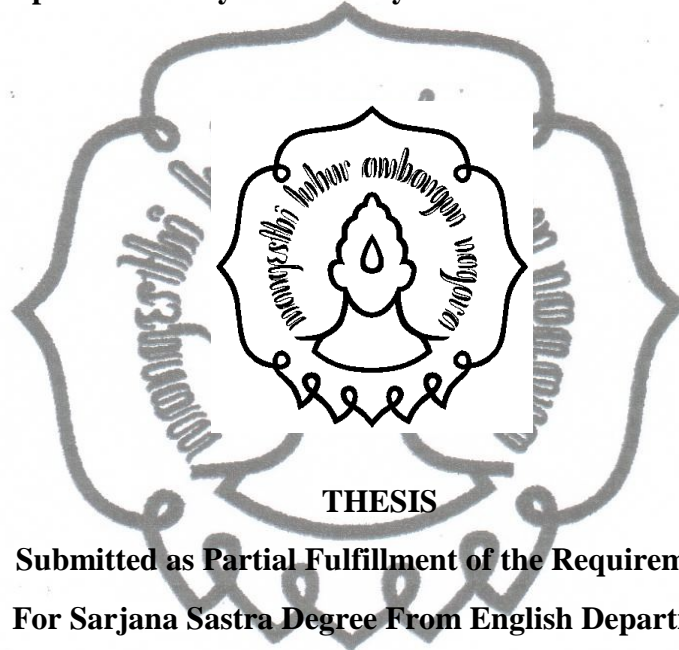


**“AN ANALYSIS OF READABILITY LEVEL OF BEDTIME STORIES
ENTITLED “THE BOY WHO CRIED: ‘WOLF!’” WRITTEN BY MARY
GRAHAM BONNER AND “PINOCCHIO” WRITTEN BY CARLO
COLLODI**

(A Comparative Study Based on Systemic Functional Linguistics)”



THESIS

**Submitted as Partial Fulfillment of the Requirements
For Sarjana Sastra Degree From English Department
Faculty of Letters and Fine Arts
Sebelas Maret University**

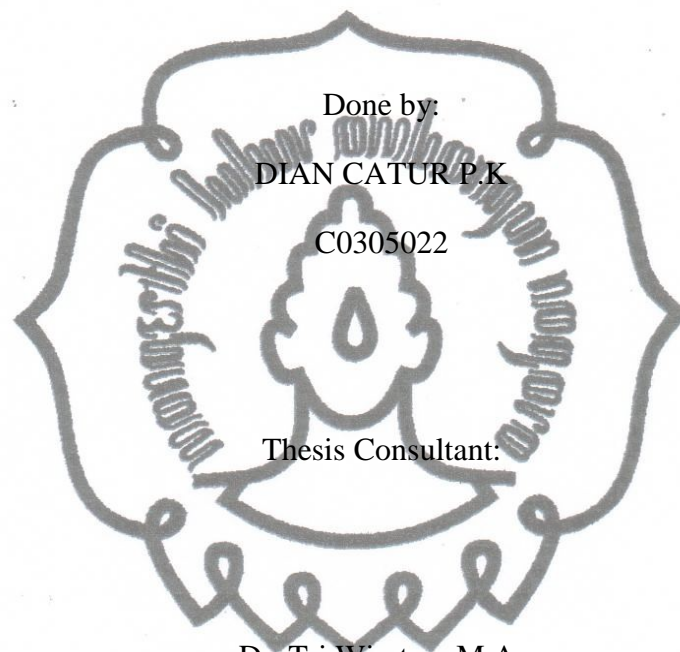
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**ENGLISH DEPARTMENT
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY**

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“AN ANALYSIS OF READABILITY LEVEL OF BEDTIME STORIES

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MOTTO

When there is a will, there are ways to make it true.



*When you feel the world is over, feel the world is on your shoulder and
you've lost the strange to carry on, remember never to surrender 'cause
if you turn another page, you will see that's not the way the story has to
end. Tomorrow is a new day. Then you will find your own way. You'll
be stronger with each tear that you cry. Then you'll learn to fly*

Learn to Fly-A1

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DEDICATION



The thesis is wholeheartedly dedicated to:

my beloved mother and father

my beloved brothers and sister

my friends

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ACKNOWLEDGEMENT

All praise is just the One and Only Allah SWT for the entire blessing, guidance and grace in completing this thesis. However, the completion of this thesis would not be achieved without the assistance and encouragement from many individuals. Therefore, I would like to express my gratitude to all of them who have given the assistance and the encouragement for completing the thesis.

Firstly I would like to thank to the Dean of Faculty of Letters and Fine Arts, Drs. Sudarno, MA and also to the Head of English Department Dr. Djatmika, MA , for the approval on this thesis.

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My special and indescribable thanks go to:

1. My Parents. Thank you mom for the never ending love and affection you gave to me. Thank you so much for being patient in giving me guidance, supports, and advices for my better life. I love you mom. Dad, you will always be my one and only father. I love you.
2. My sisters and brother, I don't know what to say except thank you. I might have been an annoyance for you but you, with all patience and care, always help and support me.
3. Dika, Thank you for sharing the love, bringing joy and giving me all that great lessons. This togetherness will remain the same. I love you

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4. All my SFL friends, Ratih, Fera, Dini, Arif, finally I can finish my thesis.

Thank you so much guys for the never ending supports.

5. All my dearest friends, Arin, Vian, Anggi, Imeh, Ratih, Erdeaka, Astri, Ebs, Us, Kiki Adi, Meyong, Mas Itok, Jo, Ongko, Endro you've been great presents in my life.

6. My Linguistics Friends and all ED '05, being with you is one of the nicest things I've ever had. Hope our friendship will last forever.

7. All my friends in Aryanti Boarding House, Citra 'munyunk', Latip, Brindz, Adje, Ulphe, Rahma, Khurul, Pity, Rizti, Ririn and Imma, I won't forget all the screams and shouts, the laughter, the pain and the tears that we had together. Thank you.

Regardless of my hard work in completing this thesis, I realize that this thesis is still far from being perfect. Hence, I will be very thankful for all suggestion and advises for this thesis. Finally, I expect that this thesis will be beneficial for English Department students and for those who are interested in Systemic Functional Linguistics.

Surakarta, May 2010

Dian Catur P K

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PRONOUNCEMENT

Name : Dian Catur Prasetyaningtyas Kurniawati

NIM : C0305022

Stated that the thesis entitled **“An Analysis of Readability Level of The Bedtime Story Entitled “The Boy Who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written Carlo Collodi (A Comparative Study Based on Systemic Functional Linguistics)”** is originally made by the researcher. The things related to other people’s work are written in quotation and included within the bibliography.

If it is then proven that the researcher cheats, the researcher is positively ready to take the responsibility.

Surakarta, May 2010

The researcher

DIAN CATUR P.K

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ABSTRACT

Dian Catur P.K, C0305022, 2010, An Analysis of Readability Level of Bedtime Stories Entitled “The Boy who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi (A Comparative Study Based on Systemic Functional Linguistics)

This research is a descriptive qualitative research. The data of the research are the performances in the frame of Systemic Functional Linguistics such as complexity of clause and groups, technicality, nominalization, lexical density, cohesion, and text structure. The sources of data are bedtime stories entitled “The Boy who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi. This research is aimed at describing the readability level of the two bedtime stories that is analyzed by examining the complexity of clause and groups, technicality and nominalization, lexical density, cohesion and text structure. This research is conducted through Systemic Functional Linguistics approach. The data are taken by using purposive sampling method.

The research was conducted by analysing the sources of data based on the complexity of clause and groups, technicality and nominalization, lexical density, cohesion and text structure. Then the data descriptions are interpreted. The interpretation of the data is used a guide to determine the readability level of the texts.

The result of the analysis shows that both texts are dominated by complex clauses, simplex nominal, simplex verbal, and simplex adverbial groups, employ less technicalities and nominalization, have low lexical density, have logical cohesive relation and use narrative which belongs to story genre. These factors indicate that both texts have high readability level. The comparison of the two bedtime stories shows that text I has higher readability level than text II.

In conclusion, having written the thesis, it is recommended for anyone who wants to write good bedtime stories for and the students who are interested in SFL to concern more about the aspects of readability, for the readers especially parents to be more selective in picking reading materials for their children.

CHAPTER I

INTRODUCTION

A. Research Background

Man has another fundamental need beyond the physical requirements of food and shelter: the need to communicate with his fellow human beings (Emery, 1968: 3). It is simply defined that communication is art of transmitting information, ideas and attitude from one person to another. Upon this foundation, modern man has created many ways of communicating to others. Language becomes the main means of communication for human beings. By using language as the medium, people are able to pour and express their thoughts, feeling and desires and experiences to others without being limited by time and space.

Language cannot be separated from human activities since it always follows all people in their daily activities. When a man wakes up, does his routines and comes to sleep, he always uses language (Samsuri, 1980: 4). It means that language is a very crucial thing in life. This is why it is important to have early language learning.

Language acquisition itself begins long before the first babbles or the first words. A baby's brain is preparing to speak before any speech sounds are uttered Carter. She also adds for language development, the newborn's brain is pre-wired to pay attention to all language sounds. Yet the family environment plays a critical role in the infant's language and brain (http://www.thepsychologist.org.uk/archive/archive_home.cfm?volumeID=21&editionID=160&ArticleID=1343).

One of the ways to improve language ability that can be done by family especially parents is by giving their children early literacy. Early literacy is part of a relatively new (1980s) understanding of how children develop reading, writing, and language skills. According to this understanding, literacy: is a continuous developmental process; includes listening, speaking, reading, and writing; begins prior to formal instruction in reading; develops in real-life settings for real purposes (www.reachoutandreadco.org/03_WhyWeDo.pdf).

Meanwhile, based on (www.msularc.org/docu/DukeIRC09BBSversionforposting.pdf) early literacy is important because it can serve many purposes at home and in early childhood environments. Early literacy can also build language knowledge.

Important language development takes place before children actually begin talking, and the child's environment and caretakers play vital roles in encouraging precursors of speech and language. In the same way, young children are not formally taught early literacy skills; these skills emerge when the right kind of stimulation is present in their environment.

The development of literacy skills through early experiences with books and stories will influence language ability. When children are exposed to books and reading, they develop early literacy skills including basic book-handling abilities, interpreting pictures, following the plot of a story, and associating meaning with the printed word.

Knowing that early literacy is very important to build language ability and that it has to be done by the children's environment, it is important for parents to

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introduce reading materials to children. One of the reading materials that can be given to children in the early age is bedtime story.

Bedtime stories are stories that are read or told to a child just before bedtime. They are useful as reading materials because they can help children developing their language and bedtime stories also give moral values to the children. Besides, bedtime stories have many advantages, for parents/adults and children alike. The fixed routine of a bedtime story before sleeping has a relaxing effect, and the soothing voice of a person telling a story makes the child fall asleep more easily. The emotional aspect creates a bond between the storyteller and the listener, often a parent and child.

Considering that bedtime story can be used to build language ability and teach moral values to children, it is important to read children readable bedtime stories. Bedtime stories having high readability level will enable children to catch the message of the text clearly.

Readability itself is basically related to the level of ease of understanding of a text. A text which has high readability level is easy to understand. On the contrary, text having low readability level is difficult to understand (Sakri, 1993:135). In other words, readability identifies the quality of a text. The quality of a text is mainly concerned with language used by the writer.

This research is carried out based on Systemic Functional Linguistics (SFL) approach. Systemic approach is increasingly being recognized as providing very useful descriptive and interpretative framework for viewing language as a strategic, meaning-making resource (Eggins, 1994:1). Moreover, the systemic

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approach to language is functional in two main respects. The two main are how people use language and how language is structured for use.

Readability concept in SFL may be determined by the language and its meaning that cover complexity of clause and groups, lexical density, technicality, nominalization, cohesion and text structure which cannot be separated from context of culture and context of situation of the text. Santosa states that the aspects which enable to see the level of difficulty used by the writers are cohesion system, the complexity of nominal group, the familiarity of technical terms, and text structure (2000: 116). The aspects, then, can be used to determine the readability level of a text. This means the text is considered easy or difficult to be understood by readers as the target of communication.

Since there are so many bedtime stories published in books, magazine and also in the internet whose readability level have not been analyzed, it is interesting to conduct a research analyzing about the readability level of bedtime stories. The research aims to find out the readability level of two different bedtime stories. Thus, the researcher conducts a research entitled **“AN ANALYSIS OF READABILITY LEVEL OF BEDTIME STORIES ENTITLED “THE BOY WHO CRIED: ‘WOLF!’” WRITTEN BY MARY GRAHAM BONNER AND “PINOCCHIO” WRITTEN BY CARLO COLLODI (A COMPARATIVE STUDY BASED ON SYSTEMIC FUNCTIONAL LINGUISTICS)”**.

B. Problem Statements

This research is aimed at describing the readability level of the bedtime stories entitled “The Boy who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi. In detail, the research is aimed to describe:

1. How are the complexity of clause and groups structured in each bedtime story?
2. How is the transitivity of each bedtime story?
3. How are the technicalities and nominalization constructed in each bedtime story?
4. How is the lexical density constructed in each bedtime story?
5. How is the metaphor represented in each bedtime story?
6. How is the cohesion structured in each bedtime story?
7. How is the text structured constructed in each bedtime story?
8. What are the differences and similarities between the bedtime stories?

C. Research Limitation

This research is limited to explore the readability level of the bedtime story entitled “The Boy who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi as samples and making the comparison of both bedtime stories.

The analysis is carried out using Systemic Functional Approach. In analyzing the readability, there are some components used. Those are complexity

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of clause and groups, technicality, nominalization, lexical density, cohesion, and text structure. This research is limited to explain the differences and the similarities between the bedtime stories by using the components above.

D. Research Objectives

This research is aimed at describing the readability level of the bedtime stories entitled “The Boy who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi. In detail, the researcher is intended to describe:

1. The complexity of clause and groups structured in each bedtime story
2. The transitivity of each bedtime story
3. The technicalities and nominalization constructed in each bedtime story
4. The lexical density constructed in each bedtime story
5. The metaphor represented in each bedtime story
6. The cohesion structured in each bedtime story
7. The text structured constructed in each bedtime story
8. The differences and similarities between the bedtime stories

E. Research Benefits

For the researcher, this research will become the partial fulfillment to gain Bachelor degree in the Faculty of Letters and Fine Arts of Sebelas Maret University.

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For the other researchers who are interested in Systemic Functional Linguistics especially those who are interested in readability level, this research can be use as an example. It also provides information about the readability level of a text.

This research is also expected to give benefit to readers especially parents by giving them information about readability level and the factors affecting readability level. By having knowledge of how to differentiate the readability of the text, parents should be able to choose the suitable reading materials that are suitable for children of certain ages so that the children will able to catch the moral values of the reading materials given.

For anyone who wants to write good bedtime stories, this research can be used as an input in writing bedtime stories having high readability level, so that the works can be easily understood and read by great number of readers.

F. Research Methodology

This research belongs to descriptive qualitative research. Surakhmad states that a descriptive method is used to describe and interpret the available data (1994, p. 139). Descriptive qualitative method is conducted by means of collecting data, analyzing data, and then drawing conclusion (Hadi, 1984:3)

Subroto states that the literature technique is one of the techniques of collecting data. The literature sources are magazines, newspapers, books, and so on (1992, p.42-43). In this study, the researcher uses literature technique. Thus, the data collected are in the form of words and sentences. The sources of data are

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both bedtime stories entitled “The Boy who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi. The samples are the clauses provided in the texts. The technique of sampling used is purposive sampling.

G. Thesis Organization

The thesis entitled “An Analysis of Readability Level of Bedtime Stories Entitled “The Boy Who Cried: ‘Wolf!’” Written by Mary Graham Bonner and “Pinocchio” by Carlo Collodi (A Comparative Study Based on Systemic Functional Linguistics) consists of Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter I that is Introduction consists of Research Background, Problem Statements, Research Limitation, Research Objective, Research Methodology and Thesis Organization.

Chapter II that is literature review consists of the explanation about Bedtime Story, Readability, Systemic Functional Linguistics, Text and Context, Register, Lexicogrammar, Cohesion, Text Structure, Genre and Generic Structure Potential.

Chapter III which is Research Methodology covers Type of Research, Data and Source of Data, Sample and Technique of Sampling, Technique of Collecting Data, Research Procedure, and Technique of Data Analyzing.

Chapter IV which is Data Analysis is used to find out the readability level of the data. It covers three subchapters that are Data Description, Data Interpretation and Discussion.

Chapter V covers two subchapters that are Conclusion and Recommendation.



CHAPTER II

LITERATURE REVIEW

A. Bedtime Story

Today's parents are inundated with new solutions to help young children improve their reading ability. For parents hoping to raise a literate child, the best option may be one that's been around for generations: the bedtime story. All children love a bedtime story and they also like to be connected to a particular character's journey in that bedtime story. In both popular and scholarly literature, the bedtime story is widely accepted as a given-a natural ways for parents to interact with their child at bedtime (Heath, 1988: 319).

A bedtime story is a traditional form of storytelling, where a story is told to a child at bedtime to prepare them for sleeping time (http://en.wikipedia.org/wiki/Bedtime_story). Meanwhile, (<http://www.thefreedictionary.com/bedtime+story>) states that bedtime story is a story that is read or told to a child just before bedtime. (<http://www.merriam-webster.com/dictionary/bedtime+story>) defines bedtime story as: a story read or recounted to someone (as a child) at bedtime

Bedtime stories have many advantages, for parents/adults and children alike. The fixed routine of a bedtime story before sleeping has a relaxing effect, and the soothing voice of a person telling a story makes the child fall asleep more easily. The emotional aspect creates a bond between the storyteller and the listener, often a parent and child.

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Bedtime stories can be read from a book, or rather, fictional stories made up by the storyteller. The stories are mostly rather short, between one and five minutes, and have a happy ending. A different form of bedtime reading is using longer stories, but dividing them up, thus creating cliffhangers. Children will look forward to their bedtime story, and a fixed routine is installed.

The bedtime story, or any form of shared book reading, has long been described as a vocabulary acquisition device. More recently, studies have shown that children who start school with a larger vocabulary have a distinct advantage; and vocabulary is the best predictor of later reading comprehension (http://www.thepsychologist.org.uk/archive/archive_home.cfm?volumeID=21&editionID=160&ArticleID=1343).

(mora.rente.nhh.no/projects/..//Legitimate%20Parental%20Partiality.pdf) states that the parent reading the bedtime story is doing several things simultaneously. He is intimately sharing physical space with his child; sharing the content of a story selected either by her or by him with her; providing the background for future discussions; preparing her for her bedtime and, if she is young enough, calming her; re-enforcing the mutual sense of identification one with another. He is giving her exclusive attention in a space designated for that exclusive attention at particularly important time of her day.

Based on (www.molwick.com/en/ebooks/z-fairy-tales-books.pdf), Bedtime story characteristics are as follows:

1. Told in bed time, as a form of storytelling before children go to sleep

2. Appeared mostly in the spoken form since it put them in a state of relaxation ideal for a nice rest and an adequate functioning of the childlike brain in that state
3. Having the unfinished words invite the little boys and girls to finish them. In the other words it invites children to contribute something in the story.
4. Inclined to establish behavior or moral guidelines using the representation of fictional situations with sufficient similarity to real situations

B. Readability

Readability is basically related to the level of ease of understanding of a text. A text which has high readability level is easy to understand. On the contrary, text having low readability level is difficult to understand (Sakri, 1993:135). In other words, readability identifies the quality of a text. The quality of a text is mainly concerned with language used by the writer.

Studying readability has two main purposes that are to determine that the text is easy or difficult one for the readers, and to optimize the unity between the readers and the text they read (Sakri, 1993). A text using simple sentence structure is easy to comprehend and considered as a highly readable text. On the contrary, a text using complex sentence is difficult and considered as a text having low readability.

However, based on Systemic Functional Linguistics, text using simple sentence structure is not always easy to comprehend and considered as a highly readable text. The readability of a text is measured by the familiarity of language used in the text towards the readers. A text using complex sentence may have

higher readability level than the text using simple structure if the language used or more familiar and can be understood easily by the readers. This is why the analysis based on Systemic Functional Linguistics is used since the results will be more accurate. Based on SFL, the readability of a text by analyzing cover complexity of clause and groups, lexical density, technicality, nominalization, cohesion and text structure which cannot be separated from context of culture and context of situation of the text.

1. Concept of Readability

Based on Systemic Functional Linguistics the concept of readability level is measured by the contact or the familiarity of language. Contact is concerned with the degree of involvement among interlocutors (Martin: 1992, 528).

Contact can be divided into involved and uninvolved depending on a number of factors influencing the familiarity of the participants with each other. The higher the degree of involvement as far as contact is concerned, the more exclusive the semiosis. A conversation between shopkeeper and clients is far more predictable and thus easier to overhear than one between close friends on bus or train (ibid, p.530).

Based on Poynton in Martin, the less contact, the fewer choices available, the more contact the more choices available and conversely, the more contact. The more options available to be taken up; less contact means that the realization of the meaning selected has to be more explicit, whereas more contact means that more can be left unsaid (ibid, p. 531).

These theories show that readability which deals with the level of understanding of text is closely related to context since the familiarity of language determines the level of ease of understanding. Having more involvement will cause a text have less familiarity of language. Meanwhile a text having less involvement will make the language in the text is more familiar and easier to comprehend. This also causes Sakri's theory concerning readability weaker since Sakri only determines the readability from the structures of text.

2. Factors of Readability

Sakri states that readability depends on vocabulary and sentence structure, which is chosen by author in his/her writing. The use of new vocabularies, difficult words, and complicated sentence structure will make a text difficult to understand. Meanwhile, the use of daily vocabulary that has been familiar with the readers and simple sentence structure will make a text easy to comprehend.

Richards et al asserts that readability has many factors, namely (a) the average length of sentences in a passage; (b) the number of new words a passage contains; and (c) the grammatical complexity of the language used (1985).

Meanwhile, based on systemic functional linguistics (SFL), there are many factors affecting readability. In the SFL concept, readability may be determined by the language and its meaning that cover complexity of clause and groups, lexical density, technicality, nominalization, cohesion

and text structure which cannot be separated from context of culture and context of situation of the text.

Santosa states that the aspects which enable to see the level of difficulty used by the writers are cohesion system, the complexity of nominal group, the familiarity of technical terms, and text structure (2000: 116).

However in this analysis, the text will be examined by using SFL theory since Sakri's theory concerning readability is weaker. It only determines the readability from the structures of text. Meanwhile the SFL concept results more accurate than Sakri's concept. Thus the texts will be analyzed by using Systemic Functional Linguistics.

C. Systemic Functional Linguistics

Systemic Functional Linguistics is the study of language focusing on any piece of discourse analysis. SFL is characterized by the terms systemic and functional. Systematically, SFL is "based on the theory of meaning by choice, by which language, or any other semiotic system, is interpreted as networks of interlocking options: 'either this or that, or the other', either more like this or like that or the other', and so on (Halliday, 1994: xiv).

Meanwhile SFL is "functional in the sense that it is designed to account for how the language is used" (ibid, p. xiii). As Halliday states, "every text, everything that is said or written, unfolds in some context of use". This means language is a product of social and cultural aspects influenced by social environment in its language community. Concerning with meaning, the

fundamental components of meaning in language are functional components. The components, called metafunctions, are the manifestations in the linguistics system of the two very general purposes which underlie all uses of language: (i) to understand the environment (ideational) and (ii) to act on the other in it (interpersonal). Combined with these is a third metafunctional component, the textual, which breathes relevance into the other two (Halliday, 1994: xiii). Thirdly, each element in a language is explained by reference to its function in the total linguistics system. In the other words, each part is interpreted as functional with respects to the whole (ibid, p. xiii-xiv)

The two characteristics, then, will make two possible levels of achievement to aim at. One is contribution to the understanding of the text: the linguistics analysis enables one to show how and why the text means what it does. The higher level is a contribution to the evaluation of the text: the linguistics analysis may enable one to say why the text is, or is not, an effective text for its own purpose – in what respects it succeeds and in what respects it fails, or is less successful (ibid, p. xv).

D. Text and Context

Systemic Functional Linguistics focuses on the study of language as resource meaning. Language itself is a product of social processes either it is verbal or non-verbal process, which occur as a text. The text cannot be determined from the length of words, sentences or paragraph, or even from the extension of grammatical forms such as group of words, sentences, and paragraph (Santosa, 2003: 15-16).

As a text, language is always surrounded by its environment or its context. The term context and text, put together like this, serve as reminder that these are aspects of the same process. Here is a text that accompanies in text that is 'with' namely con-text. This notion of what in with a text, however it goes beyond what is said and written, it includes other non-verbal-goings-on-the total environment in which a text is unfolds (Halliday and Hasan, 1985: 3).

Text is any passage, spoken or written of whatever length does form unified whole (Halliday and Hasan, 1976: 1). It means that a text may consist of a single word or one or more than one sentence or in the prose or verse, monologue, as far as it carries meaning (ibid). A text cannot be determined by the length or the short of the number of words, sentence and paragraphs. It cannot also be defined as the extension of grammatical forms (words, sentences or paragraphs) (Santosa, 2003: 16). Text as a product means that it can be recorded and studied, having a certain construction that can be represented in systemic terms, whereas text as process means that it is interactive process and social activity among participants in expressing its social function (Santosa, 2003: 18)

A text cannot be separated from the context. A text is always surrounded by its environment or its context, whether physically or non-physic which directly supports the existence of a text (ibid, p.16). Therefore, context is very important to bridge text and situation. A context can be reference to determine the social meaning of a text.

The context can be divided into two: context of situation and context of culture. Context of situation happens when language is used. It is "the immediate
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environment in which a text is actually functioning and is realized in register (Halliday and Hasan. 1985: 46), whereas context of culture is the cultural background where language is used.” It is the institutional and ideological background that gives value to the text and constrains its interpretation and it is realized in genre ideology (ibid, p.49)

From the explanation above it can be concluded that text cannot be separated from the context or environment having the relationship with the context of situation and context of culture, whether is spoken or written. Both context of situation or culture are very important to understand the meaning or function of language used in the text.

E. Register

Halliday stated that register is a semantic concept. It can be defined as a configuration of meanings that are typically associated with a particular situational configuration of field, mode and tenor (Halliday and Hasan, 1985: 39). They also added that it is the set of meanings, the configuration of semantic patterns that are typically drawn upon under the specified conditions, along with the words and structures that are used in the realization of these meanings to refer to the semiotic systems constituted by the contextual variables field, tenor and mode (Halliday and Hasan, 1976: 23).

Santosa defines register as the language variety which is based on its usage (2003: 47). In this case, register is not only the choice of words but also the choice of text structure, texture, cohesion and lexicogrammar, phonology or graphology.

The variation of language at register is influenced by the content of situation which consists of three variables: field, tenor and mode.

1. Field

Field is the social action (what is actually taking place). It refers to what is happening, what the participants are engaged in. according to Martin, field is a set of activity sequences oriented to some global institution purpose (1992: 536). It provides an answer to the questions of where, when and how it does. The field represents experiential meaning.

2. Tenor

Tenor as the realization of the interpersonal meaning refers to the social negotiation of social relationship among participants. It reconciles the participants of the social events and the nature of participants. It expresses the role of language to reveal the relation between role and status in the social events. It mediates the semiotics of relationship along three dimensions, namely status, contact and affect (ibid, p.523)

a. Status

Status means the relative positions of interlocutors in a cultural social hierarchy. The basic opposition is between equal and unequal depending on whether the social ranking of participants is comparable or not (ibid, p.525-526).

b. Contact

Contact is the familiarity of the language used in the text and the involvement of the participants in the happening which can be measured by the use of complexity of clause, group, and the congruence or incongruency of the lexes (Santosa, 2003).

Contact can be divided into involved and uninvolved depending on a number of factors influencing the familiarity of the participants with each other. The higher the degree of involvement as far as contact is concerned, the more exclusive the semiosis. A conversation between shopkeeper and clients is far more predictable and thus easier to overhear than one between close friends on bus or train (ibid, p.530).

Based on Poynton in Martin, the less contact, the fewer choices available, the more contact the more choices available and conversely, the more contact. The more options available to be taken up; less contact means that the realization of the meaning selected has to be more explicit, whereas more contact means that more can be left unsaid (ibid, p. 531).

These theories show that readability which deals with the level of understanding of text is closely related to contact since the familiarity of language determines the level of ease of understanding. Having more involvement will cause a text have less familiarity of language. Meanwhile a text having less

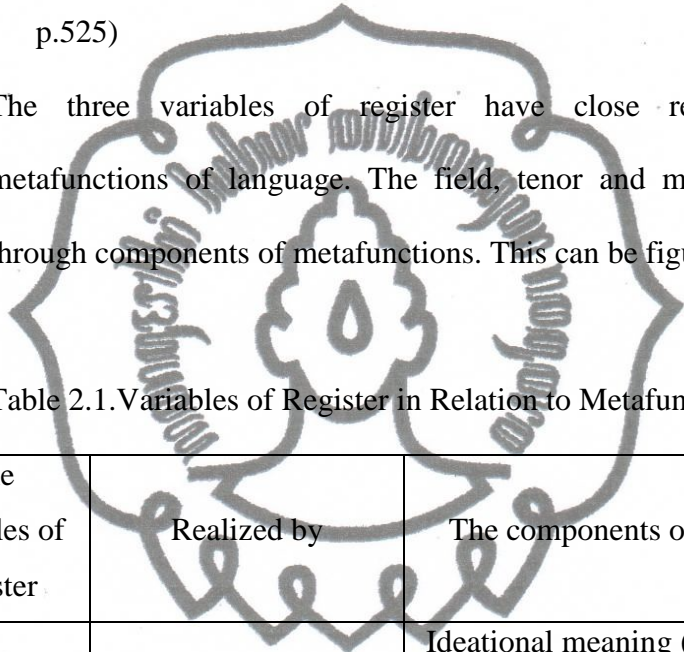
involvement will make the language in the text is more familiar and easier to comprehend.

c. Affect

Affect refers to 'the degree of emotional change' in the relationship with the degree of judgment among participants (ibid, p.525)

The three variables of register have close relationship with metafunctions of language. The field, tenor and mode are realized through components of metafunctions. This can be figured below:

Table 2.1. Variables of Register in Relation to Metafunctions

The variables of register	Realized by	The components of meaning
Field		Ideational meaning (transitivity, verbal group, nominal group)
Tenor		Interpersonal meaning (Mood and Modality)
Mode		Textual meaning (theme, cohesive relation)

(Martin, 1992)

3. Mode

Mode refers to what part of language is playing, what it is that the participants are expecting language to do for them in the situation: the symbolic organizations of the text, the status that it has, and its

function in the context (Martin and Rose, 2003: 243). In short, mode is the specific function assigned to the language used. It covers channel and medium.

a. Channel

Channel is used to express whether the language is more spoken or written.

b. Medium

Medium is used to express the language whether it is one way or two way communication.

F. Lexicogrammar

Lexicogrammar is derived from the words lexis and grammar. Lexis is a word that being used in a text while grammar means a system or a structure. In lexicogrammar, it will discuss about clause, groups, and lexis realizing the three meanings of metafunctions, namely ideational, interpersonal and textual meanings. Those three metafunctions are closely related to the grammatical structure presenting the functions, such as clause system, transitivity, MOOD system and MOOS structure, thematic structure, metaphor, abstraction, and technicality, etc (Santosa, 2003: 77).

Lexicogrammar is the concrete realization of register. This refers to the choice of words and the formation of structure in a system. Butt et al states that language refers to the system of wording or signing which simply means words and the way they arranged (1995, p.14).

1. Clause System

Clause is a group of words containing a verb or part of sentence. A main clause can exist as separate sentence, while a subordinate clause cannot (Hewings&Hewings, 2005: 310).

Meanwhile Halliday defines that “clause is the grammatical unit in which semantic construct of different kinds are brought together and integrated into a whole”. He also adds “a clause is the same unit whether it is functioning alone (as a simple sentence) or as part as clause complex (a compound or complex sentence)” (Halliday, 1994: 21& 26)

From the explanation above, it can be concluded that a clause is a grammatical structure that consists of word, which is arranged to form a larger structure. It can stand by itself as a simple sentence or a part of complex sentence. In a clause, there is at least one activity performed by its verbal group. Clause itself is classified into two major kinds, i.e. minor clause and major clause (Santosa, 2003: 93).

1. Minor Clause

It is a clause with incomplete constituents, but the clause pragmatically has rhetoric function as major clause. It has no mood or transitivity structure, typically functioning as calls, greetings and exclamations, such as ‘Mary!’, ‘Good Night’, ‘Well Done!’ (Halliday, 1994:63).

2. Major Clause

Major clause is a clause which has mood, transitivity structure, and thematic pattern. It can be divided into two kinds which are simplex and complex clause.

a. Simplex Clause

It is a clause, which systematically stands by itself without any expansions of meaning. As a single clause, simplex clause only consists of one activity realized in its verbal group (Santosa, 2003: 94).

Example: There was once a shepherd-boy

b. Complex Clause

Clause complex is a group of clauses that works together through some kind of logical relationship (Butt, et. al, 1995: 32). Complex clause is a clause expressing more than one activity. It has dependent and independent clause with a coordinate relation. It consists of two types of relation between clauses: type of interdependency and type of logico-semantic relation (Santosa, 2003: 94)

a) Interdependency

Interdependency relation can be divided into paratactic and hypotactic. Paratactic is the relation between two like elements of equal status, one initiating and another continuing (Halliday, 1994: 218). Two clauses or more are considered to

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have paratactic relation if both clauses can stand by themselves to present as independent clauses. Paratactic structure is marked by numerical notations (1, 2, 3.....).

Example:

Still another day the boy tried the same trick and the villagers

came running to help

Hypotactic shows the relation between a dependant element and its dominant on which it is dependent (Halliday, 1994: 218). In other words hypotactic relation can be characterized by the fact that an independent clause is developed by a dependent clause. The relation is notated by the Greek letters (α , β , γ).

Example:

That is the kind of thing that happens to people who lie

α

β

b) Logico-semantic Relation

The logico semantic relation may hold between a primary and secondary member of clause complex, it is an extended meaning in the clause (Halliday, 1994: 219).

It can be classified into:

1. Expansion

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Expansion refers to the relation between one clause to the other in which the primary clause is developed by the secondary one by ways of elaboration (=), extension (+) and enhancement (x) (ibid, 219).

a. Elaboration

Elaboration is an expression of a clause expands another by elaborating it, restarting in another words, specifying in greater detail, commenting or exemplifying. It is indicated by the sign “equal” (=)

Example:

the boy laughed at them for their pains there was no wolf there

α

$=\beta$

b. Extension

It is an expansion of one clause by adding some new elements, giving an exception to it or offering an alternative, it involves “and”, “but” and “or”. It is symbolized with the sign (+).

Example:

The kind villagers left their work and ran to the field

1

+2

c. Enhancement

Enhancement is an expression of clause in which one clause enhances the meaning of another by it with reference to the

time, place, manner, cause or condition. It is marked by the sign (x).

Example:

when they got there, the boy laughed.

$x\beta$

α

2. Projection

Projection is the logico semantic relationship in which the secondary clause is projected through the primary clause. It is the logico-semantic relationship whereby a clause comes to function not as direct representation of linguistics representation. It is divided into two: locution (Halliday, 1994: 219)

a. Locution

Locution is verbal projection (verbal and verbal behavior process). On the other words, it is if one clause is projected through another, which presents I as locution, a constructing of wording. It is usually shown by the presence of verbs like say, ask, report, etc. It is indicated by the sign (“).

Example: “Wolf!” he screamed

“ β

α

b. Idea

The idea projection is the mental projection (cognition and perception). It is symbolized by (‘).

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Example:

Once he thought he would play a trick on the villagers

α

β

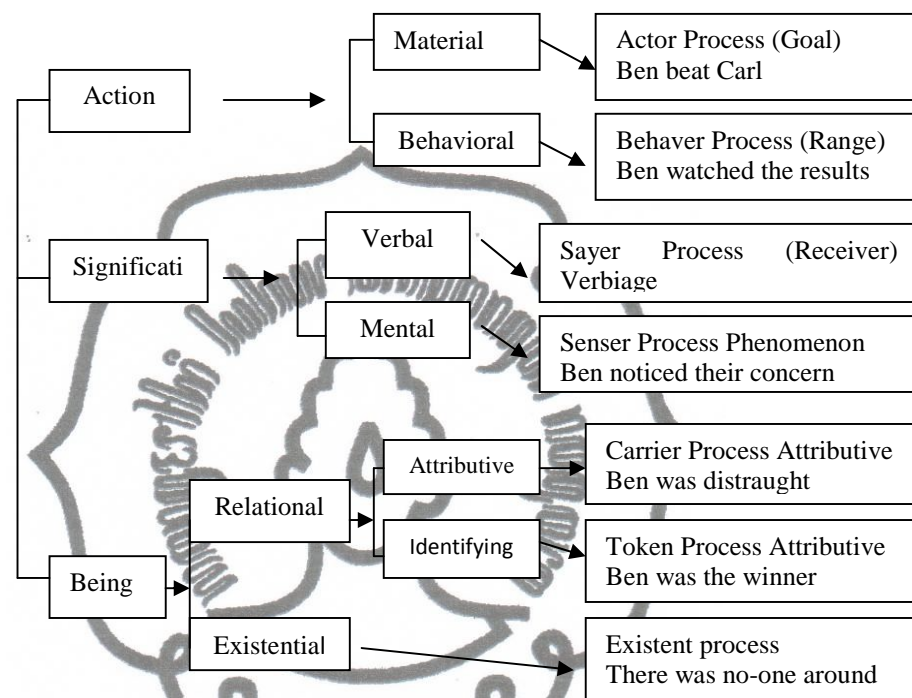
2. Transitivity

Egins (1994: 83) states that transitivity structures are the patterns of process, participants, and circumstances carried by the “content” words of clauses:

1. Verbs: which tell us about the kind of action: doing, feeling, saying, thinking, defining
2. Nouns: which tell who is involved in the action; and
3. Circumstances: prepositional phrases and adverbs which tell us where, when, how, why, and with what the action took place.

The types of processes and participants can be seen in the figure below:

Figure 2.1 Types of Processes and Participants in English



(Martin, 1992: 279)

Material Process is purely physical process. There are two types of material process, namely: process of doing and happening. Material process has two inherent participant roles associated with them. The first is actor and the obligatory element represents the 'doer of the process expressed by the clause. The second is an optional Goal, which represents the person/thing affected by the process. The other participants sometimes exist such as Range (the extension of the process) and Recipient (someone for whom the process is done).

The example is:

The boy	tricked	the villagers
Actor	Process: Material	Goal

Verbal Process is a process of saying. The participants include Sayer (the individual who is speaking) and Receiver (the addressee to whom the process is reflected). The role of Verbiage can be used in its original sense meaning 'that which is said'.

Example:

The blue Fairy	asked	Pinocchio
Sayer	Process: Verbal	Receiver

Mental Process is the process of sensing. This process is defined as perceptive processes (see, hear), reaction processes (like, love, hate), and process of cognition (think, understand). The participants include Sener (the conscious being that is sensing) and Phenomeon (that is being sensed).

Example:

Pinocchio	watched	a puppet show
Sener	Process: Mental	Phenomenon

Behavioral Process is a process of physiological and psychological behavior, like: breathing, dreaming, smiling, and

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coughing (Halliday. 1994: 128). This process is divided into Mental Behavioral Process and Verbal Behavioral Process.

Mental Behavioral Process is intermediate between material and mental process. The verbs usually used are ‘look, memorize, concentrate, check, investigate, listen to, take care of’. In this process, Behavior is known as conscious being and phenomenon is identified, as something perceived, reacted, and thought.

Example:

You	will learn	many things
Behavior	Process: Mental Behavior	Phenomenon

Verbal Behavioral Process is a process of a mixture between verbal process and mental process. It usually uses verbs such as tell, claim, insist, mock, recommend, etc. in this process, Behavior is known as conscious being and Verbiage means what is said.

Example:

The boy	told	the villagers	about his lambs
Behavior	Process: Verbal Behavior	Receiver	Verbiage

Relational Process expresses a process of being. This process is divided into Attributive Relational Process and Identifying Relational Process. **Attributive Relational Process** is a process of relating by giving attribute. The participants are Carrier (roughly the

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topic of the clause) and Attribute (a description or comment about the topic).

Example:

you	are	my son
Carrier	Process: Attributive Relational	Attribute

Identifying Relational Process is a process of relating by giving identity. The participants are Token (a thing which is identified) and Value (a thing functions as identifier).

Example:

Pinocchio	was	his name
Token	Process: Identifying Relational	Value

Existential Process expresses a process of projecting that something exists. The participant involved is existent (something that exists).

Example:

there	was	a wolf	in the flock
	Process: Existential	Existent	

Analyzing process cannot be separated with circumstance, since it is the physical or non-physical environment that surrounds the process. Circumstance is symbolized through adverb. According to Halliday, Circumstances can be divided into Angle, Extent, Location,

Manner (means, quality, and comparison), Cause (reason, purpose, condition, concession and behalf), Accompaniment, Matter, and Role.

1. Angle

Angle expresses who says something or the verbal source.

According to the villagers	the boy loved telling lies
Cir: Angle	

2. Extent

Extent is expressed in terms of some unit of measurement, like yards, laps, rounds, years. The interrogative form usually used are *howfar?*, *how long?*, *how many times?*, etc.

Pinocchio couldn't swim	any longer
	Cir: Extent

3. Location

Location uses the interrogative forms such as where and when. The typical structure is and adverbial group or preposition phrase, like *in Surabaya*, *before holiday*, *two weeks ago*, *at night* and so on.

In the morning	the villagers go	to the field
Cir: Loc: Time		Cir: Loc: Place

4. Manner

Manner comprises three substances: Mean, Quality, and Comparison. *commit to user*

Mean refers to the means that the process takes place. It has the interrogative forms of *how?* and *with what?*

Quality is typically expressed by an adverbial group, with *-ly* adverb as Head. The interrogative form is *how?*.

He carved the wood	carefully
	Cir: Manner: Quality

Comparison which consists of a prepositional phrase with *like* or *unlike* or an adverbial group of similarity or differences expresses it.

I can sing	better than those puppets
	Cir: Manner: Comparison

5. Cause

Cause includes Reason, Purpose, Condition, Concession, and Behalf.

Reason is a circumstance of reason for which a process take place – what causes it. It is usually represented by a prepositional phrase with *through* or a complex preposition such as *because of*, *as a result*. Then it uses the interrogative forms *why?* Or *how?*.

Because of them	he can't go to school
Cir: Cause: Bejalf	

Purpose is the expression of purpose for which an action takes place – the intention behind it. It is expressed in the form of

prepositional phrase with *for* or with a complex prepositional phrase as *in the hope of*, *for the purpose of*. The interrogative is *what for*.

Let's go to the inn	for supper
	Cir: Cause: Purpose

Condition is an expression representing condition of something. The interrogative is *what if*? It is expressed in the form of prepositional phrase.

He went	in disappointment
	Cir: Cause: Condition

Concession is an expression of something conceded. It is expressed in *inspite of* or *despite*.

Inspite of the hard rain	he still comes to school
Cir: Cause: Concession	

Behalf is an expression representing the entity, typically a person, for whose the activity done with the interrogative *for who*?. It is expressed in the form of prepositional phrase *with for* or with a complex preposition like *for the sake of*, *on behalf of*.

He works hard	for the sake of his family
	Cir: Cause: Behalf

6. Accompaniment

Accompaniment has the meaning of 'and', 'or', 'not'. The prepositions usually used are *with*, *without*, *besides*, and *instead of*.

You will go to school	With the real boys
	Cir: Accompaniment

7. Matter

Matter is expressed by prepositional phrase. The preposition such as *about*, *concerning*, *with reference to* are usually used.

Concerning the crisis of energy	we should use electricity wisely
Cir: Matter	

8. Role

Role is corresponded by the interrogative *what as?* and has meaning of 'be' (attribute or identity). The prepositions that usually used are '*as*' and other complex prepositional phrase such as *by way of*, *in the role/shape/guise/form of*.

They disguised	as thieves
	Cir: Role

There are also agents which does not include the above participants (actor, sensor, behavior, sayers, carrier, token and existent), namely extra causer (Santosa, 2003: 92). There are four types of extra causers: initiator, inducer, attributor, and assigner. *commit to user*

1. Initiator

The indicators of the initiator are the following verbs: *make, let, get*

Let	us	go	to the inn
Pro-	Actor	-cess	Cir:Loc:Place

2. Inducer

Verbs that belong to Inducer are: *persuade, convince, assure*

The policemen	convince	the citizen	that the robber has been caught
Inducer	Process	Senser	Phenomenon

3. Attributor

Attributor employs several verbs such as: *make, keep, leave, drive*

The detectives	leave	the case	unsolved
Attributor	Process	Carrier	Attribute

4. Assigner

Assigner employs several verbs such as: *elect, name, vote, call, make*

The citizen of Solo	elected	Jokowi	major
Assigner	Process	Token	Value

3. Groups

A group is an expansion of a word, which is called a group complex (Halliday, 1994: 180). There are several types of groups. Those are:

1. Nominal Group

Nominal group is a part of clause. It is an experiential structure, which has the function of specifying (i) a class or things and (ii) some category of membership within this class (Halliday, 1985: 160).

Furthermore, Halliday elaborates Thing as the center of nominal group. Then, it is clarified by some elements such as Deictic, Numeric, Epithet, Classifier and Qualifier.

a. Deictic

It indicates whether some specific subsets of the thing are intended or not. It is classified into two types; demonstrative (this, those, the, a, an, etc) and possessive (my, your, its, my sister, etc).

b. Numeric

It indicates whether some numerical features of the subset, either quantity (one, two, a couple of, etc) or order (first, second, previous, etc)

c. Epithet

It indicates some qualities (can be physical or psychological) of the subset. It consists of experiential (old, long, green, fast, etc) and attitudinal (splendid, fantastic, etc).

d. Classifier

It indicates particular subclass of the thing, for example fast train, electric train, toy train, and passenger train. Fast, electronic, toy and passenger are the classifier. It is different from epithet since classifier cannot accept degrees of comparison or intensity, as we do not have a more electric train or very toy train.

e. Qualifier

It usually follows the Thing (post-modifier). Mostly it is embedded in the form of phrase or clause. The qualifier is realized in (1) adjective clause, (2) present participle phrase, (3) past participle, (4) infinitive phrase, (5) prepositional phrase, (6) adjective clause, and (7) ordinal and cardinal number. For example: the boy who brings the ball, the girl wearing long dress

Below, the analysis of noun group is shown:

a shepherd-boy [who kept his flock]
 | | | |
 D C T Q

2. Verbal Group

Halliday states that verbal group is the constituent that functions as Finite plus Predicator (or as Predicator alone whenever

there is no Finite element) in the Mood structure (clause as exchange) and as Process in the Transitivity structure (clause as representation) (1994: 175).

Verbal group is the expansion of a verb and it consists of a sequence of words of the primary class of verb. Verbal group expresses an experiential and logical structure.

The experiential structure of the finite verbal group is Finite plus Event with optional auxiliary (one or more). The verbal group begins with the Finite relating the process to the 'speaker-now'; the Finite does so by tense or modality. The verbal group ends with the event expressing the process, which can be event, action, act of consciousness or relation

The puppet show	was	held
	Finite	Event

Meanwhile logical structure of the verbal group realizes the system of tense. The primary tense functions as Head is shown as α . The modifying elements or secondary tenses which expresses past, present or future relative to the time selected in the previous tense is symbolized as β and beyond. The notations used for the tenses can be seen in the table below:

Table 2.2 Types of Verbal Group

	Primary	Secondary
Past (-)	V-ed (simple past tense)	Have + V-en
Present (ø)	V-s (simple present tense)	Be + V-ing
Future (+)	Will + V (infinitive)	Be going to+V(infinitive)

(Halliday, 1985: 177)

Example: The villagers came to help



3. Adverbial Group

Adverbial group has adverb functioning as head. Pre modifier elements such as not, rather, so, more, etc and post modifier in the term of comparison in embedded prepositional phrase.

Examples: On his way [to school]

4. Conjunction Group

Conjunctions also form word groups by modification, such as even if, if only, in case, etc.

5. Preposition Group *commit to user*

Prepositions are not a sub-class of adverbials. Functionally, they are related to verbs. They form groups by modification such as: to, on the ground of, right behind, etc.

4. Thematic System

In describing the structural configuration by which the clause is organized as a message, we will recognize that one major system is involved (the system of Theme), with a configuration of the clause into the two functional components of a Theme (point of departure for the message) and a Rheme (new information about the point of departure) (Eggins, 1994: 271).

Halliday defines theme as the element of clause that serves as the point of departure of message. It is as what the clause is going to be about (1985: 39). In language system, message can be formed through the combination between theme and rheme. He adds that the message is a clause consisting of a theme accompanied by rheme.

In a clause, theme is the element which serves as the starting point of the message, whatever it is chosen as theme is put first. While the remainder, rheme, is the part in which the theme is developed. There are three types of theme, which are: Topical, Interpersonal and Textual Themes.

a. Topical Theme

Topical theme is divided into:

a) Unmarked Topical Theme

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It is the theme in the subject, such as personal pronoun (I, you, we, they, etc), impersonal pronoun (it, there), nominal group, and nominalization.

Example:

you	will go to school
Top. Unmarked Theme	Rheme

b) Marked Topical Theme

It is the theme of anything other the subject. The most usual form of marked theme is an adverbial group or prepositional phrase.

Example:

The next morning	he became a real boy
Topical Marked Theme	Rheme

b. Interpersonal Theme

The constituents which can function as interpersonal themes are the Finite and Modal Adjuncts: Mood, Vocative and Comment

Example:

Father	You're alive
Interpersonal	Rheme

c. Textual Theme *commit to user*

Textual theme comprises continuative, structural and conjunctive. Continuative is small set of items, such as yes, no, well, etc. structural theme is like and, but, or, etc. the examples of conjunctive are moreover, in addition, etc.

Moreover	he lied to the Fairy
Textual Theme	Rheme

5. Technicality and Nominalization

Technicality is a process of naming physical or social reality through nominalization (Eggins, op. cit, p. 59)

Technicality is one of the main functions of nominalization that builds up technical taxonomies of processes in specialized fields. Once technicalized, the nominalization is interpretable things (Martin, 1992: 328)

Nominalization relates to abstraction since grammatically, abstraction is made through nominalization (ibid, p.125). Moreover, Eggins adds that nominalization is a process of turning things that are not normally nouns into noun, with consequences for other parts of sentences (1994, p.58).

By nominalizing, people are able to do things with the text that they cannot do in unnominalized text (ibid, p. 59).

6. Metaphor

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Metaphor is a variation of the used of words – a word to be used with transferred meaning. It concerns how the meaning is expressed, not how the word is used. A meaning may be realized by a selection of words that is different from that which is in some sense typical or unmarked. Therefore, metaphor is the variation in the expression of meanings. There are two kinds of metaphor: ideational and interpersonal metaphor (Halliday, 1994: 341).

There are two types of metaphor namely ideational and interpersonal metaphor. The ideational metaphor can be known when non-living things do some activities, which are usually done by animate being. For example: the moon is smiling in the night. Meanwhile interpersonal metaphor is metaphor in the expression of modality and mood (ibid, p. 354).

7. Lexical Density

Lexical density refers to the average number of words in the sentences of a text. Eggins states that the lexical density of a text can be calculated by expressing the number or content carrying words in a text/ sentence as a proportion of all the words in the text/ sentence (1994, p.60) Furthermore, she divided words into: (1) content carrying words that include noun, verb, adverb, and adjective; and (2) non content carrying words that consists of preposition, conjunction, auxiliary verb and pronouns.

Halliday states that complexity that arises in the development of words is called as density and there are two elements involved, namely lexical items (content words) and grammatical items (function words) (1985). He adds that there are two ways to measure the lexical density. The first is by looking the difference of the lexical and grammatical items and then counting the ratio as a proportion of the number of the running words. For example: if a sentence consists of the total of 15 out of 20, so the lexical density is 75%. The second way is by dividing the number of clauses.

G. Cohesion

Halliday and Hasan states that Cohesion is a potential for relating one element in the text to another, whenever they are and without any implications that everything in the text has some parts in it (1985, p. 27).

Meanwhile, Santosa states that there are two types of cohesion: grammatical cohesion and lexical cohesion (2003: 65).

1. Grammatical Cohesion

Grammatical cohesion is logical relation between form and meaning as result of grammatical relationship either internal or external clause. It can be classified into reference, substitution, ellipsis and conjunction.

a. Reference

It is the specific nature of the information that is signaled for retrieval. Reference refers to pronoun he, she, it, her, his, etc (Santosa, 2003: 62).

b. Substitution

Santosa defines substitution as a replacement of some items in a clause into a grammatical form (2003: 66). Grammatically, the constituents substituted are predicator and complement.

c. Ellipsis

It is the omission of an item (Halliday and Hasan, 1976: 88). It is classified into nominal, verbal, and clausal ellipsis.

1) Nominal Ellipsis

It means ellipsis within the nominal group. For example: could you lend me yours?

2) Verbal Ellipsis

It is an ellipsis within the verbal group.

3) Clausal Ellipsis

It happens when there is an omission of some elements in a sentence. This usually occurs in an answer of question either yes/no question or WH-question. For example: Do you study in USA? Yes, I do.

d. Conjunction

Conjunction deals with word that joins words, phrases or sentences.

It is divided into external and internal conjunction.

1. External conjunction

It is used to relate ideas of two clauses within a sentence such as *and, but, because, since, when, if, where, as*, etc.

Example: Take it or leave it!

Logico-semantically, Halliday in Eggins divides conjunction into three types: elaboration, extension and enhancement (1994: 105).

1) Elaboration

It refers to the relationship restatement or clarification, whereby one sentence is presented as a re-saying of a previous sentence. The conjunctions used are: *in other words, thus, for example*.

2) Extension

It is a relationship of either addition (one sentence adds to the meanings made in another) or variation (one sentence changes the meaning of another, by contrast or qualification). The conjunctions usually used are *and, also, moreover, but*, etc.

3) Enhancement

It is the way by which one sentence can extend on the meanings of another. It includes temporal relation (then, just then, at the same time, etc), conditional relation (otherwise, in that case, if, if not, etc).

2. Internal conjunction

It is used to relate ideas of two clauses in two different sentences such as furthermore, in addition, besides, therefore, meanwhile, etc.

Example: besides, this text is very difficult.

2. Lexical Cohesion

Lexical cohesion is the cohesive function of the class of general noun (Halliday in Eggins, 1994: 274). In other words, the cohesive resource of lexical relations refer to show the writer/speaker uses lexical items and event sequences (chains of clauses and sentences) to relate the text consistently to its area of focus. The relation is divided into two, namely taxonomic and non-taxonomic lexical relation.

a. Taxonomic Lexical Relation

It is a relation where one lexical item relates to another through either class/sub class or part/whole relations. It is classified into super ordination and composition.

1) Super Ordination

It is based on principle of sub classification. There are two types of super ordination namely inclusion and similarity.

a) Inclusion

It consists of hyponymy and co-hyponymy. Hyponymy concerns two or more lexical items used in a text related through sub-classification. E.g. animal-dog. Co-hyponymy is when two or more lexical items used in a text are both member of a super ordinate class. E.g. rose-lily.

b) Similarity

It refers to lexical items expressing similar or different meanings. It is divided into repetition, synonymy and antonym. Repetition is when a lexical item is repeated. E.g. education-education. Synonymy is when two words essentially restate each other. E.g. bad-ugly. Antonym is when two or more lexical items encode a contrast relationship. E.g. big-small.

2) Composition

It is the part/whole relationship between lexical items. The types are collocation, meronymy, or co-meronymy. Collocation is the cohesive force that is achieved through the association of lexical items that regularly co-occur. E.g. garden-plant. Meronymy is when two lexical items are related as a whole part. E.g. organization-chairman. Co-meronymy is when two

lexical items are related by both being part of common whole.

E.g. roof-wall.

b. Non-taxonomic Lexical Relation

It is focused on the thing- oriented to interpret the experiential meaning that cannot be manifested through the single item. There are two types of non-taxonomic lexical relation. They are experientially nuclear and expectancy activity relation.

1) Nuclear Relations

It reflects the ways in which action, people, places, things and qualities configure as activities in activity sequence (Martin, 1992: 309).

2) Expectancy Activity

It is a relation of activity sequence in a certain event, which is done by the participants as it shows the relation among the activities in the text. The activity sequence can be used to construct the text structure (Santosa, 2003: 75)

H. Text Structure

Martin defines that text structure is referred to a schematic structure with genre defined as a staged, goal-oriented social process realized through register (1992: 505).

Santosa states that text structure is the unity of form and meaning in text, which refers to organism, consisting three structures, i.e. opening,

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body and closing. The three structures form an organism of meaning, which is aimed for achieving social function of a text (2003: 60).

Text structure realizes the schematic structure of Generic Structure Potential (GSP). The difference between the text structure and schematic structure (GSP) is that the schematic structure has obligatory elements, while the text structure has optional elements, which can be varied due to the context of situation.

I. Genre and Generic Structure Potential

Genre is a social process having a certain social goal which can be known through its staging to achieve goal. The social process means a social activity in a context of culture in which language plays an important role (Santosa, 2003: 24). Genre relates to the context of culture and contains of cultural norms and values owned by its society.

Martin in Eggins defines genre as a staged, goal oriented, purposeful activity in which speakers are engaged in members of our culture, and less technically, genres are how things get done, when language is to accomplish them (1994, p.26).

Genre is realized in the generic Structure Potential (GSP). A text must have a GSP; GSP is an obligatory element of a text, which can be used to decide the genre of a text. GSP shows a structure of opening, body, and closing in a text (Santosa, 2003: 29-30).

GSP is obligatory in a text since it can be used to find its genre. Because of its obligatory structure, every genre has different GSP. Meanwhile, text with

similar genre may have varied GSP since text structure is different based on the context of situation in the text. This makes GSP also have optional structure.

There are three categories of genre: Service Genre, Story genre and factual genre.

1. Service Genre

Service Genre can also be called Buying-Selling Genre. This kind of genre is dug up from verbal social process between “buyer” and “seller”.

2. Factual Genre

Factual genre is dug up from verbal social process that happen in society. There are eight types of factual genre based on its social function, namely: recount genre, report genre, procedure genre, explanation genre, exposition genre, discussion genre and exploration genre.

a. Description genre

Description genre is used to describe things, both living and nonliving things. However, the result of the description is not used to generalize. The activities have no structure and certain activity sequence. Thus the writer could start and end the description of the object from any part he wants.

b. Recount genre

The recount genre functions to retell unique social events occurring in the past for the purpose of informing or entertaining. The GSP of this genre is orientation as the opening, events as the body and

reorientation as the closure. The lexicogrammar features of all text are specific participants, using material process, using past tense verbs, and focusing on temporal sequence.

c. Report

Report genre has a social function to describe the way things are, with a reference to a whole range of phenomenon, natural, cultural, and social in our environment. It is used to generalize.

d. Procedure

Procedure is used to describe how something is accomplished through a sequence of actions or steps.

e. Explanation

Explanation genre is used to explain the processes involved in the evolution of natural and social phenomenon or how something works. In other words, it is used to account for the process how things work or why things are as they are.

f. Exposition

Exposition genre functions to put forward a point of view of argument, for example: essay, letter to editor, etc.

g. Discussion

Discussion genre functions to present information and argument for both sides of a topical issue, concluding with a recommendation based on the weight evidence.

h. Exploration

Exploration genre functions to discover something that is still theoretical phase.

Table 2.3 The Social Function and GSP of Factual Genre

Factual Genre	Generic Structure	Social Function and Linguistics Features
RECOUNT	Orientation, Events, reorientation	To reconstruct past experience focusing on specific participants who retell events or incidents in the order they occur. It uses past tense, material process.
REPORT	General classification, Description: Part, qualities, Habits/behavior	To describe the ways things are usually, focusing on classes of thing rather than individuals and describing in general terms. It uses generic participants, timeless verbs in simple present tense and of being and having clauses to define things (e.g. have, is, is called, define, etc). The sentences and paragraph must link to the topic of description.
DESCRIPTION	Specific individuals, Description	To describe what some particular thing is like.
PROCEDURE	Goal, Material required (optional), Steps	To show how something can be accomplished through a series of steps or actions to be taken focusing on generalized human agents realized by you (and less frequently by we or one). It uses material process. Commonly in the imperative form.
EXPLANATION	A general statement about	To explain how things work. It focuses on generic

	the phenomenon, Sequence explanation	participants rather than specific ones, uses technical description especially with classes of things rather than individual things. Simple present tense and temporal, clausal, and condition such as when, if, as a result, etc are usually used. It also uses mainly material process; some passives are used to get theme right.
EXPOSITION	Thesis, Arguments 1-n, Reiteration: Restatement of thesis	To advance or to justify an argument or put forward a particular point of view. It uses material, relational and mental processes; uses conjunctions or connectives expressing logical thinking as therefore and as a consequence.
DISCUSSION	Issue, Arguments for, Arguments against, Recommendation	To present information about more than one side of an issue concluded by recommendation based on the evidence presented. It focuses on generic human and non-human participants, the use of simple present tense, the use of logical conjunctive relation, and the use of material and mental processes.
EXPLORATION	The activity sequence is structure or not	To find out something that is still debateable and in theoretical phase.

(MEDSP, 1989)

3. Story Genre

Story genre refers to the text explored from the social process of telling, generally functioning to entertain the readers and sometimes to tease the social phenomenon in the society. This type of genre is

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divided into four types: recount, anecdote, exemplum, and narrative (Santosa, 2003: 38)

The figure below shows the social function and GSP of each type.

Table 2.4 The Social Function and GSP of Story Genre

Story Genre	Social Function	Generic Structure
RECOUNT	To record a particular event as a social phenomena	Orientation Record Orientation
ANECDOTE	To present an unusual event as a crisis that is then given an affective reaction	Abstract Orientation Crisis Reaction Coda
EXEMPLUM	To present an unusual event as an incident followed by a presentation of what it should be	Abstract Orientation Incident Interpretation Coda
NARRATIVE	To present an unusual event as a complication that causes problems that need solution	Abstract Orientation Complication Evaluation Resolution

(MEDSP, 1989)

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research applies descriptive qualitative method. Commonly, linguistics research applies descriptive method (Subroto, 1992:9). Surakhmad states that a descriptive method is used to describe and interpret the available data. Moreover, Surakhmad also adds that a descriptive method is a research method by ways of collecting data, arranging or classifying the data, analyzing the data and interpreting them (1994: 139).

Meanwhile, this research is qualitative research since the data of this research were in the form of words or sentences. In qualitative research, the data are stated in the form of words or sentences (Arikunto, 1986: 20).

Besides applying the descriptive qualitative method, a comparative method is also applied in the research. It is implemented by making a comparison between two sets of things, persons, roles, activities which are known to differ in some other important respects (Miles and Huberman, 1984: 237). In other words, the comparative method is used to compare one data with others to find the similarities and differences of the data analyzed.

B. Data and Source of Data

The source of data refers to the subject from which the data are obtained (Arikunto, 1992: 205). Since the research belongs to descriptive one, the data of

the research must be in the form of words or sentences. Data are the materials used in some researches (Sudaryanto, 1988). The sources of data are the texts both in bedtime stories entitled “The Boy Who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi. Meanwhile the data are performances in the frame of Systemic Functional Linguistics such as complexity of clause and groups, transitivity, technicality, nominalization, lexical density, cohesion, and text structure.

C. Sample and Technique of Sampling

Sample is a part of research subject suggested as a representative of population (Hadi, 1983: 20). It means that sample is a part of population that will be investigated. Meanwhile the technique of sampling is the technique of choosing the sample (Arikunto, 2002: 111). In this research, the samples are all clauses provided in the texts.

In conducting the research, the researcher uses purposive sampling. The texts are chosen based on certain criteria that are:

1. The texts belong to bedtime stories
2. The texts are well-known
3. The text have same theme. In this case, the theme chosen is giving moral value about lie and honesty

D. Technique of Collecting Data

Technique of collecting data refers to the way the researcher obtains the data. This research employs literature technique as the technique of collecting data. Literature technique is one of the techniques of collecting data in which the data collected are in the forms of word and sentences, and the source of literature can be magazine, newspaper, book, story, etc (Subroto, 1992: 42-43)

The technique of collecting data in the research is by collecting all the words and sentences from the bedtime stories entitled “The Boy Who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi.

E. Research Procedure

Research procedure is a description of steps taken by the researcher in conducting the research. The procedure of the research is arranged as follows:

1. Collecting the data
2. Classifying the data
3. Analyzing the data based on Systemic Functional Linguistics
4. Interpreting the analyzed data
5. Comparing the result of the analysis
6. Drawing Conclusion

F. Technique of Data Analyzing

After the data have been collected, the data are analyzed as follows:

1. Analyzing the complexity of clause structured in each bedtime story
2. Analyzing the complexity of group structured in each bedtime story
3. Analyzing the transitivity constructed in each bedtime story
4. Analyzing the lexical density constructed in each bedtime story
5. Analyzing the technicalities constructed in each bedtime story
6. Analyzing the nominalization constructed in each bedtime story
7. Describing the metaphor represented in each bedtime story
8. Describing cohesion structured in each bedtime story
9. Determining text structured constructed in each bedtime story
10. Based on the analysis result from number 1 up to 10, the researcher then will compare the readability level of the bedtime stories, analyze the similarities and differences then decide whether the texts have high or low readability level.

CHAPTER IV

DATA ANALYSIS

Chapter IV contains the analysis of the data used to find out the readability level of the data. This chapter covers three subchapters: Data Description; Data Interpretation; and Discussion. The Data Description and Interpretation can be classified into: contextual configuration; complexity of clause; complexity of groups including complexity of nominal, verbal and adverbial groups; transitivity and MOOD system; technicality and nominalization; lexical density; cohesion, and text structure.

The third subchapter, that is Discussion, contains the general interpretation of the texts analyzed. It is also used to find out the similarities and the differences between the two texts compared.

A. Data Description

1. Data Description of Text I

a. Contextual Configuration

“The Boy Who Cried ‘Wolf!’” is one of the bedtime stories written by Mary Graham Bonner. The story is about a shepherd-boy who loved telling lie to the people in his village. The boy loved to play a trick on the villagers and saw their pains. Once, he told them that there is a wolf eating his lambs. The villagers tried to help. However, they had been tricked by the boy. He kept telling lie to the villagers. Thus, when a wolf did break into his flock and ate his lamb, no one came to help him because the villagers did not trust his words anymore.

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b. Complexity of Clause

Table 4.1.1 Complexity of Clause of Text I

Complexity of clause	Clause Number	Number	Percentage (%)
Minor	1	1	7,7
Simplex	2, 9, 12	3	23,1
Complex	3, 4, 5, 6, 7, 8, 10, 11, 13	9	69, 2
Total		13	100

c. Type of Interdependency

Table 4.1.2. Type of Interdependency of Text I

Type of logico semantic	Type of interdependency	
	Paratactic	Hypotactic
Expansion:		
• Elaboration	-	6(a-b)
• Extension	3(b-c); 4(c,d,e,g); 4(e,f); 5(a,b); 7(a-b); 7(b-c); 8(a-b); 10(d-e)	4(a-b)
• Enhancement	-	4(a-b); 5(b-c); 6(a-b); 13(b-c)
Projection:		
• Locution	-	4(b-c); 10 (a-b-c-d)
• Idea	-	3(a-b); 13(c-d)

d. Complexity of Groups

1) Nominal Groups

Table 4.1.3. Complexity of Nominal Group of Text I

Complexity of Nominal Groups	Clause Number	Number	Percentage (%)
Simplex	2(i); 3a,b(i,ii),c; 4abcdg(i, ii); 5a(i,ii),b,c; 6a,b(i,ii,iii), c; 7a(i,ii,iii),b; 8a(i,ii,iii),b; g(i,ii); 10a,b,c,d(i,ii); 11a(i, ii),b, c(i,ii), d(i,ii),e; 12(i,ii); 13c(i,ii), d	50	93
Complex	1; 2(ii); 13a,b	4	7
Total		54	100

2) Verbal Groups

Table 4.1.4. Complexity of Verbal Group of Text I

Complexity of Verbal Groups	Clause Number	Number	Percentage (%)
Simplex	2; 3(a,b,c); 4(a,b,f,g); 5(a,b,c); 6	31	94
Complex	7b; 8b	2	6
Total		33	100

3) Adverbial Group which is represented through Adjuncts

Table 4.1.5. Complexity of Adverbial Group of Text I

Complexity of Adjunct Groups	Clause Number	Number	Percentage (%)
Simplex	2; 3(a, b); 4(a, b, g); 5b; 6(a, b, c); 7a; 8a; 9; 10d; 13b	15	100
Complex	-	-	-
Total		15	100

The adjuncts exist in text I then can be classified into some types of circumstances. They are:

Table 4.1.6. Types of Circumstances of Text I

Type of Circumstances	Clause Number	Number	Percentage (%)
Location: time	2; 3a; 7a; 8a	4	26
Location: place	4(a,g); 5b,6(a,c); 10d	6	40
Manner: quality	4b	1	7
Cause: behalf	3b, 18b	2	13
Cause: purpose	9	1	7
Cause: condition	9	1	7
Total		15	100

e. Transitivity

Types of Process

Table 4.1.7. Types of Processes of Text I

Type of Process	Clause Number	Number	Percentage (%)
Material	3(b,c); 4(a,e,f); 5(a,b,c); 6b; 7(a,b,c); 8(a,b); 9; 11e; 13b	17	52
Verbal	10c	1	3
Verbal Behavior	4b; 13c	2	6
Mental	3a; 11(a,b)	3	9
Mental Behavior	11d; 13d	2	6
Attributive	4g; 6a; 11c; 13a	4	12
Relational			
Existential	2; 4g; 6c; 10d	4	12
Total		33	100

f. Technicality

There are some technicalities found in Text I. They are found in clause:

2.once a *shepherd* boy who kept his *flock*

8a.did break into *the fold*

g. Nominalization

There is no nominalization found in Text I.

h. Lexical Density

The lexical density can be known by dividing the number of content words by the number of clauses in the text. Thus the lexical density of text I can be counted as follows:

$$\frac{\text{Lexical items}}{\text{clauses}} = \frac{107}{39} = 2,7$$

i. Metaphor

There is no ideational metaphor found in the text. Meanwhile, there is one interpersonal metaphor in the text. That is:

13d. they *will* not be believed

j. Cohesion

The external conjunction appearing in the text are *and*, *but* and *that*. The external conjunction appears in 10 clauses in the text. Meanwhile, the internal conjunction is represented through *so*, *but*, *then* and *and*. The external conjunction appears in 4 clauses. The lexical cohesion can be identified by using lexical density as follows:



k. Text Structure: Activity Sequence, Rhetorical Function and Staging

Table 4.1.8. Text Structure of Text I

Clause No.	Activity Sequence	Rhetorical Function	Staging
1-2	The boy who cried 'Wolf'! There was once a shepherd-boy who kept his flock at a little distance from the villagers.	Introduction to the story by giving the information of the characters and where the story takes place	Orientation
3-4	Once he thought he would play a trick on the villagers and have some fun at their expenses. So he ran towards the village, crying out with all his might: "Wolf! Wolf! Come and help! The wolves are at my lambs!".	Starting the problem of the story and giving more detailed information about the problem. the boy starts to lie	Complication I
5-6	The kind villagers left their work and ran to the field to help him. But when they got there, the boy laughed at them for their pains, there was no wolf	Describing what happen next. that is about the reaction of the villager towards the scream.	Evaluation I

	there		
7-10	<p>Still another day the boy tried the same trick and the villagers came running to help and were laughed at again. Then one day, a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help. "Wolf! Wolf!" he screamed "There is a wolf in the flock. Help!"</p>	<p>Starting another problem and also describes the detail of the problem. a wolf eats the boy's lambs.</p>	<p>Complication II</p>
11-12	<p>The villagers heard him but they thought it was another mean trick; no one paid the least attention or went near him. And the shepherd boy lost all his sheep</p>	<p>Depicting the happening resulting from the problem. the villagers do not want to help him</p>	<p>Evaluation II</p>
13	<p>That is the kind of thing that happens to people who lie, even when they do tell truth they will not be believed.</p>	<p>Closing the story by giving conclusion about the moral values that can be taken</p>	<p>Resolution</p>

Text I is constructed from the series of events. The events in the text are Orientation – Complication I – Evaluation I – Complication II – Evaluation II – Resolution. Based on the staging, it can be concluded that text I belongs to narrative genre.

2. Data Description of Text II

a. Contextual Configuration

Pinocchio is a story written by Carlo Collodi. It is a story about a marionette named Pinocchio who was carved from wood by a man called Gepetto. Pinocchio then could live as a human being did, however he was still made from wood. One day, Gepetto told Pinocchio to go to school as what other real boys did. Yet, instead of going to school, he went to watch a puppet show. Since he could make many people interested in the circus, the Puppet Master gave him some money.

Pinocchio then was trapped by a fox and a cat who wanted to get his money. Knowing this, his guardian fairy called the Blue Fairy helped him. She asked Pinocchio why he did not go to school as what his father told him. Pinocchio lied and answered that he did go to school. His fairy gave him a punishment. Whenever he lied, his nose would grow like a tree branch. The fairy then asked Pinocchio to go home.

However, instead of going home, he went to a circus. He didn't know that the circus master can turn a bad boy into donkey. The Circus Master then turned

Pinocchio into donkey and throw Pinocchio into the sea. In the sea, Pinocchio was swollen by a whale. He met his father who was looking for him. Pinocchio tried his best to save his father. Finally they could go out and went home. The next morning, Pinocchio lost his wood-body and became a real boy since he became a good boy.

b. Complexity of Clause and Groups

Table 4.2.1. Complexity of Clause of Text II

Complexity of Clause	Clause Number	Number	Percentage (%)
Minor	1	1	1, 35
Simplex	2, 12, 13, 14, 16, 22, 28, 43, 47, 48, 50, 55, 56, 58, 61, 65, 66, 69, 71	19	25, 66
Complex	3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 44, 45, 46, 49, 51, 52, 53, 54, 57, 59, 60, 62, 63, 64, 67, 68, 70, 72, 73, 74	54	73, 04
Total		74	100

c. Type of Interdependency

Table 4.2.2. Type of Interdependency of Text II

Type of logico	Type of interdependency
----------------	-------------------------

semantic	Paratactic	Hypotactic
Expansion:		
• Extension	3(a-c); 9(a-b); 15(a-b-c); 21(a-b); 26(a-b-c); 29(a-b); 31(a-b); 35(a-b); 51(c-d); 7(c-d)	19(a-b); 32(c-d); 46(b-c); 73(b-c)
• Enhancement	25(a-b)	4(a-b); 5(a-b); 8(c-d); 11(a-b); 23(a-b); 24(a-b); 25(a-c); 29(b-c); 32(a-b-c); 33(a-b); 37(a-b); 38(a-b); 40(a-b); 44(a-b-c); 45(a-b); 51(b-c); 52(a-b); 53(b-c); 54(a-b); 57(a-b); 59(a-b); 62(b-c); 67(a-b); 68(b-c); 72(c-d); 73(a-b); 74(a-b)
Projection:		
• Locution	-	3(a-b-c); 6(a-b-c); 7(a-b); 8(a-b-c); 10(a-b); 11(a-c); 15(a-d); 17(a-b); 20(a-b); 21(a-c); 25(a-d); 26(a-d); 27(a-b); 30(a-b-c); 34(a-b); 36(a-b); 39(a-b); 41(a-b); 42(a-b); 44(b-d-e); 46(a-b);

		49(a-b); 53(a-b); 60(a-b); 62(a-b); 63(a-b); 64(a-b); 68(a-c-d); 70(a-b-c)72(a-b- c); 74(b-c-d)
• Idea	-	18(a-b); 51(a-b)

d. Complexity of Groups

1) Nominal Groups

Table 4.2.3. Complexity of Nominal Group of Text II

Complexity of Nominal Groups	Clause Number	Number	Percentage (%)
Simplex	1; 3a(i,ii); 3b(i,ii); 3c(i,ii); 4(a,b); 5a(i,ii); 5b(i,ii,iii); 6a(i,ii); 6b; 7(a,b); 8a,b,c(I,ii); 9(a,b); 10b; 11(a,c); 12(I,ii,iii); 13(i); 14(ii,iii); 15a,b,c(i,ii),d; 16(i,ii); 17(a,b); 18a,b(I,ii); 19(a,b); 20a(i,ii); 20b(i,ii); 21(a,b,c); 22(i,ii,iii); 23a,b(i,ii, iii); 24a,b(i,ii), 25a,b(I,ii), c(i,ii),d; 27(a-b); 28(i,ii); 29a(i,ii), b(i,ii),c(i,ii); 30b,c(i, ii); 31a(i,ii),b(i,ii); 32a(i,ii),b (i,ii); 33a(i,ii),b(i,ii); 34a(i,ii), b; 35a(i,ii,iii), b(i,ii);36a,b(i, ii); 37b(i,ii); 38a(i,ii),b(i,ii); 39b(i,ii), 40a(i,ii),b; 41a(i,ii),b	248	94,65

	(i,ii,iii); 42(a,b); 43(i,ii); 44a(i, ii,iii)b,c(i,ii),d,e; 45a(i,ii,ii)b(i) ; 46a(i,ii),c; 47(i,ii); 48(ii,iii); 49(a,b); 50(i); 51a,b,c(i,ii),d; 52a,b(i,ii); 53a,b,c(i,ii,iii); 54a (i,ii,ii,iv),b(i,ii); 55(I,ii,iii); 56 (i,ii,iii); 57a,b,c(i,ii); 58(i,ii); 59ab(i,ii); 60(a,b); 61(i,ii); 62(b,c); 63a(i,ii),b; 64a,b(i,ii); 65; 66(i,ii); 67a,b(i,ii); 68b,c(i,ii),d; 69(i,ii,iii,iv); 70a,b,c(i, ii),d(i,ii); 71(i,ii); 72a(i,ii),b(i), c,d; 73a(i,ii,iii),c; 74a(i,ii), d(i,ii)		
Complex	2(i,ii), 10a; 13(ii); 14(i); 28(iii); 31a(iii); 37a(i,ii); 45b(ii); 48(i); 50(ii); 66(iii); 72b(ii)	14	5,35
Total		262	100

2) Verbal Groups

Table 4.2.4. Complexity of Verbal Group of Text II

Complexity of Verbal Groups	Clause Number	Number	Percentage (%)
Simplex	2; 3(a,b,c); 40(a,b); 5a; 6(a,b, c); 7(a,b); 8(b,c,d); 9(a,b); 10(a,b); 11(a,b,c); 13, 15(a,b,c,d); 16; 17(a,b); 18(a,b); 19a; 20(a,b); 21(a,b,c);	143	89, 9

	22; 23(a,b); 24a; 25(a,b,c,d); 33(a,b); 34(a,b); 35a; 36(a,b); 37(a,b); 38(a,b); 39(a,b); 40(a,b); 41(a,b); 42(a,b); 43; 44(a,b,c,d,e); 45(a,b); 46(a,b,c) 48; 49(a,b,c); 50; 51(a,b,c,d); 52a; 53a; 54(a,); 55; 56; 57(a, b,c); 58, 59(a,b); 6(a,b); 62(a,b,c); 63(a,b); 64(a,b); 65; 67(a,b); 68(a,b,c,d); 69; 70(a,b,c,d); 71; 72(a,b,c,d); 73(b,c); 74(a,b,c,d)		
Complex	5; 12; 14; 19b; 24b; 26a; 30c; 35b; 47; 52b; 53b; 61; 66; 72d; 73a	16	10, 1
Total		159	100

3) Adverbial Group which is represented through Adjuncts

Table 4.2.5. Complexity of Adverbial Group of Text II

Complexity of Adjunct Groups	Clause Number	Number	Percentage (%)
Simplex	4a; 6c; 9(a,b); 12(i,ii,ii); 14(i,ii); 15b; 16; 17a; 21b; 22; 23a; 25c; 26(b,c); 27(a,b); 29(b,c); 30c(i,ii,iii); 31a(i,ii); 31b; 32a; 35(a,b); 38b; 41a(i,ii),b; 43(i,ii); 44a; 46c; 48; 49a; 51(c,d); 53c; 54b; 55; 56; 57a; 58; 59a;	59	96, 72

	60a; 61; 62a; 64b; 68c; 69(i,ii); 70a; 72a; 73; 74a		
Complex	14(i); 48	2	3, 28
Total		61	100

The adjuncts exist in text I then can be classified into some types of circumstances. They are:

Table 4.2.6. Types of Circumstances of Text II

Type of Circumstances	Clause Number	Number	Percentage (%)
Location: time	6c; 12(ii); 14(ii); 30c(i); 31a(i); 41a(ii); 43(i); 44a; 70a; 72a; 73	11	18,03
Location: place	9b; 12(i); 14(i); 16; 17a; 21b; 22; 26b; 29b; 30(ii); 32a; 35a; 38b; 41a(i); 48; 56; 60a; 61; 62a; 68c; 69(i,ii)	22	36, 07
Extent	4a, 23a; 26c; 57a; 58; 59a	6	9,83
Manner: quality	27b; 31a(ii); 41b; 64b	4	6,55
Manner: mean	9a; 29c; 53c; 54b	4	6,55
Manner: comparison	15b; 43(ii)	2	3, 29
Cause: purpose	25c; 30c(iii); 35b; 46c; 51(c,d); 55; 74(a)	8	13,11
Accompaniment	12(iii); 49a; 59a	3	4, 91

Cause: role	31b	1	1, 64
Total		61	100

e. Transitivity

Types of Process

Table 4.2.7. Types of Processes of Text II

Type of Process	Clause Number	Number	Percentage (%)
Material	2; 4(a,b); 5(a,b); 6(a,c); 7a; 8c; 9(a,b); 11b; 12; 13; 15(a,b); 16; 17(a); 19(a,b); 20a; 21(a,b); 22; 23(a,b); 24b; 25(a,b,c); 26(b,c); 27(a); 28; 29(a,b,c); 30c; 31(a,b); 32(a,b,c,d); 33(a,b); 34a; 35(a,b); 36b; 37(a,b); 38b; 39a; 40(a,b); 41a; 42a; 43; 44(b,d); 46(b,c); 48; 49a; 51(c,d); 52b; 53c; 54(a,b); 55; 56; 57(a,b,c); 58; 59(a,b); 61; 62c; 66; 67(a,b); 68(a,b,c); 69; 72(a,b,d); 73(a,b,c); 74(a,c)	95	59, 75
Verbal	3(b,c); 6b; 7b; 8(b,d); 10b; 15d; 17b; 20b; 21c; 25d; 26d; 27b; <i>commit to user</i>	33	20, 75

	30b; 39b; 41b; 42b; 44(a,c,e); 45b; 46a; 49b; 53b; 60b; 62b; 63b; 64b; 68d; 70c; 72c; 74b		
Verbal Behavior	11c; 34b; 36a; 38a	4	2, 53
Mental	10a; 14; 15c; 18b; 24a; 47; 50; 52a; 70d; 71	10	6, 24
Mental Behavior	18a; 26a	2	1, 27
Attributive Relational	3a; 11a; 45(a,c); 51b; 52a; 53a; 60a; 63a; 64a; 65; 70(a,c); 74d	14	8, 82
Existential	62a	1	0, 64
Total		159	100

f. Technicality and Nominalization

There are some technicalities found in text II. They are found in clause:

2.a poor old **wood carver** was making **a puppet**.....

3b. he said to **the puppet**

5b. **the puppet** started making.....

8b. said **the puppet**

14. stopped to see **a puppet show**

15b. better than **those puppets**

16. He climbed onto **the stage**

17b. roared the **Puppet Master**

31a. After *supper*, the Fox and Cat.....

37a. Pinocchio's *Guardian Fairy* who was....

38b. back to *her castle*

41a. you go to *school* today?

44e. said *the Blue Fairy*

51d. and trained for *the circus*

53b. snarled *the Circus Master*

Meanwhile there are also some nominalizations that exist in the text. the nominalization can be found in clause:

2. a poor old wood *carver* was

g. Lexical Density

There are 530 content words in text II. Meanwhile, the number of the clauses in the text is 162 clauses. Thus, the lexical density of text II can be counted as follows:

$$\frac{\text{Lexical items}}{\text{Clauses}} = \frac{530}{162} = 3,27$$

h. Metaphor

Metaphor can be divided into two which are ideational metaphor and interpersonal metaphor. There are some ideational metaphor exist in text II. They can be found in clause:

5b. the puppet started *making faces* at Geppetto.

43. Just then, his nose *shot out* like a tree branch

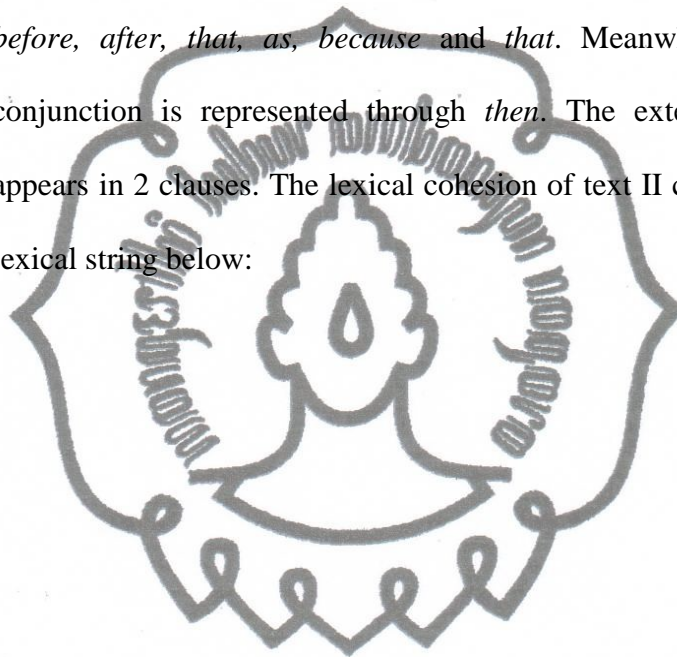
44b. your nose *will grow*
commit to user

44d. it *will shrink*

Meanwhile, there is no interpersonal metaphor that appears in text II.

i. Cohesion

The 20 external conjunctions appear the text are *and*, *when*, *before*, *after*, *that*, *as*, *because* and *that*. Meanwhile, the internal conjunction is represented through *then*. The external conjunction appears in 2 clauses. The lexical cohesion of text II can be seen in the lexical string below:



j. Text Structure

Table 4.2.10. Text Structure of Text II

Clause	Activity Sequence	Rhetorical Function	Staging
1-4	<p>Geppetto, a poor old wood carver, was making a puppet from a tree branch.</p> <p>"You shall be my little boy," he said to the puppet, "and I shall call you 'Pinocchio'." He worked for hours, carefully carving each detail</p>	<p>Introduction to the story by giving the introduction of who Pinocchio really is</p>	Orientation
5-10	<p>When he reached the mouth, the puppet started making faces at Geppetto.</p> <p>"Stop that, you naughty boy," Geppetto scolded, "Stop that at once !" "I won't stop !" cried Pinocchio. "You can talk !" exclaimed Geppetto. "Of course I can, silly," said the</p>	<p>Setting the first problem that is when Pinocchio the puppet wass able to speak and also did anything as what human does</p>	Complication I

	<p>puppet. "You've given me a mouth to talk with."</p> <p>Pinocchio rose to his feet and danced on the table top. "Look what I can do !" he squealed.</p>		
11-13	<p>"Pinocchio, this is not the time to dance," Geppetto explained. "You must get a good night's rest. Tomorrow you will start going to school with the real boys. You will learn many things, including how to behave."</p>	<p>Showing the reaction of his father, Gepetto, who told him to go to school</p>	Evaluation I
14-17	<p>On his way to school the next morning, Pinocchio stopped to see a puppet show. "I can dance and sing better than those puppets and I don't need strings," boasted Pinocchio. He climbed</p>	<p>The second problem appears. instead of going to school Pinocchio watched a puppet show and dance there</p>	Complication II

	<p>onto the stage. "Get off my stage," roared the Puppet Master.</p>		
18-21	<p>Then he noticed how much the crowd liked Pinocchio.</p> <p>He did not say anything and let Pinocchio stay.</p> <p>"Here, you've earned five copper coins," the Puppet Master told Pinocchio.</p> <p>"Take these coins and go straight home," said the Puppet Master.</p>	<p>Showing the reaction of the puppet master towards Pinocchio.</p>	Evaluation II
22-36	<p>Pinocchio put the coins into his sack. He did not go very far before he met a lame Fox and a blind Cat.</p> <p>Knowing that Pinocchio had money, they pretended to be his friends. "Come with us. We'll teach you how to turn those copper pieces into gold," coaxed</p>	<p>Another problem</p>	

	<p>the sneaky Cat. "We want to help you get rich. Plant your coins under this magic tree. In a few hours they'll turn to gold," said the Fox. "Show me where," said Pinocchio excitedly. The Cat and Fox pointed to a patch of loose dirt. Pinocchio dug a hole and put the sack in it, marking the spot with a stone. "Splendid !" exclaimed the Cat. "Now let's go to the inn for supper." After supper, the Fox and Cat, who weren't really lame or blind, quickly snuck away and disguised themselves as thieves. They hid by the tree waiting for Pinocchio to come back and dig up the money. After Pinocchio</p>	<p>arises when the Fox and the Cat tried to put Pinocchio in trap.</p>	<p>Complication III</p>
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	<p>dug up the coins they pounced on him. "Give us your money !" they ordered. But Pinocchio held the sack between his teeth and resisted to give the sack to them. Again they demanded, "Give us your money !"</p>		
37-40	<p>Pinocchio's Guardian Fairy, who was dressed all in blue and had blue hair, sent her dog, Rufus, to chase the Fox and Cat away. She ordered Rufus to bring Pinocchio back to her castle. "Please sit down," she told Pinocchio. Rufus kept one eye open to watch what was going on.</p>	<p>Revealing the action after the problem appears.</p> <p>The Blue Fairy tried to help</p>	<p>Evaluation III</p>
41-43	<p>"Why didn't you go to school today?" she asked Pinocchio in a sweet voice.</p>	<p>Depicting the next problem arising that is what</p>	<p>Complication IV</p>

	<p>"I did," answered Pinocchio. Just then, his nose shot out like a tree branch. "What's happening to my nose?" he cried.</p>	<p>happened to Pinocchio who lies</p>	
44-47	<p>"Every time you tell a lie, your nose will grow. When you tell the truth, it will shrink," said the Blue Fairy. "Pinocchio, you can only become a real boy if you learn how to be brave, honest and generous." The Blue Fairy told Pinocchio to go home and not to stop for any reason. Pinocchio tried to remember what the Blue Fairy told him.</p>	<p>Showing the reaction of the Blue Fairy towards Pinocchio.</p>	<p>Evaluation IV</p>
48-52	<p>On the way to home he met some boys. "Come with us," said the boys. "We know a wonderful place filled with games, giant</p>	<p>Another problem arises when Pinocchio disobeys the fairy.</p>	<p>Complication V</p>

	<p>cakes, pretty candies, and circuses." The boys didn't know that if you were bad, you were turned into donkeys and trained for the circus. It was not very long before the boys began changing into donkeys.</p>		
53-57	<p>"That's what happens to bad boys," snarled the Circus Master as he made Pinocchio jump through a hoop. Pinocchio could only grow a donkey's ears, feet, and tail, because he was made of wood. The Circus Master couldn't sell him to any circus. He threw Pinocchio into the sea. The instant Pinocchio hit the water, the donkey tail fell off and his own ears and feet came back.</p>	<p>Showing the reaction of the Puppet Master of what Pinocchio has done</p>	Evaluation V

58-62	<p>He swam for a very long time. Just when he couldn't swim any longer, he was swallowed by a great whale. "It's dark here," scared Pinocchio said. Pinocchio kept floating deep into the whale's stomach. "Who's there by the light?" called Pinocchio, his voice echoing.</p>	<p>Explaining other problem. that is when Pinocchio swallowed by a whale</p>	<p>Complication VI</p>
63-68	<p>"Pinocchio, is that you?" asked a tired voice.</p> <p>"Father, you're alive !"</p> <p>Pinocchio shouted with joy. He wasn't scared anymore. Pinocchio helped Geppetto build a big raft that would hold both of them. When the raft was finished, Pinocchio tickled the whale. "Hold tight,</p>	<p>Giving the information about the happening after the problem. that is when Pinocchio met Gepetto</p>	<p>Evaluation VI</p>

	<p>Father. When he sneezes, he'll blow us out of here!" cried Pinocchio.</p>		
69-74	<p>Home at last, Geppetto tucked Pinocchio into his bed. "Pinocchio, today you were brave, honest and generous," Geppetto said. "You are my son and I love you." Pinocchio remembered what the Blue Fairy told him. "Father, now that I've proven myself, I'm waiting for something to happen," he whispered as he drifted off to sleep. The next morning Pinocchio came running down the steps, jumping and waving his arms. I He ran to Geppetto shouting, "Look Father, I'm a real boy !"</p>	<p>Closing the story by explaining what happen to Pinocchio when he has already been good.</p>	Resolution

Text I is constructed from the series of events. The text structure in the text is Orientation – Complication I – Evaluation I – Complication II – Evaluation II – Complication III – Evaluation III – Complication IV – Evaluation IV – Complication V – Evaluation V – Complication VI – Evaluation VI – Resolution. Based on the staging, it can be concluded that text I belongs to narrative genre.

B. DATA INTERPRETATION

1. Data Interpretation of Text I

a. Complexity of Clause and Groups

Based on the description of the clause system of Text I, it can be clearly seen that text I is dominated by complex clause. From the whole text which has the total clause of thirteen, nine clauses belong to complex clause. One clause belongs to minor clause since it has no Predicator and the rest three clauses belong to simplex ones.

The complex clauses are divided into two or more complex clauses. Although the text is dominated by complex clauses, text I is easy to comprehend since it uses common words. The reader will not find any difficulties in reading the text. Besides, the complex clauses give more detail information about the story. In other words, the domination of complex clauses which are clarified through paratactic and hypotactic relation is used to give the detail about the character and the event in the story so that the reader can easily understand the

flow of the story from one stage to another stage. By using complex sentence, the writer tends to give more compact information arranged in one sentence. In other side, simplex clauses will make the story will be understood easily. However, compared to complex clauses, simplex clauses offer the reader less information in one sentence.

Further, the relationship among complex clauses is dominated by hypotactic relation. In text I, the hypotactic relation occurs in the form of elaboration, extension, enhancement, locution and idea. Meanwhile, the paratactic relation only occurs in the form of extension. More numbers of hypotactic relation used makes the clause more readable because it makes the clauses tightly related one to another. The reader will understand the message in the story more clearly.

In accordance to complexity of groups, the nominal group in text I is dominated by simplex nominal group. From the total of 54 nominal groups in the text, 93% belongs to simplex nominal groups and the rest 7% belongs to complex nominal group. Simplex nominal group will make the reader understand the text easier since it straightly mentions the thing without giving another information that possibly make the reader confuse or spend more time to read the text. The complex nominal group can be seen from the existence of prepositional phrases functioning as qualifier lied after the main Thing. Thus, complex noun group will be more difficult to interpret. It means more attention from the reader is needed while reading the text.

The domination of simplex also appears in verbal groups. By using simplex verbal group, the story will be easier to understand by the reader. The

complex verbal groups occur twice in the text. The presence of complex verbal group will give the reader more difficulties in interpreting the text since there more than one verbs in the text. The reader is forced to imagine what the real process is and they have to think twice about the activity done by the characters.

The adverbial groups function as circumstantial elements. The adverbial groups in text I are all in the forms of simplex verbal group such as *on the villagers, to the field, one day*, etc, the adverbial groups in text is dominated by circumstance: location since this circumstances are very important to build a setting of the story.

The analysis above shows that the text has familiarity of the language which is shown through simplex nominal group, simplex verbal groups, and simplex adverbial groups that realized through adjunct. through the domination of groups, the writer arranges the text in easier way so that the text will be more familiar and easy to understand.

b. Transitivity

From the data description, it can be seen that Material Process (52%) dominates the text. the Material Process itself is used to describe the event in the text. Attributive Relational Process and Existential Process have similar percentage in the text that is 12%. Attributive Relational Process is used to identify the features of the event in the text. Meanwhile Existential Process is used to confirm that something really exists. Verbal Process also appears in the text. The employment of Verbal and Verbal Behavioral Process is closely related to the *commit to user*

logico-semantic which has the meaning of locution. The locution itself functions to emphasize the verbal activity in the text. Mental and Mental Behavioral Process are also found in the text. These Processes indicates that within the text, there are some psychological actions.

c. Technicality and Nominalization

Technicality concerns with words found in certain field of study (Martin, 1992: 328). This means that technicality will influence the text. The fewer the technicality found in a text, the easier the reader can comprehend it. There are three technical terms found in the text. The technical terms found in text I is related to farm life such as *shepherd*, *fold*, and *flock*. The technical terms in the text can build the setting of place and situation of the story. There are 107 lexical items in the text. Compared to the lexical items, the technical terms found are much fewer. It means that the text is easy to comprehend.

Meanwhile in the text, nominalization has function to give a deeper meaning and actions. Less nominalization will make the text easily understood. In relation to this, there is no nominalization found in text I. From the point of view of technicality and nominalization, it can be seen that text I is highly readable and easy to understand.

d. Lexical Density

The lexical density of Text I is 2, 7. It is built up from 107 lexical items of 39 clauses. The lexical density shows that text I is sparse or liquid. It shows that

the text uses few lexical items in each clause. The lexical density also gives evidence that the text is highly readable.

e. Metaphor

There is not any ideational metaphor in the text. Meanwhile there is only one interpersonal metaphor found in the text that is in clause 13d. they *will* not be believed. It means that the writer wants to build a story that is easy to comprehend since the writer directly delivers the message without using suppositions.

f. Cohesion

From the lexical string of Text I, it can be seen that the text uses many reference item. The writer uses pronoun to refer to the thing to avoid the repetition of the same thing too many times. It is clearly shown in the way the writer replaces the word “the shepherd-boy” in clause 2a by using pronoun “he” or “him” in the next lines of the story.

However, although the writer had used pronoun to avoid repetition, the repetition still dominates the whole text. The domination of the repetition is used to emphasize the important things in the story such as the characters, the actions taken both by the boy or the villagers and also the things involved in the events. The repetition appears in the word he, wolf, trick, villagers, ran, helped and field. These words are the very important to build the story.

Besides repetition, synonymy is also used in the text. As what the pronoun does, the synonymy is used to avoid too many repetitions in the text. The writer tries to emphasize the main points by using other words that has identical or similar meaning. In order to make the story more interesting the writer also uses antonym and hyponymy relation.

By looking through the lexical string of the text, it can be said that text I is well-linked and well-coordinated because almost all clauses have one or more words that related to the previous clauses. However, there is an exception that is in clause 13a until 13d. These clauses have no correlation with the previous clauses because they deliver different function that is to deliver a moral value to the reader.

Dealing with grammatical cohesion, text I also uses conjunctions, either internal conjunction (conjunction used to connect idea in two or more simplex clauses) or external conjunction (conjunction used to connect idea within a complex clause). For example: ***Then** one day, a wolf did break into the fold **and** began killing the lambs.* Here, ***then*** functions as external conjunction and ***and*** functions as internal conjunction. In text I, the amount of external conjunction is higher than the internal conjunction.

With the existence of grammatical and lexical cohesion in text I, it means that the text is well linked and it has logical cohesive relation.

g. Text Structure

From the data description of text I, it can be seen that the story consists of some staging which are Orientation – Complication I - Evaluation I – Complication II – Evaluation II – Resolution.

Orientation is used to give information about the main character and where the event takes place. Complication I explains the starting point of the problem and giving the more detailed information about what the problem is like. It happens when the boy told lie to the villagers. Evaluation I shows the reaction from the villagers due to the lie that the boy has told them. Complication II gives the information about the following problem. It happens when a wolf came to the flock and ate the boy's lambs. He asked for help. Evaluation II shows the reaction of the villagers. They thought the boy tried to trap them again so that no one came to help. Resolution gives the information about the moral values that can be taken from the story.

Based on the activity sequences, it can be concluded that the genre of the story belongs to narrative genre which has the staging of abstract – complication – evaluation – resolution. Abstract is not found in the text since there are no clauses mentioning about what the story will be about.

Based on the analysis of genre of text II, it can be seen that the text belongs to narrative genre. Here, because the text uses appropriate genre composed by well organized activity sequences, the text is highly readable.

From the data description above, it can be seen that Text I has characteristics as follows: it is dominated by complex clause; it has higher
commit to user

percentage of simplex nominal and verbal group; the text is dominated by Material Process; The text employs one technical term and no nominalization found in the text; the text is sparse or liquid; the grammatical cohesion is dominated by repetition and synonymy, however antonym and hyponymy also appear in the text; the text uses pronoun to avoid using too many repetition; the text is narrative which belongs to story genre composed by Orientation – Complication I - Evaluation I – Complication II – Evaluation II – Resolution. Based on the data characteristics, it can be said that text I tends to use spoken form.

2. Data Interpretation of Text II

a. Complexity of Clause and Groups

From the data description, it can be seen that Text II is built up by 1, 35% minor clause, 25, 66% simplex clause and 73, 04% complex clause. Thus, the text is dominated by complex clause. Simplex clauses existing in the clause enable the reader to catch the message of the text more clearly. Meanwhile, complex clauses function to serve more information in more compact way. Compared to simplex clauses, complex clauses have longer and complicated forms. However, although the complex clauses in text II are much longer than the simplex clauses, the text can be easily understood because it uses common words in building the story. This makes the story readable.

The existence of complex clauses is also proved by the hypotactic and paratactic relation. The relationship among complex clauses is dominated by hypotactic relation. In text II, the hypotactic relation occurs in the form of

commit to user

elaboration, extension, enhancement, locution and idea. Meanwhile, the paratactic relation only occurs in the form of extension and enhancement. More numbers of hypotactic relation used makes the clause more readable because it makes the clauses tightly related one to another.

In accordance to nominal groups, Text II is built up from 94, 65% simplex nominal group and 5, 35 % complex nominal group. From the result, it can be seen that the text is dominated by simplex nominal group. Simplex nominal group will make the text easier to understand since it provides the thing directly. Thus, the readers do not need more time to comprehend the text. The complex nominal group gives more information about the thing but it will take more time to understand.

In verbal groups, simplex verbal group also dominates text II. The purpose of employing more simplex verbal group is to make the text easy to interpret. The presence of complex verbal group will give the reader more difficulties in interpreting the text since there more than one verbs in the text.

The adverbial groups functioning as circumstantial element is also dominated by simplex adverbial group. There are only two complex adverbial group exists in the text. As what simplex nominal and verbal group function, simplex adverbial group also functions to make the ext easier to interpret. The adverbial group itself is dominated by circumstance of place then time. They are very important to build background and setting for the story.

The analysis of nominal, verbal and adverbial groups above shows that the text has familiarity of the language which is shown through simplex nominal

group, simplex verbal groups, and simplex adverbial groups that realized through adjunct.

b. Transitivity

In accordance to transitivity, it is shown that the process is dominated by Material Process (59, 75%). Material Process is used to depict the actions done by the character and the process of the events in the story. Verbal Process also functions to support the actions and the process of events. Here, although the using of Material, Verbal, Mental and Attributive Relational Processes are bigger than other processes, some psychological processes also appear such as Verbal Behavioral Process and Mental Behavioral Process. Existential Process appears once in the text. This means that the writer not only describes the actions and events but also in the form of psychological action, so the text is interesting enough and highly readable.

c. Technicality and Nominalization

Technicality deals with the using of certain words in certain study. There are 15 technicalities that occur in the text. This number is quite large. However, if it is compared to the number of lexical items in the text that is 530 lexical items; of course the number of technicalities is much fewer. It means that the text is easy to comprehend.

In accordance with nominalization which has the function to give deeper meaning and actions. Less nominalization will make the text easily understood. In

the text, there is only 1 nominalization found that is *carver*. It means that the text is readable since there is only one nominalization found. it makes the text easier to understand.

d. Lexical Density

The lexical density of Text I is 3, 27. It is built up from 530 lexical items of 162 clauses. The lexical density shows that text II is sparse or liquid. It shows that the text has few lexical items. Thus, these are the proofs that the text highly readable and easy to comprehend by the reader.

e. Metaphor

There are four clauses having ideational metaphor appear in text II. These clauses show activities done by non-living things. A readable text will have less metaphor. Compared to the total of 162 clauses, it is clearly seen that the clauses having ideational metaphor are much fewer. Thus, it will not reduce the readability of Text II.

f. Cohesion

Cohesion can be divided into two that are grammatical cohesion and lexical cohesion. In relation with grammatical cohesion, text I uses both internal and external conjunction. The external conjunction appearing in the text are *and*, *when*, *before*, *after*, *that*, *as*, *because* and *that*. The external conjunction appears in 20 clauses in the text. Meanwhile, the internal conjunction is represented through *commit to user*

then. The external conjunction appears in 2 clauses. The example of internal conjunction can be seen in 18a. *Then* he noticed. Meanwhile, the example of external conjunction can be seen in 15. “*I can dance **and** sing better than those puppets **and** I don’t need strings*”, boasted Pinocchio.

Based on the lexical string, it can be seen that text II is dominated by repetition and synonymy. Repetition and synonymy is used to emphasize the important things in the story such as *Pinocchio*, *real boy*, *puppet*, etc. Pronoun is also used to avoid too many repetitions. Beside repetition and synonymy; antonym, hyponymy and co hyponymy is also found in text II.

From the picture it can be seen that the clause is related one to another. It means that the text is readable. With the existence of grammatical and lexical cohesion in text I, it means that the text is well linked and it has logical cohesive relation

g. Text Structure

The text structure of text II is Orientation – Complication I – Evaluation I – Complication II – Evaluation II – Complication III – Evaluation III – Complication IV – Evaluation IV – Complication V – Evaluation V – Complication VI – Evaluation VI – Resolution. Here, abstract is omitted because there is no clause that tells about what the story will be about.

The orientation is used as the opening of the story. It gives the background about the story that is how Pinocchio was made. Complication I starts when Pinocchio the Puppet could speak and move as what human being could do.

Evaluation I shows the reaction of Gepetto towards Pinocchio's ability. He sent Pinocchio to school. Complication II shows the readers the next problem. It is when Pinocchio disobeyed his father. Instead of going to school, he stopped to watch a puppet show and insisted to dance on the stage. Evaluation II shows the reaction of the Puppet Master. He gave Pinocchio some money. Complication III shows the following problem that is when Pinocchio met Cat and Fox who tried to trick him. Evaluation III shows the happening resulting from Complication III. Pinocchio's Guardian Fairy tried to help him. Complication IV shows the readers that Pinocchio lied to the Fairy. His nose became longer. In evaluation IV, the fairy then warned Pinocchio not to lie again. She told him to go home. Complication V depicts the scene where Pinocchio disobeyed the fairy and went to a circus. In evaluation V, the Circus Master turned him into donkey and threw him into the sea. Complication VI is the last problem in the text. When Pinocchio could not swim any longer, he was swallowed by a whale. Evaluation VI gives the information that he met Gepetto. Pinocchio, then, tried to save them both by making a raft. The resolution closes the story by explain what happen to Pinocchio when he was succeed to escape. Gepetto praised him for being brave, honest and generous. Because of this, the next morning, Pinocchio was no longer a puppet and turned to a real boy.

Based on the activity sequence of the text, it can be concluded that the text has Narrative genre which belongs to story genre. By defining the activity sequence it can be seen that the plot of the text run smoothly. It flows well from one stage to another. It will make the text more readable and easy to comprehend.

According to data description of text II, it can be seen that text II has characteristics as follows: dominated by complex clauses; dominated by simplex nominal and verbal group; domination of Material Process; using few technical terms and nominalization; the text is sparse; domination of repetition and synonymy, however antonym, hyponymy and co-hyponymy also exist; the text uses pronouns to lessen repetition; the text belongs to narrative genre. Based on the data characteristics, it can be said that text I tends to use spoken form.

C. DISCUSSION

This subchapter will discuss the similarities and differences of the readability level of bedtime stories entitled *The Boy Who Cried: 'Wolf!'* written by Mary Graham Bonner and *"Pinocchio"* written by Carlo Collodi by comparing the aspects of readability of the two bedtime stories.

a. Complexity of Clause and Groups Analysis

The general result of the clause system analysis of both texts indicates that both texts are dominantly composed by complex clause. The texts also employ simplex clauses. However, the existence of simplex clauses is less than complex clauses.

Text I is composed by 7, 7% minor clause; 23, 1% simplex clause; while the complex clause is 69 2%. The domination of complex clauses indicates that the writer wants to provide complete information to the readers which are related

to the idea. The simplex clauses in text I are built up by simplex verbal group. thus, it makes the text easier to understand.

In text II, the text is built up from 1, 35% minor clauses; 25, 66% simplex clauses and 73, 04% complex clauses. Here in text II, the simplex clauses appear in the form of longer sentence. it will reduce the readability of the text since the reader possibly find difficulties in comprehending the clauses since simplex clauses with long nominal group resulting too long sentence will confuse the readers.

In complexity of groups' analysis, it can be clearly seen that text I and text II are dominated by simplex nominal, verbal and adverbial groups. Text I employs 93% simplex nominal group, 7% complex nominal group, 94% simplex verbal group, 6% complex verbal group, and 100% simplex adverbial group. Although the presence of the complex nominal and verbal group will make the text more difficult to comprehend, in fact complex groups are needed to give more detail information to the reader.

Text II employs 94, 65% simplex nominal group, 5, 35% complex nominal group, 89, 9% simplex verbal group, 10,1% complex verbal group, 96, 72% simplex adverbial group and 3, 28% complex verbal group. As what in text I do, the complex groups are used to give more detail information in building the story.

From the description above it can be concluded that text I employs complex clauses and simplex clauses consisting of simplex verbal group and more simplex verbal and adverbial group than text II. Meanwhile, text II employs more complex clauses than text I, however the existence of simplex clauses in text

II reduces the readability since the simplex clauses appear in longer form and complex verbal group. Text II has more simplex nominal group than text I but fewer verbal simplex and adverbial groups. Thus, it can be seen that text I is more readable than text II.

b. Transitivity

In transitivity system, both text I and text II are dominated by Material Process. However, text II employs more material Process than text I.

In text I, 52% Material Process are employed. Attributive Relational Process and Existential Process (each 12%) are the second Processes dominated the text. beside those Processes; there is also Verbal Process, Verbal Behavior Process, Mental and Mental Behavioral Process. it indicates that the writer wants to build the story not only by using action but also by involving psychological Processes.

text II is composed by 59, 75% Material Process, 20, 75% Verbal Process, 2, 53% Verbal Behavioral Process, 6, 24% Mental Process, 1, 27% Mental Behavioral Process, 8,82% Attributive Relational Process and 0,64% Existential Process. Material Process and Verbal Process are used to describe the actions and events in the story.

c. Technicality and Nominalization Analysis

Technical term is considered as a factor that influence the readability since the technical terms have different meaning in different field discussed. This will

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influence the readers who do not have any knowledge in the field discussed nor recognize the terms used. They will find difficulties in comprehending the text. This is why fewer technicalities will make a text more readable.

From the analysis of the technical terms, it is found that both bedtime stories employ few technical terms. In “The Boy Who Cried: ‘Wolf!’”, there is only one technical term found from 39 clauses. Meanwhile, in “Pinocchio”, there are 15 technical terms found from 162 clauses. Compared to Text I, Text II employs more technical terms. This less numbers of technical terms is the proof that the writers of each bedtime story want to build the story in a simple way so that the readers will not find any difficulties.

In accordance to nominalization, there is not any nominalization found in text I, while in Text II, there is only one nominalization found. This result can be used to strengthen the proof that the writers want to provide the information in the story in a simple way.

Although the two bedtime stories are readable, from the point of view of technicality and nominalization, Text I is more readable then text II since it employs fewer technical terms and nominalization than text II. Thus, Text I is easier to comprehend.

d. Lexical Density Analysis

The results of lexical density analysis of the bedtime stories entitled “The Boy Who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi show that the lexical density of text I is 2, 7, while

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lexical density of text II is 3, 27. From the lexical density of the two texts, it can be seen that both texts have low lexical density. However, text II has higher lexical density than text I. By looking through the lexical density of the texts, it is shown that the information given by the writers is not composed in difficult words. The readers will be able to catch the meaning of the words directly without finding any difficulties.

e. Metaphor Analysis

In metaphor analysis, it is found that both bedtime stories do not have any interpersonal metaphor. in contrast, both bedtime stories have ideational metaphor. In text I, one ideational metaphor is found while in text two, there are four ideational metaphor found. Compared to the total amount of clauses in each fairy tale, the existence of metaphor will not affect much since the amount of the metaphor existing in the clause is much fewer. It means that both texts have high readability level. However, the readability level of text I is higher than text II since text I has fewer metaphor.

f. Cohesion Analysis

The cohesion of the two texts is realized between sentences and within sentences. The cohesion can be categorized in two types: lexical and grammatical cohesion. The Lexical cohesion employed in the text are repetition, synonymy, antonym, hyponymy and co-hyponymy.

Both text I and text II are dominated by repetition and synonymy. The domination of repetition and synonymy makes the texts easier to understand because they are used to emphasize the main idea of the story. Text I emphasizes on repetition of *the boy* as the main character of the bedtime story and also the word *wolf*, *trick* and *villager* since they belong to the important thing in the text. by repeating these words, the readers will understand that the story is about a boy trying to trick the villagers.

Text II emphasizes on the repetition of Pinocchio as the main character. The writer also uses pronoun to refer to Pinocchio. Beside Pinocchio, there are also some words that are repeated quite often. They are: *Gepetto*, *real boy*, *school*, *fairy* and *puppet*. These words are very important to build the story.

On the other hand, the grammatical cohesion is presented by the reference and the cohesion. Both text I and II employ similar reference that is he. However, he in text I refers to the boy, while he in text II refers to many things that are Pinocchio, Gepetto, puppet master, circus master and the whale. Both texts are dominated by external conjunction since the two texts are mostly constructed by complex clauses. From the analysis above, it can be concluded that the cohesion system of both texts are built in logical cohesive relation.

g. Text Structure

Text structure analysis of bedtime stories entitled “The Boy Who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi shows that both texts are composed by: a) orientation which gives

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information about the main characters and the setting of the story b) complication where the problems of the stories are explained including the starting, rising and the climax of the problem c) evaluation which shows the events resulting from the complication, and d) resolution where the stories are ended.

Since both text employs similar structure consisting of orientation – complication – evaluation – resolution, it can be concluded that the texts employ narrative which belongs to story genre. However, text I has fewer problem which is depicted through complication I and complication II, while text II has more problems which is depicted through Complication I –Complication II — Complication III – Complication IV – Complication V –Complication VI.

h. Readability Level of Text I and Text II

Based on the description of the complexity of clause and groups, transitivity and MOOD system, technicality, nominalization, lexical density, cohesion and text structure of bedtime stories entitled “The Boy Who Cried: ‘Wolf!’” written by Mary Graham Bonner and “Pinocchio” written by Carlo Collodi, it can be concluded that both text have high readability level.

Both bedtime stories employ dominant complex clauses; dominant simplex, nominal, verbal and adverbial groups; dominant Material Process; less technicality and nominalization; low lexical density; logical cohesive relation and appropriate genre. These characteristics indicate that both texts tend to use spoken form which is easier to understand by the readers.

Although text I and text II are both have high readability level, text I has higher readability level then text II. The readability level of text I is higher because 1) text I has less clauses than text II, so that the readers needs fewer time to read and fewer words to comprehend 2)The complex clauses which are realized hypotactic and paratactic relations in text I are consisted of fewer simplex clauses. It makes the clauses easier to comprehend 3) text I has higher percentage of simplex groups that text II, the simplex groups enable the readers to catch the message of the text directly 4) Text I employs fewer technical terms and nominalization which makes the text can be understood by common readers 5) text I has lower lexical density than text II. These conditions will make text I more understandable that text II. In other words, it can be said that Text I has higher readability level than text II.

CHAPTER V

CONCLUSION AND RECOMMENDATION

Chapter V covers two subchapters: Conclusion and Recommendation of the research. The conclusion explains the final result of the data analysis. Meanwhile, the recommendation deals with suggestion given by the researcher.

A. CONCLUSION

1. The Complexity of Clause and Groups

Both Text I and Text II are dominated by complex clauses, simplex nominal, simplex verbal and simplex adverbial groups. Text I employs more simplex verbal group and simplex adverbial group than text II while text II employs more complex clauses and simplex nominal group.

2. The Transitivity and MOOD System

Text I and text II are dominated by Material Process. Both texts are also composed from similar processes which are: Verbal Process, Verbal Behavioral Process, Mental Process, Mental Behavioral Process, Attributive Relational Process and Existential Process.

3. The Technicality and Nominalization

Less technicalities and nominalization are found in both texts I and text II. There is one technical terms in text I and there 15 technical terms in text II. Compared to the total amount of clauses, the existence of technicality is minority.

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Meanwhile, text I does not have any nominalization and text II have one nominalization.

However, if both texts are compared, it can be clearly seen that text I employs less technical terms and nominalization

4. The Lexical Density

Text I and text II have low lexical density. The lexical density of text I is 2, 7 while the lexical density of text II is 3, 27. Thus, it can be concluded that text I has lower lexical density than text II. This means text I is easier to comprehend since it consists of less lexical items.

5. Metaphor

From the discussion, it can be seen that both text only use few metaphor. Text I only employ one interpersonal metaphor and no ideational metaphor found. Meanwhile in text II, four clauses containing ideational metaphor are found and no interpersonal metaphor is employed.

6. The Cohesion

Both texts employ repetition and synonymy as well. Besides, the texts are also dominated by pronoun and external conjunction. This means that text I and text II are constructed in logical cohesive elation.

7. The Text Structure

Text I and text II consist of similar activity sequences which are orientation n, complication, evaluation and resolution. This means that both stories have narrative genre which belongs to story genre.

8. The Readability Level

From the description above, it can be seen that text I and text II are dominated by complex clauses, simplex nominal, simplex verbal, and simplex adverbial groups, employ less technicalities and nominalization, have low lexical density, have logical cohesive relation and use appropriate genre that is narrative which belongs to story genre. However, there are also some differences found. The differences are as follow: Text I employs more simplex verbal group and simplex adverbial group than text II while text II employs more complex clauses and simplex nominal group; text II employs more technical items than text I; The lexical density of text I is lower than text II; and text II have employ more metaphors than text I.

Based on the characteristics found in each text and the similarities of the characteristics, it is shown that both texts have high readability level. However, from the differences found, it can be concluded that text I has higher readability level than text II.

B. RECOMMENDATION

Based on the previous conclusion that is drawn in the chapter, some recommendations are proposed as follows:

1. Students especially those who are interested in conducting a research about readability level can develop the research further by exploring other aspects of Systemic Functional Linguistics such as register, genre and ideology. Besides, the students can also explore readability by comparing texts which have different background culture.
2. The readers especially parents should be more selective in picking reading materials for their children. Parents should be able to choose suitable level of readability for suitable ages of their children so that the children will be able to catch the moral values of the reading materials given.
3. For anyone who wants to write good bedtime stories, this research can be used as an input in writing bedtime stories having high readability level, so that the works can be easily understood and read by great number of readers.