank you very much for the interview and your time. *Assalamu'alaikum wr.wb.*
26	Abiq	*Wa'alaikumsalam Wr. Wb.*

"Thursday, 25 April 2019, 10:38 am in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Azizah	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Azizah	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Azizah	My name is Azizah. I am studying at University of Walisongo Semarang and here..ehh now I am Azizah and I am studying at Walisongo university. I am take.. I take English Department as my major. My student number is 1503046013.
7	Baiti	ok...question number one. What do you know about Transitivity Analysis?
8	Azizah	Transitivity Analysis ee..usually consist of processes, participants, and circumstances.
9	Baiti	What is your difficulties in analyzing transitivity

analysis?

10	Azizah	Sometimes, when I analyze ee..the a sentence or a paragraph about in transitivity analysis I feel I found difficulties in analyze the process.
11	Baiti	ok.. So, what do you think what type of text do you analyze by transitivity analysis?
12	Azizah	ee.. Text that I analyze is usually from Jakarta Post and then another website that use English.
13	Baiti	ok... Is it in genre of text can analyze in transitivity analysis also?
14	Azizah	I think ya. Because ee..when we analyze transitivity analysis we not only focus on text from news but we also can analyze ee..narrative texts and books.
15	Baiti	ok..so could transitivity analysis be analyzed on children's narrative texts in English picture books?
16	Azizah	I think ya. Because when the book ee.. There is aa..picture on there we can analyze it easier than we analyze aa..full paragraph.
17	Baiti	ok.. The last question, could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
18	Azizah	ya.. I think it can.. Ya I think the analysis can be...can be used in the learning process. Because there is many examples, there is many explanation that support the material and also the students to learn it.

| 19 | Baiti | ok..thank you for your answer and the time. *Wassalamu'alaikum Wr. Wb.* |
| 20 | Azizah | *Wa'alaikumsalam Wr. Wb.* |

FOURTH INTERVIEW

"Thursday, 25 April 2019, 12:22 pm in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Niswa	*Wa'alaikumsalam wr.wb*
3	Baiti	my name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Niswa	Yes with pleasure.
5	Baiti	Well, please introduce yourself first.
6	Niswa	ok.. My name is Siti Niswatun Ni'mah. My student number is 1503046017. My major is English Education Department.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Niswa	Transitivity Analysis refers to ideational meaning it consists of process, participant, and circumstance.
9	Baiti	ok...question number two. What are your difficulties in analyzing transitivity analysis?

10	Niswa	The difficulties in analyzing transitivity analysis is deciding the process of sentence like mental process, material, verbal, behavioral, relational, and circumstance process.
11	Baiti	So, according to your answer. Do you like transitivity analysis?
12	Niswa	yes I like it.
13	Baiti	So what type of text do you analyze by transitivity analysis?
14	Niswa	I think all of the text can be analyzed by transitivity analysis.
15	Baiti	emm.. Ok. Could Transitivity Aanalysis be analyzed on children's narrative text in English picture books?
16	Niswa	Yes It can.
17	Baiti	Why?
18	Niswa	Because all of the text can be analyzed by transitivity analysis.
19	Baiti	So, could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
20	Niswa	Yes, in my opinion all of the result of transitivity analysis can be used as a resourse in ee..learning transitivity analysis.
21	Baiti	ee.. My last question. What do you think about my analysis?

22	Niswa	I think your analysis is good for learners in learning transitivity analysis. Because your analysis in book is completed by the picture so it makes the learners easier to understand the meanings of the text and also easier to analyze the transitivity analysis.
23	Baiti	ok.. Thank you for the interview and the time. *Wassalamu'alaikum Wr. Wb.*
24	Niswa	*Wa'alaikumsalam Wr. Wb.*

TRANSCRIPT OF THE INTERVIEW 5
FIFTH INTERVIEW

"Wednesday, 26 April 2019, 14:35 pm in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Faizah	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Faizah	Yes.
5	Baiti	well, please introduce yourself first.
6	Faizah	My name is Nur Faizah. My student number is 1503046069.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Faizah	Transitivity is property of verb that related to whether ee..verb can take direct object and how many such object of verb can take.
9	Baiti	ok.. Question number two. What are your difficulties in analyzing transitivity analysis?
10	Faizah	Yes, pery dippicult.

145

11	Baiti	ee.. What is your difficulties?
12	Faizah	Because ee..if I analyze ee.. I can't understand.
13	Baiti	So, do you like transitivity analysis?
14	Faizah	Little bit.
15	Baiti	ee.. Just a little bit. Ok.. Question number 3. What type of text do you analyze by transitivity analysis?
16	Faizah	ee..Recount texts.
17	Baiti	Recount Texts, just recount texts?
18	Faizah	ee.. May be narrative texts.
19	Baiti	ok.. Question number four. Could Transitivity analysis be analyzed on children's narrative text in English picture books?
20	Faizah	Yes.
21	Baiti	Why?
22	Faizah	eee.. Yes, because if there is picture of picture books ee.. I can analyze the transitivity analysis.
23	Baiti	ok.. So, it makes you easier to analyze, right?
24	Faizah	Yes.
25	Baiti	ok. The next question. Ee.. Could Transitivity analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
26	Faizah	Yes.
27	Baiti	Why?

28	Faizah	emm.. Because in your analysis, the student can be easier to analyze transitivity analysis.
29	Baiti	ok.. Thank you for the interview and the time. *Wassalamu'alaikum Wr. Wb.*
30	Faizah	*Wa'alaikumsalam Wr. Wb.*

TRANSCRIPT OF THE INTERVIEW 6
SIXTH INTERVIEW

"Wednesday, 26 April 2019, 14:59 pm in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Tami	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Tami	Yes, I do.
5	Baiti	Well, please introduce yourself first.
6	Tami	mm..my name is Utami Dyah Sulistyaningrum. You can call me Tami. And my student number is 1503046024. And my major is English.. English Department.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Tami	I think transitivity analysis is system contrues the experiences or processes like actions, events and processes of consciousness.
9	Baiti	Question number two. What are your difficulties

in analyzing transitivity analysis?

10	Tami	My difficulties of ee..in the transitivity analysis is like when I have to analyze the process of the sentence is like grammar or process behavioral, material, etc.
11	Baiti	ok.. What type of text do you analyze by transitivity analysis?
12	Tami	Emm.. News item.
13	Baiti	Just news item?
14	Tami	Yes. In the class I just analyze news item.
15	Baiti	How about another genre of text? like narrative, recount or etc can analyze by transitivity analysis?
16	Tami	emm.. I think narrative texts, recount texts, descriptive texts can describe by transitivity analysis.
17	Baiti	ok.. Could Transitivity analysis be analyzed on children's narrative text in English picture books?
18	Tami	emm.. I think it can.
19	Baiti	Why?
20	Tami	Because in the narrative texts there are many process of sentence, stucture of sentence so I think in the sentence include emm..the process of transitivity analysis.
21	Baiti	ok..my last question. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing

transitivity analysis topic?

22	Tami	Yes.

23   Baiti   Why?

24   Tami   Because your analysis can be information for the example of analysis. And your analysis can.. There are many process of transitivity analysis.

25   Baiti   ok.. Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb.*

26   Tami   *Wa'alaikumsalam Wr. Wb.*

SEVENTH INTERVIEW

"Wednesday, 26 April 2019, 15:48 pm in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Aisyah	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Aisyah	Yes.
5	Baiti	Well, please introduce yourself first.
6	Aisyah	My name is Siti Noor Aisyah. And my student number is 1503046014.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Aisyah	Transitivity Analysis is used to explore the ideology behind the sentence.
9	Baiti	and..Question number two. What are your difficulties in analyzing transitivity analysis?
10	Aisyah	My difficulties is when I have to differentiate the process ee.. Is it mental process, or behavioral

		process, or material process.
11	Baiti	So in your opinion what type of text do you analyze by transitivity analysis?
12	Aisyah	emm.. I think I have analyzed sentence but I never analyze text.
13	Baiti	How about the genre of the text?
14	Aisyah	emm. I think all of kind text can be analyzed by transitivity analysis.
15	Baiti	ok.. Could Transitivity analysis be analyzed on children's narrative text in English picture books?
16	Aisyah	yes I think it can.
17	Baiti	Why?
18	Aisyah	Because emm..the text in the narrative text is emm..have many..have complete structure. So it can be analyzed by transitivity analysis.
19	Baiti	How about the picture? is it makes you easier to analyze transitivity analysis?
20	Aisyah	I think it makes easier because if there is picture we can ee..we can predict process mental or material or behavioral. We can know by looking the picture.
21	Baiti	ok..my last question. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
22	Aisyah	yes I think it can.
23	Baiti	Why?

24	Aisyah	Because your analysis have done and it can lead by the master of ee..Discourse Analysis. So, it can be the example or resource for transitivity analysis.
25	Baiti	Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb*.
26	Aisyah	*Wa'alaikumsalam Wr. Wb*.

"Wednesday, 26 April 2019, 16:17 pm in Office of FITK UIN
Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Halim	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Halim	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Halim	ok.. My name is Halimatussa'diah. My student number is 1503046054 and I am from PBI-8A.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Halim	Well, a transitivity analysis is an analysis to analyze the processes, participants, and circumstances in a clause, sentence or text.
9	Baiti	What are your difficulties in analyzing transitivity analysis?
10	Halim	Well, I think the difficulties to mind to analyze

transitivity analysis is ee...around to differentiate or to analyze the differences among each function and the distribution, because the distribution is to much and also the name of each function isn't familiar for me so that's become the difficulties.

11	Baiti	ok.. In your mind, what type of text do you analyze by transitivity analysis?
12	Halim	emm.. I usually analyze news item text.
13	Baiti	How about another genre?
14	Halim	Another genre.. Well, it could be as long as it is..it has text formula.
15	Baiti	Ok.. Could Transitivity analysis be analyzed on children's narrative texts in English picture books?
16	Halim	emm.. Yes, it could be I think. Emm.. Narrative is also one of kind of text genre.
17	Baiti	My last question, could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
18	Halim	Well, as I seen on your result. Yes, i think it could be the one the Discourse Analysis subject because emm..in daily activities in Discourse subject, the teacher ow I'm sorry.. The lecturers usually give the news item and the short story and tge the students should analyze it. But you give the new one such as children's narrative story form. It could be..yes it could be the one or the what is it? The improvement for the material of Discourse.

| 19 | Baiti | ok. Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb.* |
| 20 | Halim | *Wa'alaikumsalam Wr. Wb.* |

"Saturday, 27 April 2019, 10:23 am in Office of FITK UIN
Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Aenun	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Aenun	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Aenun	My name is Aenun Oktavia Salamah. My student number is 1503046021. I am from English Department.
7	Baiti	ok thank you.. My question number one. What do you know about Transitivity Analysis?
8	Aenun	Transitivity Analysis is a method of classify verb and clause which reference with relationship the stucture elements.
9	Baiti	What are your difficulties in analyzing transitivity analysis?

10	Aenun	The difficulties in analyzing transitivity analysis when I can refer to how meaning represents in the clause.
11	Baiti	What type of text do you analyze by transitivity analysis?
12	Aenun	Type of transitivity analysis, that is three process, participant, and circumstance.
13	Baiti	Could Transitivity analysis be analyzed on children's narrative text in English picture books?
14	Aenun	I think no, because children didn't get course of Discourse Analysis.
15	Baiti	My last question. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic? Why?
16	Aenun	Yes I could because if your analysis can be usually part for child.
17	Baiti	Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb.*
18	Aenun	*Wa'alaikumsalam Wr. Wb.*

TENTH INTERVIEW

"Saturday, 27 April 2019, 10:36 am in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Ima	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Ima	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Ima	My name is Ima Sahirah. Student number is 1503046019. I am student.. English Department student.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Ima	Transitivity Analysis uses to explore the content or the experimental meaning in a text.
9	Baiti	Number two, what are your difficulties in analyzing transitivity analysis?
10	Ima	The difficulties of transitivity analysis. It's hard to

		differentiate between process type and the associated odifferences in a functional participants roles and the possible circumstances.
11	Baiti	What type of text do you analyze by transitivity analysis?
12	Ima	Report text in news paper.
13	Baiti	Could Transitivity analysis be analyzed on children's narrative text in English picture books?
14	Ima	yes it could. Because in my opinion, transitivity analysis can be used in any text.
15	Baiti	My last question, could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
16	Ima	yes, your analysis will help student to comprehend transitivity analysis especially in narrative texts.
17	Baiti	Thank you very much for the interview and your time. *Wassalamu'alaikum Wr. Wb.*
18	Ima	*Wa'alaikumsalam Wr. Wb.*

ELEVENTH INTERVIEW

"Sunday, 28 April 2019, 12:50 pm in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Dewi	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Dewi	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Dewi	My name is Dewi Ana Sofiana. I'm from PBI-8B. And my student number is 1503046062.
7	Baiti	Well, number one. What do you know about Transitivity Analysis?
8	Dewi	Transitivity Analysis is one of the function of a clause to represent experiences to describe the events and syates the real and unreal word. It consists of process, participant, and circumstance. Process itself, ee..consisting of emm..material, mental, verbal, relational, behavioral, and extential. And for participant, it consisted of actor, sayer, senser, behaver and others. Emm..depending on the process. And the last one,

circumstance is the specifiying the when, where, why, and how of the process.

9	Baiti	ok.. What are your difficulties in analyzing transitivity analysis?
10	Dewi	In my opinion, I feel difficulties to differentiate the clauses are included to what process whether material, mental, verbal or others. Because I found ee..difficult to identify the verb are included to what process.
11	Baiti	So, what type of text do you analyze by transitivity analysis?
12	Dewi	I most analyze news item text from news paper.
13	Baiti	ok.. Could Transitivity analysis be analyzed on children's narrative text in English picture books?
14	Dewi	yes It could.
15	Baiti	emm.. Why?
16	Dewi	Because in English picture books especially narrative texts, there are sentences containing narration or explanation of its picture provided that shows events and from the sentences, ee..those can be analyzed.
17	Baiti	Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic? Why?
18	Dewi	yes it could be. Because it provides complete analysis consisting of abbreviations and example of analysis that can be used as reference for students to analyze some text. So, they can

now...they can know how ee..to analyze the transitivity and some texts.

| 19 | Baiti | ok.. Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb.* |
| 20 | Dewi | *Wa'alaikumsalam Wr. Wb.* |

TWELTH INTERVIEW

"Sunday, 28 April 2019, 16:57 pm in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Ulin	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Ulin	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Ulin	My name is Siti Ulin Nikmah. My student number is 1503046058. I am student of Walisongo State Islamic University in English Department as my major.
7	Baiti	ok.. What do you know about Transitivity Analysis?
8	Ulin	Transitivity Analysis is analysis which explain the process a sentence will be. Transitivity Analysis includes material process, verbal process, mental process, behavioral process, etc.

9	Baiti	What are your difficulties in analyzing transitivity analysis?
10	Ulin	The difficulties in analyzing transitivity analysis is how to way we should decide what process includes in a sentence.
11	Baiti	What type of text do you analyze by transitivity analysis?
12	Ulin	The text which I usually used in..to be analyzed for transitivity analysis is report text which is in The Jakarta Post.
13	Baiti	emm.. Could Transitivity analysis be analyzed on children's narrative text in English picture books?
14	Ulin	yes It could be. Because in narrative texts also contain em..process which can be analyzed using transitivity analysis.
15	Baiti	Last question, could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic? Why?
16	Ulin	ee.. I think yes. It could be. Because emm..your Analysis is make a wide the example of the type text which can be analyzed throught transitivity analysis.
17	Baiti	Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb.*
18	Ulin	*Wa'alaikumsalam Wr. Wb.*

"Monday, 29 April 2019, 14:41 pm in Hall N of FITK UIN
Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Ave	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Ave	Yes, I will.
5	Baiti	Well, please introduce yourself first.
6	Ave	My name is Ave Septya Wahyu. Emm..my number 1503046088. And I am from PBI - C.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Ave	Transitivity Analysis is ideational analysis about ee..sentence.
9	Baiti	So, what are your difficulties in analyzing transitivity analysis?
10	Ave	My difficulties in transitivity analysis of course when I don't know what the formula of

transitivity analysis like process, and then the material, and one of that.

11	Baiti	ok.. What type of text do you analyze by transitivity analysis?
12	Ave	I think short of. May be narrative or recount something like that.
13	Baiti	You usually analyze transitivity analysis in what type?
14	Ave	emm.. May be news.
15	Baiti	News item?
16	Ave	yes, news item.
17	Baiti	ok.. In your mind, could Transitivity analysis be analyzed on children's narrative text?
18	Ave	I think it able to analyze in stu... I mean in children book because ee..it contains simple sentence.
19	Baiti	ok.. My last question, could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
20	Ave	yes I think your analysis could be..what is it..could be the subject in the example of analyzing transitivity analysis topic. Because you are as the researcher of your topic and you may do better than someone who being ee..question like me.
21	Baiti	ok thank you for the interview and the time. *Wassalamu'alaikum Wr. Wb.*

| 22 | Ave | *Wa'alaikumsalam Wr. Wb.* |

TRANSCRIPT OF THE INTERVIEW 14
FOURTEENTH INTERVIEW

"Monday, 29 April 2019, 09:31 am in Office of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Dita	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Dita	Yes.
5	Baiti	Well, please introduce yourself first.
6	Dita	My name is Dita Indah.. Emm..my number 1503046112.. And I am from PBI - C.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Dita	Transitivity Analysis is Discourse Analysis which is related to the analysis of actions or events.
9	Baiti	ok.. What are your difficulties in analyzing transitivity analysis?
10	Dita	The difficulties is differentiating the material

process and Behavioral process.

11	Baiti	ok.. What type of text do you analyzed by transitivity analysis?
12	Dita	em.. I usually analyze transitivity analysis in narrative produces recount, report,etc.
13	Baiti	ok.. Could Transitivity analysis be analyzed on children's narrative text in English picture books? Why?
14	Dita	yes, it can.
15	Baiti	ok.. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic?
16	Dita	yes because your analysis is about Transitivity Analysis in the narrative. In the narrative uses verb in the meanings in the sentence its paragraph.
17	Baiti	Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb*.
18	Dita	*Wa'alaikumsalam Wr. Wb*.

TRANSCRIPT OF THE INTERVIEW 15
FIFTEENTH INTERVIEW

"Tuesday, 30 April 2019, 11:51 am in Hall N of FITK UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Yuli	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Yuli	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Yuli	My name is Yuliana Maula.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Yuli	I obtain that transitivity analysis is system of Ideational function which is part of metafunctions. It interpreted a experiences, the experiences or processes, actions, events, and processes of consciousness. And it consists of three elements. Those are processes, participants, and circumstances.

9	Baiti	ok.. Why do we analyze transitivity analysis based on your mind?
10	Yuli	I think by doing transitivity analysis we can intrepet the text whether spoken or written well.
11	Baiti	ok.. What are your difficulties in analyzing transitivity analysis?
12	Yuli	I argue that the reason difficulties in analyzing transitivity analysis. The first one is distinguishing between goal and range. I think it's difficult for me during to distinguish them. Of course It's about their pair those are actor and beneficiary. And then it's about distinguishing between mental process and behavioral process. Ya i think those are my difficulties in analyzing transitivity analysis. It easy to analysis if I get hard to the others and I can discuss with the others.
13	Baiti	ok.. What type of text do you analyze by transitivity analysis?
14	Yuli	Actually I used transitivity analysis to analyze recount texts. I think it's appropriate because we know that recount text tells about an experience which is done in the past. Moreover, transitivity system interpret the experience or the processes. Thus, transitivity analysis a quit with the text of recount.
15	Baiti	ok.. That's great answers. Now, in your mind could Transitivity analysis be analyzed on children's narrative text in English picture books?
16	Yuli	I think it can be used. I mean transitivity analysis can be used to..analyze the children's narrative

texts in English picture books. Because narrative text tells about the story which is occured in the past although it is not about the real story and it's series of the stories consists of actions, events and processes of consciousness. Consequently it can be analyzed by transitivity system.

17	Baiti	ok.. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic? Why?
18	Yuli	Sure, I think your analysis can be used in learning process of Discourse course. It is because we need to happy do it to ourselves to more practice in analyzing the text. Whether it is spoken or written text. Thus, your analysis is needed be additional reference for them, discourse learner I mean.
19	Baiti	ok.. Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb*.
20	Yuli	*Wa'alaikumsalam Wr. Wb.*

"Tuesday, 30 April 2019, 08:25 am in Hall N of FITK of UIN Walisongo"

Turn	Speaker	Expression
1	Baiti	*Assalamu'alaikum wr. Wb*
2	Refita	*Wa'alaikumsalam wr.wb*
3	Baiti	My name is Baiti Nisma Arba. Now I'm doing in my final project entitled "A Transitivity Analysis on Children's Narrative Text in English Picture Books of *Ladybird Traditional Tales for Girls*". I want to ask you some questions about my research. Are you willing to answer my questions?
4	Refita	Yes of course.
5	Baiti	Well, please introduce yourself first.
6	Refita	My name is Refita Rahma Vinasih. I am a student of English Department.
7	Baiti	ok.. Question number one. What do you know about Transitivity Analysis?
8	Refita	Transitivity Analysis is ee..analyze to find out a verb that phenomenon in the language features conceptualization verb in the difference class.
9	Baiti	What are your difficulties in analyzing transitivity analysis?
10	Refita	The difficulties in analyzing transitivity analysis

is to find out range and goal.

11	Baiti	ok.. What type of text do you analyze by transitivity analysis?
12	Refita	emm..text..May be about report text.
13	Baiti	ok.. Could Transitivity analysis be analyzed on children's narrative text in English picture books?
14	Refita	yes may be..emm.. Narrative text can be analyzed by transitivity analysis because in picture text book, there are many text interest.
15	Baiti	My last question. Could my analysis be used in the learning process of Discourse Analysis subject as the example or resource of analyzing transitivity analysis topic? Why?
16	Refita	yes may be your analysis can be used to resource for another lecture to...ee..improve students' Discourse Analysis.
17	Baiti	ok.. Thank you for the interview and your time. *Wassalamu'alaikum Wr. Wb*.
18	Refita	*Wa'alaikumsalam Wr. Wb*.

DOCUMENTATIONS OF THE INTERVIEW

CURRICULUM VITAE

A. Pesonal Identity

Name   : Baiti Nisma Arba
Place and date of birth : 19 January 1997
Address   : Jl. Rogojembangan RT 008/004 Kel. Tandang, Kec. Tembalang, Kota Semarang
Religion   : Islam
Nationality   : Indonesia
Marial status   : Single
Phone   : 08996673867
Email   : baitinismaar13@gmail.com

B. Educational Background

TK Baiturrahim	**Semarang**	Graduation 2003
MI Baiturrahim	**Semarang**	Graduation 2009
SMP Muhammadiyah 3	**Semarang**	Graduation 2012
Madrasah Aliyah Negeri 1	**Semarang**	Graduation 2015
Walisongo State Islamic University "English Education Department"	**Semarang**	Graduation 2019