TRANSITIVITY SYSTEM IN TWO VERSIONS OF CINDERELLA STORIES: A SYSTEMIC FUNCTIONAL PERSPECTIVE

A THESIS

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

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ABSTRACT

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This research aimed to find out transitivity elements are found in two versions of Cinderella stories and explore how such transitivity choices enact ideational metafunctions of text. Then, the researcher analyzed clauses (Independent clause and dependent clause) in two versions of Cinderella stories to easier analyzed transitivity elements there are participants, process type and circumstances. The data of the research are obtained from the selected story, especially Cinderella story.

Study of document becomes the technique of this research. This research also takes a qualitative method in analyzing data where the data is taken from Children's story book. Researcher collected two narrative texts as the data from two famous writer (Grimm and Perrault) under the tittle "Cinderella" as the primary sources. This research is analyse transitivity system as representation of ideational meaning in two versions Cinderella stories. This research study of the relationship between the transitivity choices that used in two versions of Cinderella stories as representation of ideational metafunction.

The result of this analysis shows that here are 248 clauses in the first text or story of Cinderella (Text 1), and in second text or story (Text 2) there are 320 clauses that can be classified in transitivity. The researcher finds 7 Process types that used in two texts are material processes, mental processes, verbal processes, relational processes, behavioural processes, existential processes and meteorological processes. While, 15 participants that used in two texts are actor, goal, range, beneficiary, senser, phenomenon, sayer, receiver, verbiage, carrier, attribute, token, value, behaver and existent. And 7 circumstances that used in text 2 are extent, location, manner, cause, accompaniment, role and matter and text 1 just 6 circumstances, text 1 not find circumstance matter. The most dominant proces types in two versions of Cinderella stories is material process, the most dominant participants is actor, and the most circumstancial elements used is location. The researcher also, finds 6 grammatical features of narrating in two versions of Cinderella stories. There are action verbs and temporal connectives, past tense, mental verbs, action verbs metaphorically, rhythm and repetition and one word or short phrase.

Keywords: *Transitivity System, Ideational Meanings, Systemic Functional Linguistics and Narrative Texts.*
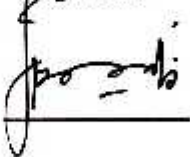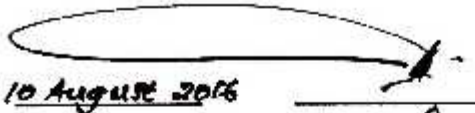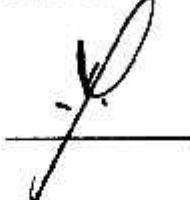
RATIFICATION

This thesis which is entitled "**TRANSITIVITY SYSTEM IN TWO VERSIONS OF CINDERELLA STORIES: A SYSTEMIC FUNCTIONAL PERSPECTIVE**" written by Niyati Wulandari, student number 14121320252, has been examined on **August 4th 2016**. It has been accepted by the board of examiners. It has been recognized as one of the 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, identification of research, the limitation of research, research questions, the aims of research, significance of the research, theoritical foundation, previous research, research methodology, research method, research systematicity, and research timeline. Research methodology consist of place and time of research and source of data. Then the research systematicity consist of techniques of collecting data, instruments of collecting data, techniques of data analysis and codding. This chapter is orientation from next chapter especially about formulation of research. Introduction is like an opening of this research consist all things related to this research before discussing result.

1.1 Research Background

According to Gee's opinion (2005, p. 10) in Nguyen (2012) claims that "language has a magical property: when we speak or write, we design what we have to say to fit the situation in which we are communicating". We all live with language, which is a powerful tool, everyday using it for social and professional purposes, so it is important to know how our language works.

Text is divided into two. There are spoken text and written text. Spoken text occurs in conversation and used more than one participant. In one hand, written text is produced by one or more participants. According to Romadhoni (2014: 1) written text is controlled by a writer and the writer conveys the messages through written text, for gaining the messages, doing analysis is needed. Because of that written text is more independent than spoken text.

Written text needs to be analyzed for realizing the meaning. Looking at grammatical form that used by writer the meaning of the text can be identified. To identify meaning in the text is difficult, as Widowson (2007: 7) say that written texts are more difficult to achieve in getting the meaning because there is only the writer who controls the intention of message. Therefore, written text should be intrepreted and the meaning of the text can be realized.

Writing is a medium to communication between writer and reader (Lehtonen, 2000: 49). Communication in writing is crucial because in writing there is interaction activity between writer and reader, that has character indirect because need reader's sensitiveness and where readers and writers negotiate meanings.

Moreover, meaning is not something that resides in the words we write and send to someone else, but is created in the interaction between a writer and reader as they make sense of those words in different way, each trying to guess the intensions of the other (Hyland, 2009: 44 – 45).

A model that helps researcher understand how texts work to make meaning, facilitate to interpretation and production of text is Systemic Functional Linguistic. In connecting with meaning of texts, according to Halliday and Matthiessen (2004: 79), there are three kind of meanings of text. Those are ideational meaning, interpersonal meaning and textual meaning. In this research, the main concern is in ideational meaning. Ideational meaning is able to reveal experience and what is going on in the text.

The recearcher is interested in two versions of Cinderella stories because this text is potential to be identified in ideational meaning analysis and also interesetd in two famous writesrs Grimm and Perrault. The researcher chosed both of writers because researcher found in childrens' book (especially Cinderella story), Cinderella movie and Cinderella animation is adopted from Grimm's and Perrault's Cinderella story. The researcher wants to find out transitivity system are found in those text and also find out the meaning behind the text. Cinderella story included in narrative text. Narrative is one of the genres that has complete characteristics including social functions to entertain.

After choosing two versions of Cinderella stories as the object of analysis, the tool for analyzing the data is needed. The data of this research is all clauses in two versions stories (two texts). The clauses show the writer expresses his experience in the text. As mention before a model that helps researcher understand how texts work to make meaning, facilitate to interpretation and production of text is Systemic Functional Linguistic. In systemic Functional Linguistic, ideational (experiential and logical) meaning is identified by using

transitivity system. Transitivity system which is introduced by Halliday (2004) peels each part of the clauses. In ideational meaning analysis, the focus analysis is on participants, processes and circumstances. The researcher also uses theories of Gerrot and Wignell (1994) for supporting the data analysis.

This research was principally inspired by the works of Nguyen (2012), Song (2013) and Afrianto and Zuhud (2014). As Nguyen (2012), Song (2013) and Afrianto and Zuhud (2014) who focused on investigated transitity in some texts. Nguyen investigated transitivity analysis in Hoa Pham's short story, Song investigated transitivity in William Faulkner's short story, while Afrianto and Zuhud investigate transitivity in Donne's and Blake's Poem. The position of this current research will focus to investigate transitivity in two selected story telling and will be conducted in Grimm's and Perrault's Cinderella story.

1.2 Identification of Research

This research focused on the analysis experiential function of language. In producing a text writer have to concern about grammar. The important role of grammar is to describing an explaining the language phenomenon. This study will be Transitivity System in Two Versions of Cinderella Stories: A Systemic Functional Perspective. Because it analyzes Cinderella strory, so it is needed clarification whose story and the reason why the researcher choose these story.

The main reason why transitivity analysis was chosen because, the grammatical system that is used to achieve meanings in a text is transitivity system. Transitivity is reflective of experiential aspect of meaning (ideational meaning). As Bumela (2012) says that "meanings are essentially grammaticalized. Every grammatical choice is thus meaningful to serve particular discourse purpose". By examine the transitivity structure in the texts, someone can explained how the field of the situation is being constructed, we can describe "what is being talked about" (Eggins, 2004). There are many kind of process in the transitivity system, because process is central to transitivity. Transitivity analysis gives more detailed and more nuanced support to the reader's responses to text.

The major concern of this research is to investigate two selected story telling of the two famous writers Grimm and Perrault. Researcher look these story is refers to child up to 12 years, same topic and same genre. Cinderella story is the famous tale of a girl who is mistreated by her evil stepmother and step-sisters but goes on to marry the prince. The fairy tales exist in the form of books and movies even animation, and also Cinderella story (book) translated into various languages. The researcher is interested in Grimm's and Perrault's Cinderella stories versions because, recearcher found in children book, film or animation is adopted from Grimm's and Perrault's Cinderella stories even in 2015 Walt Disney produced into film that adopted from those writers Cinderella stories.

1.3 The Limitation of research

In this research, the researcher would like to limit the problem only talking about "Transitivity System in Two Versions of Cinderella Stories: Systemic Functional Perspective". By determining the focus, this research focusing to explain the answers of research questions. Hence, there are some focuses the researcher determines, those are:

1. The participants are going to be chosen from two famous writers especially writers of Cinderella fairy tales are Grimm and Perrault.
2. This research focuses on transitivity elements are found in two versions of Cinderella stories and transistivity choices enact ideational metafunctions of text.

1.4 Research Questions

Based on the phenomenon from the background of research the writer interest in Transitivity on Grimm's and Perrault's Cinderella story thus here are research questions:

1. What types of transitivity elements are found in two versions of Cinderella stories?
2. How do such transitivity choices enact the ideational metafunctions of text?

1.5 Aims of the Research

Based on research questions that mention before, thus here are aims of the research:

1. To identify the types of transitivity elements are found in two versions of Cinderella stories.
2. To explore how such transitivity choices enact ideational metafunctions of text.

1.6 Significance of the Research

The significant of this research has two points there are theoretically and practically. The theoretically this research gives enables learners to enrich their knowledge aboutlinguistic fields, especially abaout Experiential Meaning on transitivity system, to students who look linguistic concentration and increase the comprehension of learners in arranging a well writing especially in transitivity. In addition, this research also provides the understanding of the students in the important texture of the text to help the understanding for construing what goings on in the text.

The practically, gives a clear explanation about the structural role pattern transitivity of each clause in the two texts. Also this study has significant effect for the English major because it is as measurement students' knowledge about transitivity especially in the two version Cinderella story (narratives texts). This research can be used as bibliographical resource for the next relevant type of research.

1.7 Theoritical Foundation

This research refers to the theory of systemic functional linguistics proposed by M.A.K. Halliday (2004) and other theories that support this research. The researcher investigated the transitivity system in two versions of Cinderella stories by Grimm and Perrault.

1.7.1 The Nature of Systemic Functional Linguistic (SFL)

According to Gerot and Wignell (1994: 2) argues that, grammar is a theory of language, of how language works and how is put together. More

particularly,it is study about wording. Systemic Functional Grammar (SFG) is the grammar that has been developed by Systemic Functional Linguistic (SFL). According to Gerot and Wignell (1994: 6) SFG view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. SFG, In one hand, labels elements of the clause in terms of the function each is playing in that clauses rather than by word class. In addition, SFL see language as resource for making meaning in the same way that color is a resource for painters to create artwork (Fang & Schleppegrell, 2008: 10 – 11, cited in Emilia, 2014: 66) . The main differencess in perspective among the three grammars, the folllowing table is represented.

Table 1.1 Formal, Traditional and Functional Grammar.

	Formal + Traditional	Functional
Primary concern	How is (should) this sentence be structured?	How are the meanings of this text realised?
Unit of analysis	Sentence	Whole text
Language level of concern	Syntax	Semantics
Language	- A set of rules for sentence construction - Something we know	- A resource for meaning making - Something we do

Source: Gerot and Wignell (1994: 7)

SFL is a social theory of language which has been developed and influenced by many previous linguists. SFL Starts with the most general fetatures and proceeding step by step so as to become even more specific: a message is about doing, or about thinking, or about being; if it is about doing, this is either plan action or action on something; if acting on something, it is

either creating or dealing with somethingalready created, and so on (Emilia, 2014: 62 - 63).

Finally, SFL concerns language as a system for contruing meaning, rather than as a conduit through which throughts and feelings are poured (Emilia, 2014: 69). In this research SFL as functional labels. According to Emilia (2014: 70) SFL identifies and labels elements of text according to the function they perform in making meaning. Terms such as participant, process, and circumstances are functional labels.

1.7.2 Metafunctions of Language

Halliday introduces a theory that language simultaneously performs three main functions of language called metafunction of language; ideational, interpersonal and textual (Halliday, 1994: 34). These terms are the modes of meaning that are presented in every use of language in every social context.

The interpersonal metafunction expresses the role relationship between speaker and hearer or between writer and reader associated with the situation (Halliday, 1994: 34) . In addition, Bloor and Bloor (2004: 11) 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. The interpersonal ametafunction also concerns the use of language to set up and sustain interaction between people using language.

The textual metafunction expresses the relation between language and its environment, about how speaker or writer organizes their messages in certain situation in the case of written or spoken language (Halliday, 1994: 34). While Bloor and Bloor (2004: 11) says that 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 .

The ideational metafunction expresses how a language interprets the whole of our experiences of the world (Halliday, 1994: 34). In fact, the ideational metafunction comprises two distinct subparts; logical and experiental. The logical metafunction is used to connect our experiences of

the world which are represented in the linguistic system in the form of parataxis or hypotaxis.

According to Christie & Derewianka (2008: 8), cited in Emilia (2014: 77) logical function is concerned with the relationship between ideas or "how we combine clauses in various ways to construe logical relationship. While, the experiential function is concerned with content or ideas, or " how clause represents a slice of experience". The experiental metafunction is used to encode our experiences of the world and to convey a picture of reality. Precisely, it is the content function of language in which it is language as the expression of the processes and other phenomena of the external world including the terms of things (it covers people and places as well as concrete and abstract things), events and circumstances.

Language in its ideational function represents patterns of experience of world and it enables human beings to build a mental picture of reality, to make sense of their experience of what goes on around them and inside them. According to Bloor (2004: 107) when we speak of language as 'representing' real-world events, or imaginary ones, we are not ruling out the probability that language itself has a central formative role in human experience, nor are we challenging the indisputable fact that it is also part of the reality which it is said to represent.

In the experiential meaning, as stated in An Introduction to Systemic Functional Linguistics (Eggins, 1994: 228), "There is one major system of grammatical choice involved in this kind of meaning. Transitivity reflects the experiental metafunction by using grammatical resource for interpreting whats going on, that are represented as a configuration of processes, participants and circumstances, in which the choice in how to interpret the experiences is flexible (Gerot & Wignell, 1994: 52).

1.7.3 Transitivity System

The grammatical system that is used to achieve meaning in a text is transitivity system. In transitivity system, the analysis is carried out at clause level. Clause has essential position to functional grammar because it contains

the sequence of ideational meanings. According to Flowerdew (2013: 16) The clause is the basic unit of analysis in SFL. In addition, Knapp and Watkins (2005: 45) says that, the clause is the basic grammatical unit in a sentence.

According to Gerot and Wignell (1994:83-84) clause can be divided into two, that is, minor clause and major clause. There is no predicator in minor clause while major clause has predicator. Major clause distinguishes between dependent clauses and independent clauses. Independent clause or main clause is a clause that can stand alone as a complete sentences, while dependent clause or additional clause is a clause that can not stand alone and needs information to make sense.

Transitivity, in traditional grammar, refers to whether a verb is transitive or intransitive, the former taking a direct object and the latter not. Transitivity in SFL, however, is much broader than this. It is concerned with the whole clause, not just the verb. It includes the different types of processes involved, their relations to the roles of the participants and how the processes, roles and circumstances relate one to another. When we analyse the roles of the participants, the processes and the circumstances in a text, we can see the relationships between the people and the things involved, the processes they engage in and the sort of circumstances in which they occur (Flowerdew: 2013: 17).

According to Halliday (1875 : 101) in Ristiyani (2011: 12), the clauses as expression of the experiental metafunction of language in transitivity system are combinations of smaller experiental groups which are patterned to signify who did what to whom under what circumstances. The constituent groups of the clause may be expressed by one word or may have a complex structure. But, whether simple (one word) or complex (several words) they are labeled by a group.

According to Bartlett (2014: 45) Transitivity is the technical term for the relationship between the roles different participants play within a process. In addition, the transitivity system construes the world of experience into a manageable set of process types (Halliday, 2004: 170). To reflective experiential aspect of meaning is called transitivity (Hu & Jiang, 2002).

Transitivity is a grammatical system and it deals with different types of process which can be found in the language and the structures. This is the system of Transitivity (process type). The components of the transitivity are:

a. Process itself
b. Participants in the process
c. Circumstances associated with the process

By using transitivity analysis we can describe the content of discourse: what kinds of activities are undertaken by the participant, and how the participants in the activities are described, and how they are classified. The following is a table of arrangement of process, participants, and circumstances that will simplify in revealing a discourse.

Table 1.2 Table of Transitivity Distribution

Clause	Participants	Process			Circumstances
		'doing'	'sensing'	'saying'	quality, class, identity

Source: Martin and David (2004), cited in Sasongko (2011: 353)

Eggins, (2004: 214-215), to analyze transitivity structure in a clause should concerned with describing three aspects of the clause:

a. The selection of a process: the process choice will be realized in the verbal group of the clause;
   Last year Diana gave blood.
b. The selection of participants: participants will be realized in the nominal groups:
   Last year Diana gave blood.
c. The selection of circumstances: circumstantial meanings are expressed through adverbial groups or prepositional phrases:
   Last year Diana gave blood.

1.7.3.1 Structure of Process, Participant and Circumstance

According to Halliday (1985: 101, cited in Ristiyani, 2011: 12**),** the clause as expression of experiental metafunction of language in transitivity system are combinations of smaller experiental groups which are patterned to signify who did what to whom under what circumstances.

Table 1.3 Three Aspects of Meaning.

Three aspects of meaning	
Processes	expressed as verbal group
Participants	expressed as nominal groups
Circumstances	expressed as adverbial groups or prepositional phases

Source: Halliday (1994); Martin et al (1997); Derewianka (2011); Humphrey et al (2011, 2012); Maching & Myr (2012), cited in Emilia (2015: 150 – 151).

a) Structure of Processes

A process as a model of the experience of evenness, whether it is happening, acting, doing, sensing, saying or simply being, which is realized in the grammar of clause by verbal group that may consist of one word or of a group of words. The head of the verbal group which expresses the concept of eventless is a member of a word class verb, which is a word that expresses the actions, occurrences or state of being, that then are called as the event in the verbal group structure. In some way the event may stand alone or be preceded by other words in the group which are known as auxiliary verbs or auxiliaries. (Halliday, 1985: 101 cited in Ristiyani, 2011: 15).

b) Structure of Participant

A participant can be expressed by the notion of thingness; a place, an object, a thing, an idea or a quality, so that in the grammar of clause, participant is realized by a nominal group. The heart as well as the core

of the nominal group structure is the word that generally presents the concept of thingness; noun and pronoun. The noun is a word denoting person, place, thing, ideas or qualities. It can be the subject or object of a verb, can be modified by an adjective and can be applied with determiner (Richards, 1990: 196, cited in Ristiyani, 2011: 13). Then the pronoun is a word which usually replaces nouns or noun phrases and functions as nouns (Richards, 1990:232 cited in Ristiyani, 2011: 13).

c)   Structure of Circumstance

Circumstances have a function to clarify the Process in some way like locate the Process in time or space, explain how the Process occurs, or provide more information about the cause of the Process. The circumstances are realized in the grammar of clause by adverbial group and prepositional phrase. The head of the adverbial group is an adverb. In some ways, the adverb may stand alone or be preceded and/or followed by other words in the group which modify it called premodifier and postmodifier (Halliday, 1985: 165, cited in Ristiyani: 2011: 16).

1.7.3.2 Types of Process, Participants and Circumstances

Process is the central point of transitivity because it has function to classify the number and kind of the role of participants involved in the process in the clause.

a)   Type of Process

The process represents the happening or event which the clause is on about, whether is matter of a happening, doing, thinking, saying, being having. There are many kind of processes in the transitivity system. According to Halliday there are seven types of processes: (1) material processes, (2) mental process, (3) relational process, (4) behavioral process, (5) verbal process, and (6) existential process. Gerrot and Wignell (1994: 73) added one process called meteorological process.

Table. 1.4 Process and General Meaning

Process	General meaning
Material	*Doing, happening*
Mental	*Sensing, seeing, thinking, wanting, feeling*
Relational	*Being (attributing, identifying)*
Behavioural	*Behaving*
Verbal	*Saying*
Existential	*Existing*
Meteorological	*Weathering*

Source: Fontaine (2013: 77)

Table. 1.5 Example of Different Types

Process Type	Examples
Material	I **do** my exercise near Hoan Kiem lake
Behavioral	I **smile at** them
Mental	I **do not understand**
Verbal	They **say** ->I have acted crazy all my life
Relational	I **am** a kindly grandmother
Existential	today **there's** Christianity in the south
Meteorological	it **'s hot**

Source: Nguyen (2012)

First, Material processes of transitivity are processes of doing. Halliday called the process is action clauses that expressing the fact that something or someone undertakes some action or some entity "does" something – which may be done to some other entity. There are two participants involved in the material process. The main participant is an Actor means the one that does the deed. In addition, there may also be a Goal that is implies directed act (Emilia, 2014: 151).

The example:

Enrique	Eats	a mouse
Actor	Process: material	Goal

Second, Mental processes are processes of sensing, feeling and thinking which consist of two potential participants, Senser and Phenomenon. Senser is the conscious being that is feeling thinking or seeing. The phenomenon is what is sensed, felt, thought and seen.

The example:

I	Like	Siberian Husky
Sense	Process: mental, affection	Phenomenon

Mental processes can be divided into three subtypes: perception (verbs of seeing, hearing), affection (processes of linking, fearing) and cognition (processes of thinking, knowing, and understanding) (Emilia, 2014:153). Mental processes give an insight into peple's consciousness and how they sense the experience of the reality.

Table 1.6 Examples of Sensing Processes.

Cognition (Thinking)		Feeling and wanting (Affection)	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		

Source: Derewianka (2011: 22) cited in Emilia (2014: 153)

In Emilia (2014: 153) Mental Process just three types there are, *Cognition, Affection and Perception.* But according to Lock (1996: 105) Mental Process divided into four types there are, *Perception* (seeing, hearing, noticing, feeling, and smelling), *Affection* (liking, loving, fearing, hating, admiring, and missing), *Cognition* (thinking knowing believing, doubting remembering, forgetting, and understanding), and *Volition* (wanting, needing, desiring, hoping, and wishing).

Third, Relational processes are processes of being. The main characteristic of the relational process is that it relates a participant to its quality, identity or description. The process itself states that something is/was/will be, There are three types of relational processes (1) intensive "x is a", (2) circumstantial "x is at a" and (3) possessive "x has a", with the purpose to show the two kind of relationship between a and x: "a is an attribute of x" and "a is the identity of x".

According to Halliday (1994a) in Emilia (2014) there are two distinct modes of relational processes Relational Attributive and Relational Identifying. Relational Attributive relates a participant to its general characteristics or description; and Relational Identifying relates a participant to its identity, role or meaning. The examples:

Relational Attributive:

He	Is	a Spanish snake
Carrier	Relational attribute: intensive	Attribute

Relational Identifying:

His name	Is	Enrique
Token	Relational identifying: intensive	Value

Fourth, Behavioral processes are processes of behavior such as breath, dream, smile, cry, cough, etc which usually have one participant, the Behavior. The participant must be conscious being and is called the Behaver (Emilia, 2014: 165). In addition, according to Bumela (2013: 48) behavioural process is mixed between material/ mental process or between

mental/ verbal process. Example: the verbs *'chat, gossip, ponder, watch, listen, smile, and grin'* and also behavioural process can take form in both physiological process and social process. Example of physicological process *'twitch, shiver, tremble, sweat'* and example of social process *'kiss, hug, embrace, dance, play'* etc.

According to Halliday and Matthiesssen (2004: 251) the boundaries of behavioural processes are indeterminate, but we can recognize the kinds set out in Table 1.7 as typical.

Table 1.7 Examples of Verbs Sensing as Process in Behavioural Clause

(i)	[near mental]	processes of consciousness represented as forms of behaviour	look, watch, stare, listen, think, worry, dream
(ii)	[near verbal]	verbal processes as forms of behaviour	chatter, grumble, talk, gossip, argue, murmur, mouth
(iii)	-	physiological processes manifesting states of consciousnes	cry, laugh, smile, frown, sigh, sob, snarl, hiss, whine, nod
(iv)	-	other physiological processes	breathe, sneeze, cough, hiccup, burp, faint, shit, yawn, sleep
(v)	[near material]	bodily postures and pastime	sing, dance, lie (down), sit (up,down)

Source: Halliday and Matthiessen (2004: 251)

To easier undertstanding about behavioural there is a example:The example:

A crocodile	Lives	in the river
Behaver	Behavioural	Circumstances : Place

Fifth, Verbal processes are processes of saying, or more accuatelly, of symbolically signalling (Gerot & Wignell, 1994:62) which consist of three participants, the Sayer, the Receiver and the Verbiage. The Sayer is the addresser, the Receiver is the addressee and the Verbiage is the content of the message.

The example:

I	Told	my secret	to my lovely cat
Sayer	Processes: verbal	Verbiage	Receiver

Sixth, Existential processes represent that something exists or happens, there is only one participant in existential processes, it is existent. Existential processes are expressed by verbs of existing: 'be', 'exist', 'arise' and the Existent can be a phenomenon of any kind (Gerot & Wignell, 1994: 72).

The example:

There are	so many cats
Process: existential	Existence

Seventh, Meteorological processes. The clause that represent the meteorological process like It's hot or It's windy, in which "It" in those clauses has no representational function but does provide a Subject and it is analyzed as meteorological process (Gerot & Wignell, 1994: 75).

The example:

It	's hot
It	's windy

It	's five o'clock
	Meteorological process

b) Participants

Present thing or people that carrying out the process (thing or people) affected by the process called participants. Participants is the key of process in transitivity system. This is the table that shows the participants in each process.

Table 1.8 Participants in each process

Process of type	Participants	
Material	Actor	Goal
Behavioural	Behaver	Range
Mental	Senser	Phenomenon
Verbal	Sayer	Verbiage
Relational	Carrier	Attribute
	Token	Value
Existential	Existent	

Source: Emilia, 2014: 151 – 166

Table 1.9 Other participants

Process of type	Participants
Material	- Initiator (the one or the thing who initiates another to do something) - Beneficiary (either Recipient or Client) - Range (typically occurs in the middle clauses that have Actor only and no Goal)
Mental	- Inducer (another participant to sense a phenomenon) = Identify

	mode
	- Attributor (the one or the thing which assigns the quality) = Attributive mode
Verbal	Beneficiary (the one who is being addressed)
Relational	Assigner (the one or the thing which assigns the identity)

Source: Halliday (1985, 2004) cited in Ristiyani (2011: 29 – 34)

c) Elements of Circumstance

Circumstances in functional grammar is the name given to those elements which carry a semantic load, but are neither process nor participant (Bloor & Bloor, 1995: 126 in Emilia, 2014: 166). According to Gerot and Wignell (1994: 52), the Circumstantial answers such questions as when, where, why, how, how many and as what.

Circumstances is any circumstancial information about the process. Halliday and Matthiessen (2004: 262-263) identifies nine types of circumstances, there are:

Table: 1.10 Nine Types of Circumstances

Type		wh-item	Examples of realization
Extent	Distance	*How far?*	*for; throughout'measured'; nominal group*
	Duration	*How long?*	*for; throughout'measured'; nominal group*
	Frequency	*How many times?*	*'measured'nominal group*
Location	Place	*Where?*	*at,in,on,by,near;*

		[there here]	*to,towards,into,onto,(away) from,out of,off; behind,in front of,above,below, under,alongside ... adverb of place: abroad,overseas,home,upstairs, downstairs,inside,outside; out,up,down,behind; left,right,straight ...; there,here*
	Time	*When? [then, now]*	*at,in,on; to,until,till,towards,into,from,since, during,before,after adverb of time: today,yesterday,tomorrow; now, then*
Manner	Means	*how? [thus]*	*by,through,with,by means of,out of)+ material), from*
	Quality	*how? [thus]*	*in + a + quality (e.g.dignified) + manner/way, with + abstraction (e.g.dignity); according to adverbs in -ly,-wise; fast,well; together,jointly, separately,respectively*
	Comparison	*how? what*	*like,unlike; in + the*

		like?	*manner of ... adverbs of comparison differently*
	Degree	*how much?*	*to + a high/low/ ...degree/extent; adverbs of degree much,greatly,considerably, deeply [often collocationally linked to lexical verb, e.g.love + deeply,understand + completely]*
Cause	Reason	*Why?*	*because of,as a result of,thanks to,due to,for want of,for,of,out of,through*
	Purpose	*Why? What for?*	*for,for the purpose of,for the sake of,in the hope of*
	Behalf	*Who for?*	*for,for the sake of,in favour of,against ['not in favour of'],on behalf of*
Contingency	Condition	*Why?*	*in case of,in the event of*
	Default		*in default of,in the absence of,short of,without ['if it had not been for']*
	Consession		*despite,in spite of*
Accompaniment	Comitative	*who/what with?*	*with; without*
	Additive	*and who/what else?*	*as well as,besides; instead of*
Role	Guise	*What as?*	*as,by way of,in the*

			role/shape/guise/form of
	Product	*What into?*	*Into*
Matter		*What about?*	*about,concerning,on,of,with reference to,in ['with respect to']*
Angle	Source		*according to,in the words of*
	Viewpoint		*to,in the view/opinion of,from the standpoint of*

1.7.4 Narrative

Narrative texts are those which are organized according to time order or chronological order. This means that the paragraphs are arranged in such a way that the reader can understand the writer's thinking. According to Kane (2000: 366) a narrative is a meaningful sequence of events told in words. In addition, social function of narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrtaive deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Gerot & Wignell, 1994: 204).

The criteria of generic or schematic structure for narrative text include four components: Orientation in narrative introduces characters, temporal and physical setting and situation (Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story), Complication in narrative is recapitulate a sequence of events leading up to their climax, the point os maximum suspense (Tells the beginning of the problems which leads to the crisis (climax) of the main participants), Resolution (The problem (the crisis) is resolved, either in a happy ending or in a sad *(tragic)* ending) or release the tension and tells what finally happened   and Re-orientation/Coda (This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer) (Johnstone: 2004: 638).

Narrative not only simply about entertaining a reading audience, although it generally always does so. According to Knapp and Watkins (2005: 220-221) Narrative has a powerful social role beyond that of being a medium for entertaiment, powerful medium for changing social opinions and attitudes and also a 'big' or macro genre in that can easily accommodate one or more of the other genres and still remain dominant.

Grammatical features of narrating by Knapp and Watkins (2005: 221-. 222):

a. When sequencing people and events in time and space, narrating typically uses: action verbs (e.g. went, saw, got, heard and coming), temporal connectives (e.g. after).

b. Recounts and stories are typically written in the past tense unless quoting direct speech. (e.g. His name *was* Bob.)

c. In action sequences, mainly action verbs are used (e.g. sirens *screeching*), while in reflections/evaluations, mental verbs predominate (e.g. Maria *didn't know* what to do next).

d. Narratives often use action verbs metaphorically to create effective images. (e.g. It was a terrible argument. Words were flying everywhere.)

e. Narratives often use rhythm and repetition to create particular effects (e.g. *Riding. Riding*. The boy went riding across the wintery moor, far away from the strife of his unhappy home).

f. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effect, (e.g. Anger, Silence. As the vengeful brother prowls the streets).

A narrative text ususally use a lot of types of adverbials, including adverbials of time and place to locate events (Emilia, 2014: 168). While, the feature of narrating by Gerot & Wignell (1994: 204):

a. Focus on specific and usually individualised Participants.

b. Use of *Material Processes,* (and in this text, *Behavioural* and *Verbal Processes*).

c. Use of *Relational Processes* and *Mental Processes.*

 d. Use of temporal conjuctions and temporal circumstances.

 e. Use of past tense.

1.8 Previous Research

In current research, researcher will inversigate ideational meanings and regard writing has been related to Systemic Functional Linguistics. Thus this section reviews some previous studies which similar research area. There are:

Firstly, Nguyen (2012) study that the title *Transitivity Analysis of "Heroic Mother" by Hoa Pham*. He investigates the application of Halliday's theory of transitivity in the construction of personality. He identify and explain how the main character's personality is portrayed and represented through language used in Hoa Pham's "Heroic Mother". His study prove that the role of linguistic choices in transitivity is important to build up the main character of the story.

In his study of transitivity through the analysis of processes and the participants involved in these processes shows that the main character, known as a heroic mother, is suffering from the loneliness, boredom, and inadequate consideration from her family. The main character in Hoa Pham's "Heroic Mother" is just an example of what is happening to many so-called heroic mothers who usually live with their sorrows and their victories which are sometimes ignored by younger generations. Though the concept of "heroic mother" is myth, in Barthes' sense of the word, which supports the old women who lost their children during war time, the main character herself in this story experienced the difficult days of her youth. She used to be a soldier or fighter. She accepted being stereotyped as crazy to achieve her cause of a better future. Need to know *Heroic Mother* is a short story which was published in 2008 by Hoa Pham.

Secondly, Song (2013) study that the title *Transitivity Analysis of A Rose for Emily*. He analyzes several examples of six processes in A Rose for Emily and it is found that they function well to illustrate the theme and analyze some examples to present Emily's image of anti-tradition and pursuing love as well as people's emotion to Emily. Emily, the embodiment of the past tradition in all people's eyes, tries to break the constraint and seeks for her own happiness. Her love to Homer is so fervent, especially before the strong interference of people in

her town, that she kills Homer and lives with him for the rest of her life. Her behavior seems abnormal but it can be understood as her helpless struggle.

The continuous rumors, excessive concerns and strong disapproval given by the people become big burden to Emily. They place their hope on Emily, which can be concluded from the numerous mental processes and verbal processes. People in the town, together with Emily's father are the real causes of Emily's tragedy. All of them obey the traditional values: Puritanism, patriarchy and inhuman doctrine of woman. When the civil war ended, they depend on Emily to reveal their fear. Faulkner gives A Rose for Emily; it is a way to memorize her passing away firstly, to pity this aristocrat's tragic life secondly and finally to solute for her brave struggle against old tradition. Need to know *A Rose for Emily* is famous short story by William Faulkner.

Thirdly, Afrianto and Zuhud (2014) study that the title *Mental and Relational Process of Transitivity in Done's and Blake's Poems: A Systemic Functional Linguistics Approach*. They study occupied the transitivity system to analyze Donne's and Blake's poems, then specifically, it investigated each line containing mental and relation process. Elaborating the analysis, it as well applied descriptive analysis method.

Afrianto and Zuhud identified thirty four lines indicating sixteen mental processes, and twenty three relational processes from six poems. It could be reported that two classifications of relational process were found; attributive and identifying relational process. Furthermore, the finding showed that there are some verbs usually used to indicate mental process, those are 'love', 'honor', 'know', 'think', 'hear', 'see', 'repent', 'mind', 'want', 'fear', and 'dream'. Besides, there are four indications that are able to differentiate attributive relational process from identifying relational process; those are verbs (have and mean), articles (a/an, and the), adjectives (dead, tired, spent, young, bare, cold, joy, happy, and warm), and circumstance of place.

From previous studies above Nguyen (2012) and Song (2013) they study focused on transitivity analysis in short story and Frianto and Zuhud (2014) focused on transitivity analysis in poem. From three previous studies have the same theme with this research. However this research will focus on transitivity

analysis in Grimm's and Perrault's story telling used transitivity analysis. The gap, this research will investigate a comprehensive map of veriables of field and expands the grammatical implications of their vocabulary choices and adopt clause construing strategies.

1.9 Research Methodology

In this section, the researcher would like to explain place and time of research and source of data.

1.9.1 Place and Time of Research

Place in this research is in English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Islamic Institute Cirebon Research. While, the time is in 8th semester. Setting in this research analysed transitivity system as representation of ideational meaning in two versions Cinderella storyies. Why choose two versions Cinderella stories because, this story has same topic there are suffering, bad luck and accidental that refers to good luck. Emilia (2014) argue that transitivity system is the system is to do with 'content' that is expressed in language: all the doing, sensing, being, saying activities that happen in the world.

1.9.2 Source of Data

The data of the reseach are obtained from the selected story, especially Cinderella story. This research is analyse transitivity system as representation of ideational meaning in two versions Cinderella stories. While, the participants in this research are two famous writers. First is Charles Perrault the writer from France, second Brothers Grimm the writer from Germany.

1.10   Research Method

This research used qualitative research. According to Lodico et. al (2010: 34) says that "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them". In this study also focused on the social phenomenon, there is so many children story that write by famous author.

Ary (2010: 475) states that discourse analysis study linguistic units to examine the relationship between words and their meanings and discourse analysis focus on verbal interaction and dialogue, and data collection strategies focus on recoded dialogue – text based, audio, or video recorded. From that description, this research is categorized into qualitative research because this research analyze a text based or document.

According to Arikunto (1990: 149) documentation is getting the data about cases or variables as not, transcript, book, magazine, newspaper, etc. in this research the researcher uses "*Cinderella story"* books from two writers as the data source. Then, the reseacher focuses on the study of transitivity system as the representation of ideational meaning in Grimm's and Perrault's Cinderella story.

According to Lodico (2010: 143) states that three of seven characteristic qualitative research are: Participants are usually selected through nonrandom methods based on whether the individuals have information vital to the questions being asked. Data collection techniques involve methods such as observation and interviews that bring the researcher into close contact with the participants. The study reports data in a narrative (using words rather than numbers) form.

In this research, researcher collected the two narrative texts as the data from two famous writer (Grimm and Perrault) as the primary sources. From two writers, researcher took one story especially Cinderella story. Particularly, they were same topic, genre and refers to child up to 12 years. Furthemore, the secondary sources were taken from many kinds of books, journals and other references that can help the researcher finished the research.

1.11 Research Systematicity

In this section, the researcher would like to explain techniques and instruments of collecting data, techniques of data analysis and codding.

1.11.1 Techniques of Collecting Data

In the context of research, technique of collecting data is documentation analysis. The main reason why documentation is according to Ary (2010: 29) Documentation or content analysis focused on analyzing and interpreting recorded material learn about human behavior. The material may

be public records, text book, letters, films, tapes, diaries, themes, reports, or other documents. Hence in this research will analyze author's transitivity system in two selected Cinderella story.

1.11.2 Instruments of Collecting Data

The instruments of descriptive research is the researcher herself. According to Lodico et. al (2006: 106) called it self-developed instruments where the instruments are created by researcher for a specific setting or group of participants in collecting data, it will conducted by the researcher.

1.12.3 Techniques of Data Analysis

While when the data collected, the steps of data analysis in qualitative research according to Hoonaard and Hoonaard (2008: 186) are:

1. The gatherinng of data and the analysis of those data are iterative process
2. Memoing
3. Re-check the data that has been memoing
4. Developing concept or relating to already existing concept
5. Making conclusion

The steps in this research adopt all of points of Hoonaard and Hoonaard. Because this research is qualitative research focused on content of text. In first step researcher read the two selected narrative texts for several times. Second step, after read the two selected narrative texts for seveal times, the researcher divided the clause (dependent clause and independent clause) of two texts, then the researcher took a note of the data that used in this research. Third step, after memoing the data that being analysed, the researcher need to review or re-check the data which has collected. Four step, the researcher analyses the data. The data analysed and described by Halliday's theory of transitivity system other theory that sopported. The last step, the researcher interpreted the report the data findings as a conclusion.

1.11.4 Codding

To easier understanding this research, this research used coding there are:

Codding to texts.

| Grimm's Cinderella Story | Text 1 | 1 |
| Perrault's Cinderella Story | Text 2 | 2 |

Codding to paragraph.

1st Paragraph	P1
2nd Paragraph	P2
3rd Paragraph	P3
4th Paragraph	P4

Codding to sentence:

1st Sentence	S1
2nd Sentence	S2
3rd Sentence	S3
4th Paragraph	S4

Codding to clause.

1st Clause	C1
2nd Clause	C2
3rd Clause	C3
4th Clause	C4

Codding to clause type:

| Independent clause | ic |
| Dependent clause | dc |

1.12 Research Timeline

Table 1. 11 Research Timeline

No	Activities	June	July	August
1.	Identify a research topic or focus	▓		
2.	Conduct a review of literature	▓		
3.	Define the role of researcher	▓		
4.	Manage entry into the field	▓		
5.	Write qualitative subquestions	▓		
6.	Select participants	▓		
7.	Collect the data	▓		
8.	Analyze and interpret the data	▓	▓	
9.	Disseminate results		▓	▓

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