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**ANALYZING TRANSITIVITY OF THE CHILDREN ISLAMIC BOOK
“BILAL’S BEDTIME (OR ANYTIME) STORIES PART THREE BY ZISHANE
FATIMA KARIM”**

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial
Fulfillment of The Requirements of Undergraduate Degree**



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ABSTRACT

Mahromul Fadlillah (14121320242) ANALYZING TRANSITIVITY OF THE CHILDREN ISLAMIC BOOK “BILAL’S BEDTIME (OR ANYTIME) STORIES PART THREE BY ZISHANE FATIMA KARIM”

This study particularly adopt from Systemic Functional Linguistics (SFL), which one of the central tenets of SFL is that lexicogrammar. The main purpose of this study attempts to analyze of narrative text in one selected of children islamic story book used by transitivity system. It concerns in ideational metafunction is concerned with ideational grammatical resources for construing our experience of the world around and inside us. Transitivity is a system of the clause, affecting not only the verb serving as process but also participants and circumstances (Halliday & Matthiessen, 2014:227). This study was conducted by using descriptive qualitative design. After data has been analyzed, the writer has concluded that there are 9 different narrative text on the book. Meanwhile, material process is dominant in this genre. The participants functions were related to the process types, the most dominant is an actor. The circumstance of location place is dominant in all texts. Domination of those in the texts analyzed justifies the nature of the genre of narrating. This study also provides tools to identify the lexical and grammatical features that are most relevant for understanding the linguistic structure of language that enact the ideational metafunction of text.

Keywords: *Children islamic story , Systemic Functional Linguistics (SFL), Metafunctions, Ideational and Transitivity.*



RATIFICATION

This thesis entitled **Analyzing Transitivity of the Children Islamic Book “Bilal’s Bedtime (or Anytime) Stories Part Three by Zishane Fatima Karim”** written by Mahroimul Fadlillah, student number 14121320242 has been examined on January 30th 2017. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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CHAPTER I INTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with research background, focus of the study, research questions, aims of the research, significance of the research, theoretical foundation, research method and literature review.

1.1 Research Background

This study applies Systemic Functional Linguistics (SFL) to investigated transitivity system in the children islamic book entitled “Bilal’s Bedtime (or anytime) Stories Part Three”. The researcher is going to reveal that language structures can produce certain meanings which is not always explicit for readers as Butt et al. (2000: 77) argue that reveals how meaning, function and structure are interrelated. Halliday also says that text is a rich, many-faceted phenomenon that ‘means’ in many different ways (Halliday, 2004: 3).

Text or genre is one of the materials which must be taught to the students at school. The latest curriculum expects the students to learn the types of text such as narrative, descriptive, recount, expository, etc. It can be seen from the syllabus. And one of the way to learn foreign language is through story. Because of that, is so important to understand and comprehend entirely the text inside. Text must be analyzed with a certain way. The text must be analyzed, because the teacher must deliver the text entirely, so that the students can understand the text. It is said that knowledge of experiential grammar enables teachers to introduce students explicitly and systematically to the array of choices available for making meanings about human experience in an English clause (Butt et al, 2000:77).

With the transitivity analysis the researcher also can continue the analysis toward the logical meaning and this analysis will have an advantage to increase student’s critical thinking as Emi Emilia said in her journal “Analysing Students’ Critical Thinking in Writing a Thesis Using The Transitivity System”. Next, the researcher can comprehend every single word and how it connects with other words and sentences so the meaning can be right and there is no misunderstanding.



English as a foreign language in Indonesia, and one of the way to teach English to students or children or young learner is through the stories. Children's stories contain uses of language that are considered typical of poetic and literary texts. Many of these devices offer opportunities for foreign language learning. The media which is used for teach English to the students are for examples: storybooks, coursebooks, picture cards, tapes, games, songs, etc. Stories are frequently claimed to bring many benefits to young learner classrooms, including language development (Wright 1997; Garvie 1990) cited from Cameron (2001: 160).

As moeslim, the researcher must care with the culture and the moral value that represented in the story. So, beside children learn a new vocabulares, they also can learn a life message. The researcher choose Islamic Stories to be analyzed because appropriate with the researcher's university where the resercher will be graduated from. Moreover, Islamic story has a moral value inside appropriate with the narrative text characteristic and with the curriculum 2013 which emphasize regarding effects of feelings or student's attitude. Furthermore, the familiar narrative text such as Cinderella and Snow White have a romantic scene for young learner which is not suitable with east and Islam culture. So, the quality of story is questioned by researcher, such as Cameron (2001:166-167) says about characteristics on how a story is considered a quality story. A good story is a story that listeners or readers enjoy, either the children or parents. Moreover, Jasmin Hana (2011:35-36) stated that a good story has a meaning that builds character on young learner; the content is suitable with the age level of the children.

The researcher thought, it is very important to teach a text which contains Islam characteristic to the students, especially moeslim students as the next generation. That character must be given in their early childhood. Same with analogy, we can easily bend trees in any direction when they are still small. But when the trees grow big and tall, even ten people pushing together is unable to bend them. Similarly, teaching the children Islam with the use of short Islamic Stories when they are young is very useful so that they follow the right direction. This research as like as throw two birds with one stone. Beside deal with the



knowledge about the transitivity elements and grammatical language features which found on the story, a good moral value inside a story also can be used for student's moral planting.

Bilal's Bedtime (or anytime) Stories is a children islamic story which published by *Bilal* Muslim Mission of Kenya PO.Box 82508 Mombasa, Kenya. It had published three times since 1990. The first part published in 1990, and then need a long time to publish the second storybook. It published again in 2013 with the different titles and story inside, but with same authors exactly Ahmed H. Sheriff Abbas and S. Alloo. Publisher is Bilal Muslim Mission of Tanzania. The third or newest version storybook is published in 2014 with the the different author. She is Zishane Fatima Karim. The book's ISBN are 9976956657, 9789976956658. This storybook has a good moral value in each story.

1.2 Focus of the Study

In order to make this research feasible, the researcher focused the study on transitivity elements that classified clause by clause that found in *children islamic book (Bilal's Bedtime Stories Part Three* by Zeshane Fatima Karim). The researcher focus on the narrative texts which consist on that book. It exludes of preface, title, etc. The researcher will be focus to analyze the text transitivity on following title: 1) She Learnt Her Lesson, 2) Venom, 3) Mary's Golden Ring, 4) Needed Your Help, 5) Shabbir's Bicycle, 6) Mend It in Time, 7) The Two for One, 8) Arif Disappeared?, and 9) The Girl Who Sulked.

1.3 Research Questions

From the background above, the researcher has two main research questions. They are:

- 1) What are the transitivity Process Types, Participant Functions and Circumstantial Elements that realized in the Bilal's Bedtime Stories Part Three by Zishane Fatima Karim?
- 2) How do such transitivity choices enact the ideational metafunction of texts?



1.4 Aims of the Research

From the research questions above, two main aims of research are to:

- 1) Identify the process types, Participant Functions, and circumstances elements associated with the process of the Bilal's Bedtime Stories Part Three by Zishane Fatima Karim.
- 2) Identify the ideational metafunction of texts which enact with the transitivity choices.

1.5 Significance of the Research

This research attempt to analyze transitivity in narrative text in islamic children storybook. It is a good enrichment of study lexico-grammar and also give contribution in a study of linguistic. There are several significances of this study theoretically and practically which can be beneficial for students, teachers, or researchers. Theoritically:

- 1) For teachers, the result of this study to know transitivity process types, participants, and circumstantial elements which are commonly used in narrative text and knowledge about narrative text's grammatical function and language features. So, the teachers can follow to analyze the text before teach the narrative in the class, because with the transitivity analysis the teachers can make a lesson plan in Systemic Functional Grammar.
- 2) For researchers, this study will be useful for other researchers as references for further researcher and for english students or those who concern at a text analysis. It can enrich linguistic fields, especially about Experiential Meaning on transitivity system, to students who took linguistic concentration.
- 3) Beside the research significance theoritically, this research also has a significance practically: It can be a book reference for English students to prepare the micro-teaching and PPL. So, it can be used for the children's language learning.



1.6 Theoretical Foundation

1.6.1 The Nature of the Grammar

According to Halliday (1985), if we talk about grammar in English, there are three kinds of grammar, namely: “theme is the grammar of discourse”, “mood is the grammar of speech function”, then “transitivity is the grammar of experience.” Halliday also defines transitivity as “the grammar of the clause” as a structural unit for expressing a particular range of ideational meanings. This study refers to theories of systemic functional linguistics proposed by some linguist, especially M.A.K. Halliday (2004) in *An Introduction to Functional Grammar*.

Transitivity analysis has been widely used to understand the language of speakers and writers. It examines the structure of sentences which are represented by processes, the participants involved in these processes, and the circumstances in which processes and participants are involved. Using transitivity analysis, researchers have tried to reveal that language structures can produce certain meanings which is not always explicit for readers.

Traditionally, transitivity is normally understood as the grammatical feature, which are:

- 1) If the verb takes a direct object, then it is described as transitive, and
- 2) It is called intransitive if it does not;
- 3) An extension of this concept is the ditransitive verb, which takes both a direct and an indirect object.

If in the sentence does not exist the direct object, or there are two objects in a sentence, so it makes a reader confuse. Halliday, however, found the new concept of transitivity. The new concept represents a further development of the old concept. In Halliday's conception in his *Introduction to Functional Grammar*, whether a verb takes or does not take a direct object is not a prime consideration. There are three components of what Halliday calls a “transitivity process”, namely:

- 1) *The process* itself,
- 2) *Participants* in the process; and
- 3) *Circumstances* associated with the process.



Language is a system of meaning. It means, whenever people use language, they tend to construct meaning. Thus, grammar becomes a study of how people arrange the choice of words and other grammatical resources to convey their purposes. When people use language to make meaning, they do so in specific situations, and the form of language that they use in discourse is influenced by the complex aspects of those situations.

In Systemic Functional Linguistics, the ways people use language is classified into three categories, they are called as language metafunction which consists of:

- 1) Ideational Metafunction, the language is used to organize, understand, and express our perceptions of the world and of our consciousness. Ideational Metafunction is classified into the Experiential and Logical subfunctions. The Experiential Meaning is largely concerned with content or ideas. The Logical Meaning is concerned with the relationship between ideas. (Bloor and Bloor, 2004: 10; Butt et al., 2000: 5).
- 2) Interpersonal Metafunction, the language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feeling, attitude, and judgments (Bloor and Bloor, 2004: 11). In addition, Butt et al. (2000: 5) state that the Interpersonal Meaning uses language to encode interaction, to show how defensible we find our proposition, and to encode ideas about obligation and inclination.
- 3) Textual Metafunction, language is used to relate what is said or written to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself (Bloor and Bloor, 2004: 11).



This following figure out is the relationships summarize among the variables in the context of situation, the metafunction and the grammatical systems (Unsworth, 2000 : 9) shown in below:

Figure out 1. 1 Context, Metafunctions and Grammar

Contextual Variable	Metafunction (meaning/ semantics)	“reality Construal”	“work done”	Grammatical System
Tenor	Interpersonal	social reality	Enacting our social relations	MOOD
Mode	Textual	Semiotic reality	presenting messages as text in context	THEME
Field	Ideational	Reality	representing our experience of reality	TRANSITIVITY

1.6.2 Transitivity System

Transitivity is relevant to the Ideational Meaning of semantics and field of context of situation. The Transitivity system construes the world of experience into a manageable set of process types (Halliday, 1994:106), and it discriminates six different types of processes in English: material, mental, verbal, relational, behavioural and existential. Each process, Halliday (1994: 107) further suggests, consists, in principle, of three components: the *process* itself, the *participants*, and *circumstances*.

In the transitivity system, there are six types of process, namely: *material*, *mental*, *relational*, *verbal*, *existential*, and *behavioral*. We can see the processes type and the possible participants on its process itself at the table below:

Table 1. 1. Process Type, Category Meaning, and Participants

Process type	Category Meaning	Participants
Material:	‘doing’	Actor, Goal
action	‘doing’	Beneficiary, Range
event	‘happening’	
Behavioral	‘behaving’	Behaver
Mental:	‘sensing’	Senser, Phenomenon



perception affection cognition	‘seeing’ ‘feeling’ ‘thinking’	
Verbal	‘saying’	Sayer, Receiver, Verbiage, Target
Relational: attribution identification	‘being’ ‘attributing’ ‘identifying’	Agent Carrier, Attribute Identified, Identifier
Existential	‘existing’	Existent

(Halliday & Matthiessen, 2014:311)

From the table above, we can see the details of each process type below:

1.6.2.1. Material Processes: processes of doing

Material processes construe doing or happening (Halliday, 1994: 110 cited on Emilia, 2004: 151). They express the notion that some entity ‘does’ something – which may be done ‘to’ some other entity. In the material processes, there are four potential participants role, namely: actor, beneficiary, range and goal. An actor (the Doer of thr process), a Goal (or the Thing affected), a Range (or the thing unaffected by the process), a Beneficiary (or the one to whom or for whom the process is said to take place) (Butt et all., 2000: 52)

Table 1. 2. Transitivity Analysis Example of Material Processes

Her husband	Has never done	anything	For her
Actor	Process: material	Range	Beneficiary

Material processes with a Goal can also be realised in an expression thatt uses an agentless passive (Butt, et. Al, 2000, p.53) as in the following example:



Table 1.3. Transitivity Analysis Example in Passive Clause

This book	Was written	In Australia
Goal	Process: Material	Circumstance: Loc: Place

Fairclough (2003: 142) suggests, material processes can be expressed in transitive verb (with a goal) or intransitive verbs (without a goal). Material processes are not necessarily concrete, physical events; they maybe abstrack doings or happening (Halliday, 1994: 111), examples:

Table 1.4. Transitivity Analysis Example in Abstract Doing

The mayor	Resigned
Actor	Process? Material

1.6.2.2. Behavioral processes

Behavioural processes are processes of physiological or physiological behaviour (Halliday, 1994a: 139 cited on Emilia, 2014: 165). like breathing, dreaming, snoring, smiling, hiccuping, lookin, watching, listening, and pondering. This group of processes is intermediate between mental and material processes and typically they have only one participant. The participant must be a conscious being and is called the Behaver (Eggins, 1994: 250). A rule of thumb, a behavioral process verb is:

- 1) Intransitive (it has only one *participant*) and
- 2) Indicates an activity in which both the physical and mental aspects are inseparable and indispensable to it.

Example of behavioural processes can be seen below (Halliday, 1994: 139 cited on Emilia, 2014: 165)

Table 1.5. Example of behavioural processes

You	are daydreaming!
She	is not listening
Andi	is smiling



All students	are always laughing
Behaver	Process: Behavioural

(Emilia, 2014:165)

Behavioural process are almost always middle, the most typical pattern is a clause consisting of Behaver and Process only, a common variant of these is that where the behaviour is dressed up as if it was a participant, like *she sang a song, he gave a great yawn*; this structure is typical in the everyday spoken language (Halliday & Matthiessen, 2014:301).

And another example is

Table 1.6. Example of behavioural processes

She	Lives	In the Mango street.
Behaver	Process: behavioural	Circ:location:place

The boundaries of behavioural processes are indeterminate; but can be recognized the following kinds as typical:

- 1) [near mental] processes of consciousness represented as forms of behaviour, e.g. look, watch, stare, listen, think, worry, dreams;
- 2) [near verbal] verbal processes as behaviour, e.g. chatter, grumble, talk;
- 3) physiological processes manifesting states of consciousness e.g. cry, laugh, smile, frown, sigh, snarl, whine;
- 4) Other physiological processes, e.g. breathe, cough, faint, shit, yawn, sleep;
- 5) [near material] bodily postures and pastimes, e.g. sing, dance, lie (down), sit (up, down). (Halliday, 1994a: 139 cited on Emilia, 2014: 165).

1.6.2.3 Mental Processes: processes of sensing

Halliday & Matthiessen (2004) classify mental processes into three classes, they are:

- 1) Cognition (process of thinking, knowing, understanding, etc.)



- 2) Affection (process of liking, fearing, etc.)
- 3) Perception (verbs of seeing, hearing, etc.)

Furthermore, examples of sensing processes, as Derewianka (2011: 22) describes, can be seen in the table below.

Table 1.7. Example of Sensing Process

Cognition (Thinking)		Affection (Feeling and wanting)	Perceiving (Seeing, hearing)
Know	Decide	Like	See
Reflect	Consider	Hate	Taste
Comprehend	Recall	Dislike	Hear
Believe	Hypothesise	Want	Smell
Imagine	Wonder	Wish	Observe
Forget	Understand	Need	Notice
Remember	Assume	Fear	Sense
Recollect	Recognise	Enjoy	
Realise	Infer		

(Derewianka, 2011:22)

Moreover, Halliday & Matthiessen (2014: 249) claims that there are four different subtypes of sensing: perceptive, cognitive, desiderative and emotive.

Table 1.8. Example of Subtype of Sensing

	“like” type	“Please” type
Perceptive	perceive, sense, see, notice, glimpse; hear, overhear, feel, taste, smell	(assail)
Cognitive	think, believe, suppose, expect, consider, know, understand, realize,	strike, occur to, convince, remind, escape, puzzle, intrigue, surprise



	appreciate, imagine, dream, pretend, guess, reckon, conjecture, hypothesize, wonder, doubt, remember, recall, forget, fear (think fearfully)	
Desiderative	want, wish, would like, desire, hope (for), long for, yearn for, intend, plan, decide, resolve, determine, agree, comply, refuse	(tempt)
Emotive	like, fancy, love, adore, dislike, hate, detest, despise, loathe, abhor, rejoice, exult, grieve, mourn, bemoan, bewail, regret, deplore, fear, dread, enjoy, relish, marvel	allure, attract, please, displease, disgust, offend, repel, revolt, gladden, delight, gratify, sadden, depress, pain, alarm, startle, righten, scare, horrify, shock, comfort, reassure, encourage; amuse, entertain, divert, interest, fascinate, bore, weary, worry

(Halliday & Matthiessen, 2014:249)

In the mental processes, there are two participants, namely: senser (the conscious being that is feeling, thinking, or seeing) and phenomenon (which is ‘sensed’ – felt, thought or seen). Let’s see the example below:

Table 1.9. Transitivity Analysis’s Example of Sensing Process

I	Believe	You
Senser	Process: cognition	Phenomenon



1.6.2.4 Verbal processes

These are processes of saying. The participants of the processes are: sayer (participant who speaks), receiver (the one to whom the verbalization is addressed), verbiage (a name for the verbalization itself). There is however one other type of verbal process, in which the sayer is in sense acting verbally on another direct participant, with verbs such as: *insult, praise, slander, abuse, and flatter*. This other participant will be referred to as the target. For example:

Table 1.10. Example of Transitivity Analysis in Verbal Process

They	Asked	Him	a lot of question
Sayer	Process: verbal	Receiver	Verbiage

And also the example for Target:

Table 1.11. Example of Transitivity Analysis in Verbal Process

I	'm always praising	You	to my friends
Sayer	Process: verbal	Target	Recipient

These are clauses of saying, as in *What did you say? I said it's noisy in here*. Such clauses are an important resource in various kinds of discourse. They contribute to the creation of narrative by making it possible to set up dialogic passages, as in the following written narrative (Halliday & Matthiessen, 2014:302). The Process of a “verbal” clause is realised by a verbal group where the lexical verb is one of saying. Halliday & Matthiessen (2014: 305) give the examples of verbal process type in this table below.

Table 1.12. Example of Verbal Processes

Type		Examples of Verb
Activity	Targeting	praise, flatter, commend, compliment, congratulate; insult, abuse, slander, blame, criticize, chide, censure, pillory, rebuke
	Talking	speak, talk



Semiosis	Neutral Quoting	say, tell; go, be like
	Indicating	tell (sb that), report, announce, notify, explain, argue, convince (that), persuade (sb that), promise (that)
		ask (sb whether), question, enquire (whether)
	Imperating	tell (sb to do), ask (sb to do), order, command, require, promise, threaten, persuade (sb to do), convince (sb to do), entreat, implore, beg

1.6.2.5 Relational processes: processes of being

Relational processes are processes of being (Halliday, 1994a: 119 cited on Emilia, 2014: 158) There are three types of relational process in the clause, namely:

- 1) Intensive 'x is a' (establishes a relationship of sameness between two entities)
- 2) Circumstantial 'x is at a' (defines the entity in terms of location, time, manner)
- 3) Possessive 'x has a' (indicates that one entity owns another)

Each of these comes in two modes:

- 1) Attributive ('a is an attribute of x'). In this mode, there are two participants, namely: carrier and attribute.
- 2) Identifying ('a is the identity of x'). In this mode, there are two participants, namely: identified and identifier.



The six possible classifications of relational processes in terms of modes and types are given below:

1.13. Classifications of Relational Processes

Mode \ Type	(i) attributive	(ii) identifying
(1) intensive	Sinta is smart.	Dimas is the smartest student. The smartest student is Dimas.
(2) circumstantial	The fair is on a Tuesday.	Tomorrow is the 10th. The 10th is tomorrow.
(3) possessive	Peter has a piano.	The red book is Ika's. Ika's is the red book.

The Principal Types of Relational Processes (Emilia, 2014:158)

Table above shows one important difference between the mode attributive and identifying. The attributive ones are not reversible. While the identifying ones are reversible, so that the “x” and the “a” can be switched around.

There are two main participant roles in relational clauses: *Carrier+attribute* in attributive clauses, and *token* (that which stands for what is being defined) + *value* (that which defines) in identifying ones. The verbs that realize relational attributive processes are: among others: different forms of *be*, *become*, *turn*, *grow*, *turn out*, *start out*, *end up*, *keep*, *stay*, *remain*, *seem*, *sound*, *appear*, *look*, *taste*, *smell*, *feel*, *stand*.

Moreover, verbs that realize relational identifying processes are: among others: different forms of *be*, *equal*, *make*, *signify*, *mean*, *define*, *spell*, *indicate*, *express*, *suggest*, *act as*, *realized*, *play*, *represent*, *stand for*, *refer to*, *exemplify* (Eggins, 1994: 257 cited on Emilia, 2014: 159)



The following examples of relational attributive and identifying processes:

Table 1.14. Examples of Relational Attributive Processes

Sinta	Is	dilligent.
Toni and Indra	Are	students of the English Department.
The story	Sounds	interesting.
Tata	Is	a hardworking person.
Mizan	has turned	into a wise man.
Whales	Are	mammals.
Carrier	Process: intensive	Attribute

(Emilia, 2014:159)

Table 1.15. Examples of Relational Identifying Processes

The first winner	must be	Sinta.
his statements	Represent	the students who were dropped out.
d-o-g	Spells	“dog”.
the most effective way to stop corruption	Is	capital punishment.
mr.garrick	Played	hamlet.
Identified/ Value	Process: Intensive	Identifier/ token

(Emilia, 2014:161)

Other types of relational processes that can be found in a text are: Circumstantial and possessive. Circumstantial relational processes encode meanings about circumstantial dimensions: location, manner, cause, etc. And relational possessive process of ownership and possession between clausal participants (Egins, 1994: 262). Examples of each type of clauses are shown as follows:



Causative clause:

Table 1.16. Examples of Causative Clause

Air pollution	Cause	Many diseases.
Illegal logging	Leads to	Many disasters.
The condition	Has led to	A more serious problem.
His hard work	Results in	His success in his career.
Token	Process: Cause	Value

(Emilia, 2014:264)

Possessive clause:

Table 1.17. Examples of Possessive Clause

This building	Has	A unique design
Possessor	Process: possession	Possessed

(Emilia, 2014:264)

The last type of relational processes that may be found in a text can occur in a causative relational type, with causation expressed through a make + be (Process: intensive) structure, as in:

Table 1.18. Examples of Causative Relational Structure

But the uniform	Makes	The students	Neat
The department program	Has made	The students	Dilligent
Agent/ initiator	Process: cause	Carrier	Attribute

Another example can be seen below:

Table 1.19. Examples of Causative Relational Structure

The experience in Mecca	Made	Pak Engkus	become	A religious person
Agent/ attributor	Process: causative	Carrier	Process: intensive	Attribute



If the second clause above is changed into passive, the clause becomes:

Table 1.20. Examples of Causative Relational Structure in Passive Clause

Pak Engkus	Was made	To become	A religious person	By the experience in Mecca
Carrier	Process: causative	Process: intensive	Attribute	Agent

1.6.2.6 Existential processes

These processes represent that something exists or happens. These clauses typically have the verb *be*, or some other verb expressing *existence*, such as *exist*, *arise*, followed by a nominal group functioning as Existent (a thing which exists in the process). The existent may be a phenomenon of any kind, and is often, in fact, an event. For example:

Table 1.21. Example of Existential processes

There	Was	A storm
	Process	Existent: event

1.6.2.7 Circumstantial elements

Some linguists identify Circumstantial Elements by considering what probes use for eliciting or looking at the different question to which the circumstances provide answers. They classify them into seven types. They are Extent, Location, Manner, Cause, Accompaniment, Matter and Role (Eggins 2004: 222).

- 1) Extent construes the extent of the unfolding of the process in space-time: the distance in space over which the purpose unfolds or the duration in time during which the process unfolds. The interrogative forms for Extent are *how far?*, *how long?*, *how many* (measure units)? *How many times?*. The typical structure is a nominal group with a qualifier, either definite e.g. *five days*, or indefinite, e.g. *many miles*, *a long way*, this occurs either with or without prepositions, the most usual preposition is *for*.



- 2) Location construes the location of the unfolding of the process in spacetime: the place where it unfolds or the time when it unfolds. The general interrogative of Location are *where?*, *when?*. Place includes not only static location in space, but also the source, path, and destination of movement. Similarly, time includes not only static location in time, but also the temporal analogues of source, path, and destination. The typical structure is an adverbial group or prepositional phrases, for examples are *down*, *underneath*, *by the door*, *in Canberra*, *long ago*, *before sunset*, *on Wednesday evening*, *among friends*, *between you and me*.

3) Manner

The Circumstantial Element of Manner construes the way in which the process is actualized. Manner comprises four subcategories: Means, Quality, Comparison, and Degree. These cover a considerable range; Means and Comparison tend to be realized by prepositional phrases, whereas Quality and Degree tend to be realized by adverbial groups.

Means refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the preposition *by* or *with*. The interrogative forms are *how* and *what with?*.

Quality is typically expressed by an adverbial group with *-ly* and adverb as Head; the interrogative is *how?* or *how ...?* plus appropriate adverb. Less commonly, Quality is realized by a prepositional phrase. The general type is one where the preposition is *in* or *with* and the Head/Thing of the nominal group is the name of “manner” either *manner* or *way*, or of a qualitative dimension such as *speed*, *tone*, *skill*, *ease*, *difficulty*, *term*; but phrasal expression of Quality also include more specific types, such as specifications of the manner of movement.

Comparison is typically expressed by prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference. The interrogative is *what... like?*.

Degree is typically expressed by an adverbial group with a general indication of degree such as *much*, *a good deal*, *a lot*, or with a



collocationally more restricted adverb of degree such as *deeply*, *profoundly*, *completely*, and *heavily*. The collocationally restricted adverbs collocate with verbs serving as Process, as in Mental clauses: *love* + *deeply*, *understand* + *completely*, *believe* + *strongly*. Less commonly, Degree may be expressed by a prepositional phrase, usually with *to* plus a nominal group with *extent*, *degree* as thing and intensifying adjective such as *high*, *large*, *great* as Epithet.

- 4) Cause tells about *why*. It divides into three subtypes which construes the cause why the process is actualized. Reason tells what causes the Process and is probed by *why?* or *how?*. It represents the reason for which a process takes place, what causes it, and they have the sense of “because”. For example *of thirst* in sentence *The sheep died of thirst*. Purpose tells the purpose and is probed by *what for?* For example *for cigarettes* in sentence “He went to the shop for cigarettes”. While, in addition, Behalf tells for whose sake and is probed by *for whom?* For example *for his mother* in sentence “He went to the shop for his mother”.
- 5) Contingency specifies an on which the actualized of the process depends on what. There are three subtypes. Those are Condition, Concession, and Default. Condition construes Circumstances that have to obtain something in order for the process to be actualized, they have the sense of “it”. They can be expressed by prepositional phrase of with complex prepositions *in case of*, *in the event of*, *on condition of*. Concession construes frustrating cause, with the sense of “although”. It is expressed by prepositional phrase with the prepositions *despite*, *notwithstanding*, or the complex prepositions *in spite of* or *regardless of*. Default has the sense of negative condition. It is expressed by prepositional phrase with the complex prepositions *in the absence of*, *in default of*.
- 6) Accompaniment tells about *with* or *without who* or *what* and is can be probed by *who* or *what else?* It is expressed by prepositional phrase such as *with, without*, *besides*, and *instead of*. There are two types of



Accompaniment. They are Comitative and Additive. Comitative represents the process as a single instance of a process. For example, I left work *without my briefcase*. Additive represents the process as two instances. For example, *Instead of dingy velveteen* he had brown fur, soft, and shiny”.

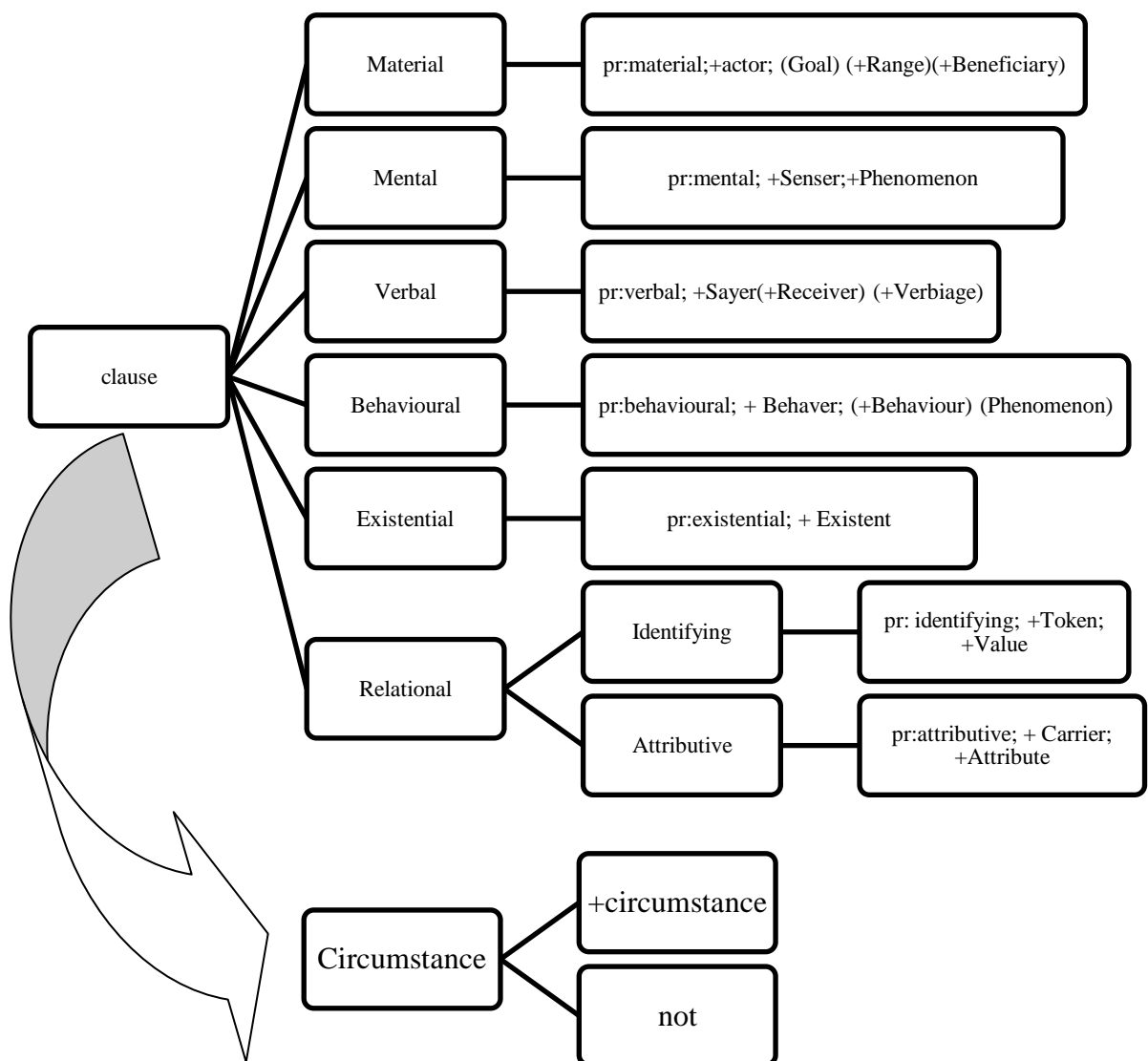
- 7) Role tells about *be* and *become*. It has two categories named Guise and Product. Guise usually tells about *what as* and is probed by *as what?* For example, He lived a quiet life *as a beekeeper*. Product refers to a probe *what into*, with the meaning of “become”. For example, They bend that rod in *a straight line*.
- 8) Matter tells about “what” or “with reference to what” and is probed by *what about?* It is related to Mental Process, especially the cognitive subtype, and Verbal Process since it is the circumstantial equivalent of the Verbiage which is described, referred to, or narrated. The interrogative is *what about?* It is expressed by preposition such as *about*, *concerning*, *with reference to*. For example: “This book is talking *about functional grammar*” and “We must warn *of the consequences of this truth*”.
- 9) Angle is related either to the Sayer of a Verbal clause, with the sense of “as... says” or to the Sayer of a Mental clause, with the sense of “as ... thinks”. The former is called as Source since it is used to represent the source of information. It is expressed by complex prepositions such as *according to* and *in the words of*. The latter is called as Viewpoint because it is used to represent the information given by the clause from somebody’s viewpoint. It is expressed by simple preposition *to* or by complex preposition such as *in the view/opinion of* and *from the standpoint of*. This type of Angle occurs in Relational clauses that are agnate with Mental one.



1.6.3. Transitivity Clause Structure

When we look at the experiential metafunction, we are looking at the grammar of the clause as *representation*. As with the clause as exchange, we find there is one major system of grammatical choice involved in this kind of meaning. This is the system of TRANSITIVITY as *process type* (Eggs,2004: 213). Early, the researcher had revealed that there are six process types in transitivity. According to Eggs (2004: 214) there are basic structure to analyze the the process type clause:

Figure out 1.2. Transitivity Clause Structure





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

1.6.4. Narrative Writing

Narrative is a form of discourse and text which commonly concerns with the real or made-up memories of something happened, and often in the past event. In addition, narrative is also full of a chronological sequence of events; however, some of them hold merely one single event or jump around in time McCabe and Peterson (1991 : 1-2). There are various types of narratives. Firstly, *scripts* are employed to convey knowledge of a well-known event that is usually informed applying the second person pronoun 'you' and the present tense. Secondly, *recounts* involve telling about a personal experience when mostly prompted using the past tense. Thirdly, *accounts* are employed to explain a personal experience without delaying and those experiences usually are not shared by the listener. Fourthly, *event casts* are employed to explain an ongoing activity, report on a factual scene, or tell about a future plan. And finally, *fictional stories* are employed to the past, present, or future events that are not real. The events are described by focusing on someone or something attempting to carry out a goal.

Generally, children can retell their memories at around 2 years of age. They intend to show a collection of unrelated ideas. Therefore, their points of talking switch frequently and cohesive devices are not used to link the story together. It may be possible for their narrative to develop over the next few years. The further elaboration of their narrative ability can be described as the following. At first, narration tends to consist of reporting one event at a time. Then, it continues at the age of 3 and 4 years, children characteristically present narration together more than two events. Then, the children continue to tell a well-ordered story, but they often show an ending immediately at the emotional climax of a narrative. After 6 years later, children successfully tell a narrative that meets the basic requirements of principal form of their culture. Then, in the early elementary school about six years old, children are able to tell stories that conform to particular schemata for story telling. Their stories commonly look more elaboration, with multiple episodes and various numbers of



points of view. For instance, the common topics are familiar story, revealing the plot of movie or television show, or communicating personal experiences.

Knap and Watkins argues that narrative text has a big power to change the reader perspective, there are three important points in their books:

Figure out 1.3. Narrative Preeminent Points

- The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'. Story-writing therefore has been prominent as a means of naturally inducting students into the intricacies and idiosyncrasies of the English language.
- Narrative also has a powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs.
- Narrative is also a 'big' or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant. (Knapp and Wattkin, 2005: 220-221)

1.6.5 Children Storybook

Story is a way to attract young learner to learn English. Stories provide a whole imaginary world with the use of language that children can access and enjoy as well as learning the language Cameron (2001:159). Moreover, there are other reasons why stories should play a central role in teaching and learning foreign language: Stories which rely so much on words provide a major and constant source of language experience for children. Stories motivate children to learn foreign language, increasing children's ability in listening, reading, speaking and writing. It also help children to be aware of the sound and the 'feel' of the foreign language, the experience of the story provoke a response through



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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

speaking and writing, and stories also build communication (Wright, 1995: 4-5).

A good children storybook always has an educating content and message within the story. This may help children in building good characteristics and his/her state of mind. Children storybook can be easily found in bookstores, from the SL storybooks, translated storybooks and also bilingual storybooks. There are many types of children storybook such as, folktales, fairytales, fables, myths, legends, science fiction, modern fantasy, short stories, picture story books, etc.

In the storybook include transitivity system which is explain the participants, process, and circumstance that contain in reading passages of book. In relationship with communication, process also gives information about whether they are happening in the present, past, or future. The frequency of the proses type, participants and circumstance among the text types are different. Action processes are important in many text types, particularly those that event-based. In narrative, action processes play an important part in constructing the sequence of events or incidents that are unusual or problematic in some respect. In recount, action processes are important in the retelling of the experience (Droga & Humprey, 2003: 30).



1.7 Research Method

In the Research Method, the reseracher would like to write the Research Design, Steps of the Research, Unit of Analysis, Source of Data, Technique and Instrument of Data Collecting, Technique of Data Analysis, Coding, and Research Timeline.

1.7.1 Research Design

This study employed a content qualitative design method. Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings (Ary at al: 2009: 22). Example of qualitative research is content analysis. It focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents (Ary at al: 2009: 29). The study describes the phenomena found in the English text through transitivity analysis.

1.7.2 Steps of the Research

The steps of research in qualitative research according to Lodico et. al (2010: 160-165) are:

- 1) Step 1: Identify a Research Topic or Focus.
- 2) Step 2: Conduct a Review of Literature.
- 3) Step 3: Define the Role of Researcher.
- 4) Step 4: Manage Entry Into the Field and Maintain Good Field Relations.
- 5) Step 5: Write Qualitative Subquestions.
- 6) Step 6: Select Participants.
- 7) Step 7: Collect the Data.
- 8) Step 8: Analyze and Interpret the Data.
- 9) Step 9: Disseminate Results.

In this research follows Lodico steps,

First: identify a research topic or focus, research topic or focus in this research is analyzing the transitivity of the Children Islamic Book (Bilal's Bedtime Stories Part Three by Zishane Fatima Karim).

Second: conduct a review of literature, review of literature in this research are the some transitivity literature by linguist and some thesis about transitivity.



Third, define the role of researcher, in this research researcher as main instrument because researcher must act as the planner, data collector, analyst, and finally reporter of the research finding.

Fourth, manage entry into the field and maintain good field relations, in this research the researcher must manage the transitivity process, participants, and circumstance into table.

Fifth, write qualitative sub question, in this research three research questions are: 1) What are the transitivity Process Types, Participant Functions and Circumstantial Elements that realized in the Bilal's Bedtime Stories Part Three by Zishane Fatima Karim?, 2)How do such transitivity choices enact the ideational metafunction of texts?

Sixth, The researcher did not select the participants because the focus to be analyzed is the children islamic story book.

Seventh, collect the data, in this research the researcher use Children Islamic Book (Bilal's Bedtime Stories Part Three by Zishane Fatima Karim).

Eighth, analyze and interpret the data, this research used steps to analyze and interpret the data adopt the transitivity theory and then make a table to organize each transitivity process, participants, and circumstance.

Ninth or the last is disseminate results; this research disseminates results as a thesis.

1.7.3 Unit of Analysis

According to Chappelle (1998), the unit analysis of systemic functional linguistic is the text because the functional meaning potential of language is realized in unit no smaller than text. Similarly, Halliday (2004: 33) says that text is the form of data used for linguistic analysis and all of the description of grammar is based on text. Referring to the statements, the data of the research which was the children islamic story book. The texts were broken down into clauses because the compositional hierarchy of English in grammar usually starts from a clause (Halliday, 2004: 20). Eggins (2004: 18) says that whenever I produce a clause it must be only one of these three clause classification:

- 1) a declarative: The baby is crying.



- 2) an interrogative: Is die baby crying?
- 3) an imperative: Cry!

In SFL, “clause” rather than “sentence” is the unit of analysis. A clause is defined as any group of words that contains a subject and a predicate (verb).

A clause is a group of words including a subject and a verb forming part of a sentence (Hicks, 2007:20).

Clauses can be further divided into two categories: dependent clauses and independent clauses. A dependent clause cannot stand on its own as a complete sentence. The presence of a dependent clause will almost always be indicated by a single word at the beginning of the clause: a subordinating conjunction, interrogative, or relative pronoun. An independent clause, on the other hand, constitutes a complete sentence without any additional words.

The data used in this research were the materials from the children story book consisted of nine titles. Those were:

- 1) She learnt her lesson
- 2) Venom
- 3) Mary’s golden ring
- 4) Needed your help
- 5) Shabbir’s bicycle
- 6) Mend it in time
- 7) The two for one
- 8) Arif disappeared?
- 9) The girl who sulked

1.7.4 Source of the Data

The researcher collect the Children Islamic Book (Bilal’s Bedtime Stories Part Three by Zishane Fatima Karim) from Google:

<http://www.shiamaktab.info/index.php/en/library/books/english?format=r>



[aw&task=download&fi=5](#)). It downloaded on Wednesday, August 4th 2016 at 03.15 a.m.

1.7.5 The Technique of Collecting Data

Technique for this research is study documentation, because the research object is a children islamic story book. According to C.R. Kothari (2004: 7) the suitable technique for library research type are statistical compilations and manipulations, reference and abstract guides, contents analysis. Kothari (2004: 110) defines content-analysis consists of analysing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which can be either spoken or printed.

In collecting the data, the researcher used the following steps:

- 1) Searching the data in the internet.
- 2) Choosing the data in the internet which will be analyzed.
- 3) Downloading the data from the internet.

1.7.6 The Instrument of Collecting Data

The instrument of this study was the researcher herself. In this research, the researcher acted as the planner, data collector, analyst, and finally reporter of the research finding. The researcher planned the research timeline, and then collect the data from the source of data, after that analyze and identify the data by made table of data classification sheet used for collecting and analyzing the data based on the theories used in this research. Moleong (2002) says that data analysis is a process of organizing and classifying data into certain pattern, category, and basic unit of analysis. The goals of the data analysis are to summarize the data, to represent them so that they can be comprehended, interpreted, or related to some decision the researcher wishes to make the data sheets used to note the chosen texts of the textbook consisted of six tables. Each table for organize the clause according transitivity process type, including participant functions and the circumstantial elements.



1.7.7 Techniques of Data Analysis

The steps in analyzing qualitative data of research in qualitative research according to Iodico et. al (2010: 180) are:

- 1) prepare and organize the data.
- 2) review and explore the data.
- 3) code data into categories.
- 4) construct thick descriptions of people, places, and activities.
- 5) build themes and test hypotheses.
- 6) report and interpret data.

While Bumela (2013:49) argues that there are six steps of analysis in study of transitivity include:

- 1) counting down the number of sentences;
- 2) counting down the number of clauses;
- 3) generating clause identification by using transitivity analysis;
- 4) generating the degrees of frequency for each transitivity element;
and
- 5) describing the connectedness of the entire clauses for the purpose of; and
- 6) generating a sound text interpretation to related in teaching and learning using the descriptive texts.

The researcher believe that Lodico's theory about data analysis in qualitative method is more general than Bumela's data analysis. Bumela's steps is more specific to analyze the text using transitivity. So, the researcher would like to follow Bumela's idea to analyze the text using the transitivity system. But, in this case the researcher just take five steps from Bumela's because the research have not applied yet in the children teaching and learning especially in sound text interpretation.

The researcher collect the Children Islamic Book (Bilal's Bedtime Stories Part Three by Zishane Fatima Karim) from Google: (<http://www.shiamaktab.info/index.php/en/library/books/english?format=raw&task=download&fi=5>). And the researcher analyze the story one by one



clause to find out the transitivity process, participants and its circumstance. To make easier understanding this research, this study used abbreviation and transitivity coding that is available on texts.

1.7.8 Coding of the Data

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (Creswell, 2009: 171).

Because the data are the text in a book and the research method is qualitative, so the researcher use the qualitative codebook. It means for organizing qualitative data using a list of predetermined codes that are used for coding the data. This codebook might be composed with the names of codes in one column, a definition of codes in another column, and then specific instances (e.g., line numbers) in which the code is found in the transcripts. (Creswell, 2009: 152).

In this research, the researcher use the coding for the unit analysis data. There are coding for text and coding for the clause.

e.g. Text Code:

T1/P1

Note: T1 (Text Number), P1 (Page Number).

Text number inform the sequence of the text on the source book. And page number inform in what page the text was.

e.g. Clause Code:

T1/P1/01/IC

Note: add by code (01), it represents the clause number of the text. And then IC (Clause Category, IC=Independent Clause; or DC= Dependent Clause)



1.7.9 Research Timeline

Timeline of this research is taken from August 2016

No.	Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
1	Research Plan												
2	Submission the Title												
3	Writing the Proposal												
4	Collecting Data												
5	Analyzing Data												
6	Revision												

1.8 Literature Review

There are many research had been done to analyze the transitivity, the following literatures are the researcher's references to help the researcher during do this research.

1.8.1 A Transitivity Analysis of English Texts in *Bahasa Inggris When English Rings The Bell*

The research about analyzing transitivity had conducted by Silvi Salsabil from Yogyakarta University State with the thesis title "A Transitivity Analysis of English Texts in *Bahasa Inggris When English Rings The Bell*" (2014). She has five research questions, they are: a). What are the transitivity Process Types that realized the English text in *Bahasa Inggris When English Rings the Bell*? b). What are the Participant Functions that realized the English text in *Bahasa Inggris When English Rings the Bell*? c). What are the Circumstantial Elements that realized the English text in *Bahasa Inggris When English Rings the Bell*? d). What are linguistic features revealed in *Bahasa Inggris When English Rings the Bell*? e). What are competencies revealed in *Bahasa Inggris When English Rings the Bell* and how they should be implemented in the teaching and learning process?



The researcher used three techniques. Those were *Sadap*, *Simak Bebas Libat Cakap*, and *Catat* technique. And she concludes that Relational Process reaches 41.22% as the highest frequency of occurrence in the textbook. Participants of Relational Process named Carrier, Attribute, Identified, and Identifier mentioned 604 times and take 42.59% of the total Participant. There are 136 Circumstance of Place-Location found in the textbook. It exceeds half of the total Circumstance, which is 52.51%.

1.8.2 Transitivity Analysis: Representation of Love in Wilde's The Nightingale And The Rose

Transitivity Analysis: Representation of Love in Wilde's The Nightingale And The Rose (2014) by Asad Mehmood, Roshan Amber, Sobia Ameer & Rabia Faiz from University of Sargodha, Pakistan. They have a main research finding, that is examine the function of language as useful tool in the short story "The Nightingale and the Rose" by Oscar Wilde in the light of Halliday's theoretical framework on transitivity. The aim is to present two views of love via two major characters. They use a content analysis technique. They conclude that The transitivity analysis of Wilde's short story The Nightingale and The Rose show how the actions are performed through the use of material processes. We get a clearer idea from the verbal processes that describe the actions as well as revealing the situation and conditions. Furthermore this impact is strengthened by the relational processes. The physical actions are highlighted through these processes with give an outer view of the world portrayed in the story.

1.8.3 The Transitivity System of Descriptive Texts in One Selected Textbook: Systemic Functional Linguistics Perspective

Recently, a thesis by Nining Suhaeni entitled "The Transitivity System of Descriptive Texts in One Selected Textbook: Systemic Functional Linguistics Perspective" (2016). She has two research questions, they are: a). What types of transitivity elements are produced in



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the descriptive texts? b). How do such transitivity choices enact the ideational metafunction of texts?.

She follow a research technique Bumela (2013:49). The steps of analysis in study of transitivity include: (1) counting down the number of sentences; (2) counting down the number of clauses; (3) generating clause identification by using transitivity analysis; (4) generating the degrees of frequency for each transitivity element; and (5) describing the connectedness of the entire clauses for the purpose of; and (6) generating a sound text interpretation to related in teaching and learning using the descriptive texts.

She concludes that the types of transitivity elements are produced in seven of descriptive texts that author used to describe people and place appropriate for different situations and contexts. Although some of texts are concerned with a similar topic is describing people or place, they differ in terms of their communicative aims and primary to the readers.



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