IDENTIFYING THE CHARACTERS OF LION AND FOX IN

THE AESOP'S FABLES USING TRANSITIVITY SYSTEM

A THESIS

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PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis by herself without taking any results from other researchers in S-1, S-2, S-3 and in diploma degree of any university. The writer also ascertains that she does not quote any material from publications or someone's paper other than from the references mentioned.

Semarang, 16 October 2020

Nabilla Alifiany Kusuma Putri

MOTTO AND DEDICATION

"The key to success is to start before you are ready!"

-Marie Forleo

The writer dedicated this thesis
to her beloved parents and
to everyone who helped her accomplishing this thesis.

Identifying the Characters of Lion and Fox in the Aesop's Fables Using Transitivity System

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SFL   : Systemic Functional Linguistics

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ABSTRACT

This research investigates the Aesop Fables characters, the Lion and Fox, characterization analysis using transitivity system. This research aims to identify the characterization of Lion and Fox based on transitivity system using types of processes. This research using descriptive qualitative methods to describe the prominent clause that represents the Lion and Fox characterization. The non-participant observation methods were used to collect data and referential identity methods to analyze the data. The results show that material and verbal processes are discovered as the prominent process to represent the Lion and Fox's characterization. Through material and verbal processes, the Lion and Fox appeared in different characterizations. The Lion is discovered in manipulative, wise, powerful, and foolish characterizations. Meanwhile, the Fox found in cunning and talkative characterization. The finding also shows that the author constructed material and verbal processes because they are suitable for the children's limited knowledge. After all, material and verbal clause can be understood by the children easily.

Keywords: transitivity system, characterization, narrative-stylistics, Aesop's fables.

CHAPTER I

INTRODUCTION

1.1   Background of the Study

Stylistics is a linguistics study to observe language in literary works. Language has a systemic pattern that has particular rules and norms. According to Butt & Lukin in Manggala (2017: 2), A stylistic analysis exposes the organization of the linguistic forms constituting the style in a text. In analyzing language, stylistics observe the grammar and meaning aspects. Therefore, the stylistic observation offered an answer to how the language is organized to form a particular purpose and effect.

Stylistics study also provides a practical activity in analyzing a narrative discourse. According to Simpson (2004:20), there are six stylistics devices. They are textual medium, sociolinguistic code, characterization 1 (action and events), characterization 2 (point of view), textual structure, and intertextuality. Meanwhile, in this research, the author decided to conduct a characterization analysis. There are many ways to analyze stylistic studies' characterization, such as a cognitive approach, corpus linguistics, semantic field, and transitivity system.   The author conducted a transitivity analysis to identify characterization because Aesop's Fables consist of many short stories. So, transitivity systems are way more accurate than the other linguistics study to analyze characterization using short data. Moreover, the action and events provided in the first category of characterization analysis can be described using the elements of transitivity system. So, the analyzed clause will

present the answer of what the author attempts to propose using the constructed language in the discourse by using transitivity system.

In this research, the author chooses the characters in Aesop's Fables as the analysis object. The author is interested in analyzing the characterization of two animals' characters. They are the Lion and Fox. The Lion and Fox are generally known as the meanest characters. Both of them are known as a carnivore animal with sharp claws and teeth. However, the Lion still has greater physical appearances than the Fox. Therefore, the Lion is known as the King of the Jungle. Meanwhile, the Fox is known as one of the jungle folks who like to fools other animals. However, in this research, we still need to prove their characterization through the data.

Moreover, in the children's short stories, the Lion and Fox are prominently described in negative characterization. However, their action and events show survival issues that useful for children. Therefore, the author curious to identify how the text producer constructed the clauses to portray the Lion and Fox characterization, so the message conveyed by the text producer is delivered to the children as the implied reader.

As a result, the author conducts a transitivity analysis on analyzing the clauses to reveal the character's characterization and descriptive analysis to elaborate on the message conveyed by the text producer as the implied author. Therefore, the author has "Identifying the Characters of Lion and Fox in the Aesop's Fables Using Transitivity System" to be the title of this study.

1.2   Research Problem

Generally, the reader assumed the character of Lion and Fox are the meanest characters. In general opinion, the Lion is a powerful animal who likes hunting. Meanwhile, Fox is depicted as a character who likes to tell lies. However, we cannot answer if the general opinion is right without conducting this research. Therefore, the research problems are how the transitivity system is used to identify Lion and Fox's characterization and what are the Lion and Fox's characterization based on transitivity system using types of processes.

1.3   Purposes of the Study

After deciding the research problem, to archive the purpose, I will answer the research problem. The purpose of this study is identifying the characterization of Lion and Fox using the type of processes in the transitivity system.

1.4   Scope of the Study

This research focuses on analyzing the clauses that represent the characterization of the Lion and the Fox. The analysis is restricted to the prominent process because it can reveal the Lion and Fox's characterization. Through the prominent process, the lexicon that described the character in the story reveals how the author constructed the characters. The analysis also focuses on ideational meaning analysis since it has the unit analysis that qualified to investigate the main character's depiction in the selected story.

1.5   Significance of the Study

This study shows the application of the transitivity system in analyzing the character's characterization in a narrative. The transitivity system proposed the unit analysis to comprehensively show the author's social construct in producing the discourse. The process, participant, and circumstances analyzed in the story help the researchers analyze the main characters' portrayal in the selected discourse. Therefore, this research suggests a characterization analysis through a linguistics study using a transitivity system.

1.6   Previous Research

Many writers conducted their research using the transitivity system. The author found five supporting types of research that apply transitivity in narrative texts. The following researchers used the transitivity system to discover the text producer's intentions in constructing his/her work. The previous research below is the chosen studies that help the writer to conduct this research.

The first previous study, written by Xenia in 2014, is a characterization analysis study using a transitivity system. This study focused on Miranda as the character in the short story written by Jhumpa Lahiri. This study aimed to see how these processes are utilized in creating the character reflected in the short story through the transitivity approach. This research analyzed the clauses that represent different types of processes. Unfortunately, the author only represented the characterizations without brought the sexy concept's ideological background described in Miranda.

The second previous study, conducted by Manggala (2017) analyzed the protagonist characterization using the transitivity system. The study aimed to identify the clauses' patterns using transitivity system, especially the clause that represents the character's protagonist characterization. This study explained the theory and research studies descriptively. Sadly, the writer only analyzed the patterns and did not present the lexicon representing the protagonist characterization.

The third previous study conducted by Nurhayati in 2018, also carried out characterization analysis using transitivity. It is a stylistic study of "I Stand Here Ironing," using a systemic functional approach. This study explored the characterization of the mother and Emily in the story. The study aims to provide a fuller interpretation of characterization using the systemic functional linguistics (SFL) approach. The writer also showed how the author of the story intended to represent working women in that era. The findings indicated which process is dominant through the narrator's discourse to construct the text's characterization. However, in this research, the author did not provide a descriptive explanation of all the processes that describe the character's characterization.

The fourth previous study conducted by Syathroth and Husnussalam (2019) analyzed the Analysis of 'Laskar Pelangi' in English Version Based on Transitivity Theory. This study aims to find out the characterizations of Lintang represented in the Laskar Pelangi novel of English version translated by Angie Kilbane (2009). This study also uses Halliday's transitivity theory. The writer only analyzed the sentence that presents the characterization of Lintang. Even though this is a

characterization study, the author did not present the Lintang characterization and only focused on which process is most dominant in the analyzed data.

The last previous study conducted by Nugraha, Intan & Mahdi, Sutiono (2020) analyzed transitivity system of Mr. Summers in The Lottery by Shirley Jackson. This study intended to reveal Mr. Summers's characters from the types of processes represented in the clause. This study represented the verb and occurrences as the lexical mark that appears in the data. However, the authors did not propose Mr. Summers' characterization through the process found in the data.

The novelty in this study is the data that chose by the researcher. The researcher chose Aesop's Fables as the object of the analysis. Aesop's Fables is a narrative text that is consumed by the children. So, the lexicon choice constructed by the author is based on children's knowledge. This study attempts to reveal the characterization constructed by the author for the children as the implied reader. Since the children have limited knowledge about the language, the author will choose specific clauses that can be understood by the children easily. Therefore, the novelty of this research is the text that is consumed by the children, Aesop's Fables.

1.7 Writing Organization

This study is written in five chapters through the following organization:

CHAPTER I   INTRODUCTION

This chapter consists of background of the study, problem statement, purpose of the study, the scope of

the study, significance of the study, previous studies, and writing organization.

CHAPTER II   THEORETICAL FRAMEWORK

This chapter provides the literary review of the theory used by the writer to carry this research.

CHAPTER III   RESEARCH METHOD

This chapter explains the type of research; data, population, sample, and sampling technique; method of collecting data; and method of analyzing data.

CHAPTER IV   FINDING AND DISCUSSION

This chapter shows the results by arranging tables and describes the results in each case, the Lion and the Fox, through discussion.

CHAPTER V   CONCLUSION

This chapter shows the conclusion based on the finding in this study.

CHAPTER II

THEORETICAL FRAMEWORK

The author uses Systemic Functional Linguistics as the primary theory to analyze the data to conduct this research. Systemic Functional Linguistics theory is proposed by M. A. K. Halliday developed by Christian M. I. M Matthiessen in An Introduction to Functional Grammar (2004). The other supporting references taken from Fontaine (2012) in Analyzing English Grammar: A Systemic Functional Introduction and Making Sense of Functional Grammar (1994) by Linda Gerot and Peter Wignell. Moreover, the idea of narrative stylistics is mainly cited from Paul Simpson's book (2004) entitled Stylistics. Another book to support the point of view about narrative studies is taken from Narrative Fiction: Contemporary Poetics (2002), written by Rimmon-Kenan.

2.1   Systemic Functional Linguistics

The writer uses Systemic Functional Linguistics to interpret the narrator meaning in the short story through the author's language choice. SFL is a tool to analyze a discourse by taking a look at language to help us understand how the language works (Fontaine, 2012:4). Language differs from one thing to another that we can see categories and criteria for naming things. There are two functions of language, according to Halliday (2014: 30), they are making sense of life experience and performing the social relationship.

Halliday introduces the primary concept and idea of analyzing language by identifying lexicon and grammar into three primary languages' functions (Halliday,

1994). Those three primary functions are called as Metafunction in Halliday's theory. The Halliday's Metafunction is used to determine language as a system used in linguistic and semiotic works to explain and interpret meaning (semantics) when language (text) is understood and presented. The Metafunction comprises ideational meaning, interpersonal meaning, and textual meaning (Halliday & Matthiessen, 2004:29). All kinds of metafunctions take a different aspect of the world regarding any different mode clauses' meaning. These three metafunctions are essential because they relate to the use of language in social experience within society. The author of the story constructs a plot that carries moral value and social life experience, which the writer will identify how it represents the story.

The first metafunction is ideational meaning or experiental meaning, which sees language as a representation of an event that occurs in real-life experience (Halliday & Matthiessen, 2004:168). It also refers to the speaker's world experience to express an idea or an experience in social life through a participant, process, and circumstance. Ideational meaning represents who is in the situation, the process they are involved in, and other additional information. In ideational function, a language participates in delivering the main idea of what someone is talking about, discussing, proposing, asking, and applying other languages in daily life. By highlighting the choice of words, we can see how the author constructs the characters.

The second metafunction is interpersonal meaning. Halliday believes that language is an exchange (Halliday & Matthiessen, 2004:106). Meanwhile, Gerot and Wignell (1994:22) see interpersonal metafunction is about analyzing the social

relation and mood system. It is related to relational meaning that observes the meaning from a social relationship created in the analyzed data. Interpersonal meaning examines the role of the participants in social relation through three parts: the speaker/writer persona (whether the writer or speaker has a neutral attitude, which can be seen through the use of positive or negative language), social distance (how close the speakers are), and relative social status (whether they are equal in terms of power and knowledge on a subject).

The third metafunction is the textual function, which sees language as information or message (Halliday & Matthiessen, 2004:64). It refers to how a message conveyed. Meanwhile, Gerot and Wignell (1994:22) said that textual metafunction is about how the text is arranged and finds the message from highlighting the theme and rheme. This technique shows how language can be co-textually and contextually relevant. It refers to how meaning is conveyed. It can be easily known how the idea is constructed into a cohesive and coherent "wave of information" that the information is clearly expressed, so the person we communicate can follow our train of thought. In textual meaning research, the primary information is called the theme (the focus of speech).

In this study, the author focuses on the ideational meaning in the children's book, namely Aesop's Fables, to identify how the text producer constructs the characters of Lion and Fox in the story. The author uses systemic functional grammar and focuses on the ideational meaning to analyze the language. An ideational language is one of the metafunctions in which the writer chooses to explain how the author chooses the words to deliver the moral value of the story.

2.1.1 Transitivity System

In experiential metafunction, the transitivity represents the clause as a system in linguistic methods. The transitivity system is used to classify the experiential meaning in a verb or clause to see the discourse's representation. There are three elements to analyze experiential function: process, participant, and circumstance. According to Fontaine (2012: 73), in traditional grammar, the concept of transitivity is involved with the verb to distinct the various roles. The transitivity views extended beyond just a verb, but it also included the participants in the process and the attendant circumstances. Through transitivity, the writer can analyze the verb used to represent the characters and decide what kind of process to portray a particular purpose in the text. Therefore, the theory of transitivity is needed to analyze this research.

As stated in Halliday and Matthiessen (2004), the center of experiential function studies has six processes: material, verbal, mental, behavioral, existential, and relational. Despite this, the other primary function in classifying and distinct each process is the participant.

Fontaine (2013: 74) said that the material process is a physical activity and an action's representation conducted by an entity. Some participants play a significant role in the material process; they are *the actor* who does the action, and *the goal* is the entity impacted by the process. Furthermore, according to Halliday and Matthiessen (2004: 236), the other supplementary participants are *the scope* as an entity that is not impacted by the processes, *the recipient* as the receiver of the items, and *the client* as the receiver of the services.

The Lion	**caught**	**the tourist**
Actor	Material	Goal

(Halliday, 2014:226)

The mental process relates to sense an experience as the representation of human mind and feeling in the verb. As stated in (Halliday and Matthiessen, 2004:249), the participants engaged with the mental process are *senser* and *phenomenon*. There are four different processes, namely *affective* or *reactive*, used for feeling representation, *cognitive* in thinking representation, desiderative to depict wishes, wanting, and hope and *perceptive* in observing over five senses.

Mary	**liked**	**the gift**
Senser	Mental: Emotive	Phenomenon

(Halliday, 2014:248)

According to Gerot and Wignell (1994: 63), the verbal process is a representation of saying or signaling matter verbally. The major participants are *sayer*, the entity that indicates the signal and *phenomenon* as the topic projected in the clause. The additional participants that explained the verbal processes are *receiver*, *target*, and *verbiage* or *range*. *Receiver* is the object that is usually a person as the targeted signal. *Target* is an active form of a signal. In contrast, *Range* is the verbal signal itself.

John	**Said**	**'I am hungry.'**
Sayer	Verbal	Verbiage

(Halliday, 2014:304)

As stated in Gerot and Wignell (1994: 60), the behavioral process is a representation of human behavior that involves physical and psychological aspects. *Behaver* and *range* are the participants associated with this process. *Behaver*'s role is similar to the actor or senser in the material and mental process, but the participant does a habitual action. Meanwhile, *the range* is an adopted action of behavior itself.

He	**Took**	**a nap**
Behaver	Behavioral	Range

(Gerot and Wignell, 1994:61)

As mentioned in Gerot and Wignell (1994: 72), the existential process represents existing verbs to illustrate '*be*,' '*exist,'* or '*arise*.' The participant associated in this process is existent as the representation of an object that exists in the clause.

There's		**a man**	**at the door.**
	Existential	Existent	Circumstance: Place

(Halliday, 2014:309)

As required in Gerot and Wignell (1994: 67), the relational process is associated with classifying and assigning something. The process and the participant are connected. There are two different participants. They are a *carrier* with *attributive* and *token* with *identifying* as the process of the verb representation. Attributive has an attribute that follows it since it is attached to the entity's quality. Meanwhile, identifying has a value that follows it. Besides, *identifying* and

attributive processes have three different process subclassifications; they are *intense*, *possessive*, or *circumstantial*.

Mice	Are	timid creatures
Carrier	Attributive	Attribute

(Halliday, 2014:267)

Mr. Garrick	Played	Hamlet
Token	Identifying	Value

(Halliday, 2014:277)

As stated by Gerot and Wignell (1994; 53-53), circumstances assist the deal of time, place, reason, manner, how many, and what is associated with the clause analysis. The circumstance plays a significant role in the ideational meaning research because it serves further information to the study besides the participant and the process. Different types of circumstances are the circumstance of time, place, cause, manner, accompaniment, matter, and role.

2.2   Narrative-Stylistic

Chatman (1978: 31) identifies narrative through the semiotic structure. Utilizing the structure, according to Simpson (2004:20), it includes two essential components; narrative plot (the body) and narrative discourse (expression). The plot is a scenario's outline containing events (activities and experiences) and existents (figures and settings). Meanwhile, narrative discourse performs the abstract overview in the text constructed by the text producer and realized as the stylistic tools. According to Rimmon-Kenan (2002:2), narrative fiction offers the

communication process where the narrative contains a message conveyed by the writer to the reader.
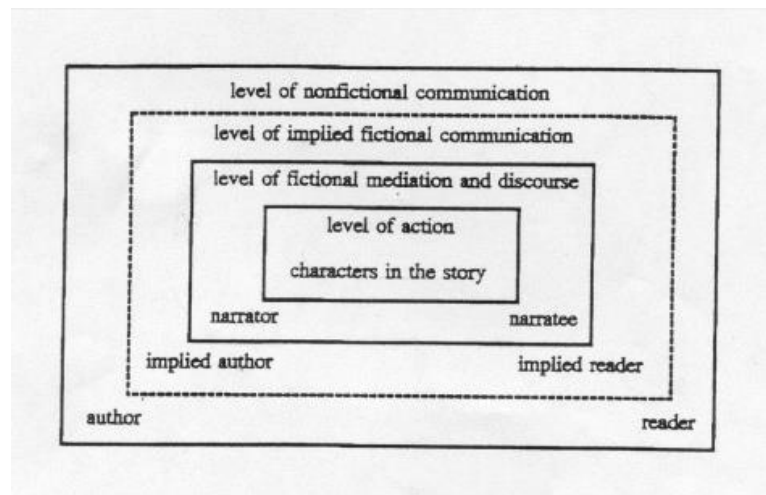
In writing fictional works, every author does communication, not only as the writer but also as a storyteller that sends a message through the story. A real author can be described as the creator of the discourse that communicates with his readers (Hühn et al., 2009:1).

The real author is the person who writes the story. However, it cannot be identified as the narrator with conversations or lines in the fictional works. The author constructs an implied version of himself called his 'second-self' to deliver the message on his works (Chatman, 1978:148). The implied author's concept, or we can also use the 'imaginary' word, may not share different views from the real author. We can see the image of an implied author through his lexical choices. The implied author does not do the direct communication technique and has no voice (Chatman, 1978:148). The notion of an implied author may also construct the norms

of the narrative itself. Also, the real author can propose any norms he likes through his imaginary author.

The second level is the pair of narrators and narratee in the fiction medium. A narrator is a person who tells the story. His/her voice is audible when the story is being told. The narrator is an active entity involved in delivering the needs and narrating it (Rimmon-Kenan, 2002:91). The narrator tells the narrative to narratee inside the text. Kenan (2002:92) offered a narratee as a fictional object where the narrator directs the narration or a fictional object which the narrator addresses in the narrative. Brooks and Warren (1979:174) explained that the notion of the narration's focus is to solve the complex questions such as who watches? And who talks? In literary discourse. The features of narration are also included a point of view. The vertical line describes the point of view (internally or externally), while the horizontal line describes the voice (an identity of the narrator).

The lower level of narrative communication is the action level. The action level is merely where the characters talk to each other in the story. The notion of the character can be modified through history. The character is a figure created by the real author in the narrative (Barthes & Duisit, 1975: 261). Chatman (1980:126) proposed that character is a paradigm of traits. It involves paradigmatic relation with the plot, and the plot itself is syntagmatic. The character in the action level only exists in the fictional world, but some are based on real-life experience. The characters usually used a direct speech in their conversation. The conversation is called dialogue that implies the character's feelings and thoughts.

Rimmon-Kenan (2001:61) proposed that the characters constructed through an abstracted story. To build the characters, we need to collect the various-character-indicators shared through the text continuum and conclude the features from them. The character-indicators is also known as characterization. The character features are described by the narrator to serve the information of the narration. Rimmon-Kenan in Hur (2004:126) mentioned two methods of how the narrator narrates the character; they are the direct definition and indirect presentation. The first method is a direct definition of traits by an adjective or abstract noun. The second method is an indirect presentation. It does not propose the features but presents and indicates it in various ways. The reader needs to self-interpret the implied traits through action, speech, external appearance, and the environment.

An implied reader is like an implied author; it is constructed and cannot be interpreted as the real readers (Iser, 1978:34). The implied reader is embodied in the way a fictional works run its effect. The author creates the implied reader as the recipient's form (presumed addressee) to whom the fictional works are directed. The implied reader is ascribed to the entity that carries the codes and norms assumed by the writer.

The real reader and the actual writer are outside the narrative deal. Prince in Huhn et al. (2009:398) said the real reader or also described as the decoder of literary texts written by the real author. He is the man reading the text and identifying the message. The technique of reading and decoding the message in

literary works are how the real readers understand what the writer desires to communicate with them.

2.3 Transitivity and Characterization

The transitivity in a narrative discourse proposed a linguistics pattern that consists of process, participant, and circumstances that develop the characterization. According to Simpson (2004:74), narrative characterization is the transmission of 'actions and events.' The characterization of the character is influenced by the narrative incident that is constructed to portray the character. Certain types of processes functioned to constructs the types of characterization. The constructed patterns illustrated the character that attempts to carry such a process as a particular characterization. Simpson (2004:21) also mentioned that the process of 'doing,' 'thinking,' and 'saying' are essential markers to develop the characterization. Therefore, using the experiential function, the transitivity system is suitable to reveal the concept of style as a choice in narrative discourse.

CHAPTER III

RESEARCH METHODS

In this chapter, the author explains the methods used in identifying this research. This chapter consists of the type of research, the data, population, sample, sampling technique, the method of collecting the data, and the method of analyzing data that the writer used in this research.

3.1 Type of Research

In this research, the author conducted a descriptive qualitative method that identified using transitivity system. Each clause is classified into the transitivity element; the process, participants, and circumstances. Furthermore, the experiential meaning found in the data is described to identify the Lion and Fox's characterization. Moreover, the qualitative analysis is conducted to reveal the implied author's description in portraying the Lion and Fox's characterization. Therefore, the qualitative method is qualified to conduct this research.

3.2 Data, Population, Sample, Sampling Technique

The data are taken from an e-book of children's narrative, namely Aesop's Fables. It is children's short stories with various titles that teach survival issues. The author downloaded the e-book from https://planetpdf.com/. The author selected five stories of each character through the book, so the total data are ten stories. For the Lion, the stories are The Lion and the Statue, The Lion's Share, The Lion and the Mouse, The Lion in Love, The Lion, the Fox, and the Beasts. Then, for the Fox, the author chooses The Fox and the Crow, The Fox and the Stork, The Fox and the Lion, The

Fox and the Cat, and The Fox and the Goat. Through the ten stories, the author conducted a purposive sampling method to select the clauses taken from the narrator's utterances that describe Lion and Fox's characterization.

3.3   Method of Collecting Data

The author used a non-participant observation method (Simak Bebas Libat Cakap) to collect the study's data. According to Sudaryanto (1993:134), SLBC is a method which the researcher is the observer and does not include or generate the text and the narrative. Therefore, Simak or Observation is a proper method to conduct since the research analyzes a narrative text.

In collecting the data, the author read the stories thoroughly and then classified them using transitivity system. The clauses are grouped into the participant, process, and circumstances. Then, the author counts the total clauses to see the prominent process. After the prominent process is decided, the author presents the ideational meaning of the Lion and Fox's characterization found in the data.

3.4   Method of Analyzing Data

In analyzing the data, the author chose to conduct the referential identity method. According to Sudaryanto (2015:27), the referential identity method is a method that refers to the various units of linguistics in a sentence. This research focuses on the ideational meaning analysis in a clause that refers to the linguistics unit, the participant, process, and circumstance in the clause. Therefore, the analysis will determine the features of the clause that represent the characterization.

At the beginning of the analysis, the clauses are classified through the transitivity system. The analyzed clauses are presented in a table with the ideational meaning features. In revealing the characterization, the participant, process, and circumstance are described. The characterization can be seen through the character's activity supported by the circumstance that proposed the additional information. The storyline also took part to describe the supporting lexicons used by the text producer. After analyzed the characterization to show how transitivity is used in the analysis, the author's implied reader also identified. The author's implied reader is described to see how the author conveyed the story's message in the clauses. Therefore, the characterization analysis and the author's implied reader can propose a discourse that suitable for children.

CHAPTER IV

RESULTS AND DISCUSSION

4.1   Results

This chapter will present the results of the analysis using transitivity system. Firstly, the results are shown in the tables. There are two tables provided in this chapter as evidence of the analysis using transitivity system. The first is the table of process' frequency, and the second is the table of characterization ideas through the Lion and Fox. In the table of frequencies, the author analyzed and counted the process found in the data. Then, in the table of Lion and Fox's characterization, the author portrayed the characterization of Lion and Fox through the process found in the data.

In the collected data, the author found five ideational processes that appeared in the story. They are material process, verbal process, mental process, behavioral process, and relational process. Through the ideational function that the author discovered, the prominent process is the material and verbal process. The two processes occupy the characters as an active participant. The story described using the narrator's perspective as the storyteller who described the character's activity as if they participate in the story.

The characterization of Lion and Fox were found through the lexical choice that portrayed by the author. The particular processes represented were analyzed to reveal the author's implied reader and described the message conveyed through the character's characterization. Since the material and verbal process were identified

as the prominent process to portray the characterization, the Lion and Fox characterization will be discussed through their actions and utterances.

Moreover, in the data, through the table, the author found that the Lion and Fox prominently describe negatively. The Lion was described as manipulative, wise, powerful, and foolish. Through the four characterizations, manipulative characterization is the only characterization that appears with the verbal process. The other characterizations appear with material and verbal processes. Meanwhile, the Fox appeared only with two characterizations. They were cunning and talkative. The Fox prominently appeared with verbal processes. The material process only appears in one clause in the cunning characterization.

Table 4. 1 The Lion and Fox Frequencies of Processes

No.	Process		Quantity	
			Lion	Fox
1.	Material		37	39
2.	Verbal		12	14
3.	Mental	a. Cognitive	1	4
		b. Perceptive	1	2
		c. Desiderative	1	
		d. Emotive	4	
4.	Behavioral		4	2
5.	Relational	a. Identifying (Intensive)	2	
		b. Identifying (Circumstantial)	1	

		c. Identifying (Possessive)	1	1
		d. Attributive	1	1

Table 4. 2 The Characterization of Lion

No.	Characterization	Word Marker
1.	Manipulative	**Verbal Process**
		Summoned to come and hear his last Will and Testament
		Said 'Why do you not come to pay your respects to me?'
2.	Wise	**Material Process**
		lifted up his paw and *let him go*
		Verbal Process
		'That is all very well,' *said* 'but proves nothing, for it was a man who made the statue.'
3.	Powerful	**Verbal Process**
		Roared
		Pronounced judgment
4.	Foolish	**Material Process**
		had his claws trimmed and *his big teeth taken out*.

Table 4. 3 The Characterization of Fox

No.	Characterization	Word Marker
1.	Cunning	**Material Process**
		Invited for a joke put nothing before her *Put* some soup in a very shallow dish
		Verbal Process
		Cried 'How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.'
2.	Talkative	**Verbal Process**
		'Oh, have you not heard?' *Said* the Fox 'there is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?'
		Asking how his family were, and when he should have the pleasure of seeing him again;
		was boasting 'I have a whole bag of tricks,'

		said, 'which contains a hundred ways of escaping my enemies.'

4.2 Discussion

This chapter presented Lion and Fox's characterization's in descriptive analysis through the prominent process found in Aesop's Fables. The prominent processes are Material Process and Verbal Process. This discussion was divided into two groups, the Lion and the Fox. Each group analyzed the characterization through the process found in the data. Moreover, the author's implied reader also analyzed to describe the message that the author's conveyed through the Lion and Fox's characterization.

4.2.1 The Lion

The character Lion from the selected story of Aesop's Fables appears as the King of Jungle. Through the physical features, he has sharp-killer claws and teeth for hunting his prey. Therefore, he got the nickname the King of Beast. However, through the Material and Verbal Processes, the prominent processes that characterized the Lion were identified.

4.2.1.1 Manipulative

The Lion's manipulative characterization was found through the story titled *The Lion, the Fox, and the Beasts*. The Lion's manipulative characterization constructed by the author was seen through the activity and the verbal utterances that the Lion said as the participant in the clauses. The description in the following explanation;

Material and Verbal Process

The author constructed the manipulative characterization of the Lion through material and verbal processes. It shown through the following:

The Lion	once	gave out	that he was sick unto death
Actor		Material	Circ: Matter

<div align="right">Cl. 49</div>

And	(the Lion)	summoned	the animals	to come and hear his last Will and Testament
	*Sayer	Verbal	Receiver	Circ: Purpose (Cause)

<div align="right">Cl.50</div>

'Why do you not come to pay your respects to me?'	said	the Lion	to the Fox.
Verbiage	Verbal	Sayer	Receiver

<div align="right">Cl.59</div>

'I beg your Majesty's pardon,'	said	the Fox	'but I noticed the track of the animals that have already come to you; and while I see many hoof-marks going in, I see none coming out. Till the animals that have entered your cave come out again I prefer to remain in the open air.'
Verbiage	Verbal	Sayer	Verbiage

<div align="right">Cl.60</div>

In the first clause, clause 49, the author gave information to the children through the circumstance of matter "*that he was sick unto death.*". Then the next process, in clause 50, the Lion appeared with the verbal process "*summoned,*" then follows with the circumstance of purpose "*to come and hear his last Will and Testament.*". At the beginning of the story, these two clauses informed the children that the Lion is very sick and needs to summon all the animals to hear his last will.

However, in the middle of the story, all of the animals that went in never come out. It is shown through the data, "*So the Goat came to Lion's cave, and stopped there listening for a long time. Then a Sheep went in, and before she came out, a Calf came up to receive the last wishes of the Lord of the Beasts*.". This storyline raised the children's curiosity about where the animals go after they walk inside the cave.

The storyline reached the climax when the Lion recovered. The Lion walks outside the cave and saw the Fox waiting there. The storyline refers to clause 59, where the Lion talks to the Fox. The Lion comes with verbiage, "*Why do you not come to pay your respects to me*?". This clause informs that the Lion shows his manipulative characterization for pretending through the verbiage and judge the Fox for not coming to pay some respects to the Lion. He pretends to cover the cruel thing he did by picking other topics and judging the Fox that stays outside the cave.

Through clause 59, the author revealed to the children that pretending and telling a lie are manipulative characterization. He asked the Fox about paying respect meanwhile, he manipulates other animals so he can eat them up. The Fox approved Lion's manipulative characterization since he noticed that no animals came out of the cave. It proved through clause 60, "*but I noticed the track of the animals that have already come to you; and while I see many hoof marks going in, I see none coming out. Till the animals that have entered your cave come out again, I prefer to remain in the open air*."

In clause 60, the author constructed a verbal process that conveyed a message. The author used Fox as the participant to tell the children that what the Lion did does not fit his utterances. The author also shared knowledge about manipulative characterization quality. The author gave a view to the children. If we did a cruel thing and did not admit and choose to pretend and blame other people for covering the terrible thing, we did is a manipulative characterization.

Therefore, the story of *The Lion, the Fox, and the Beasts* depicted Lion's manipulative characterization through the verbal process by summoning the animals and pretending to cover his awful thing through the verbal process.

4.2.1.2 Wise

The Lion's wise characterization was found through the story titled *The Lion and the Mouse* and *The Lion and the Statue*. The Lion's wise characterization that constructed by the author revealed through the material and verbal processes. The Lion is rarely described positively through the material and the verbal processes. However, this clause gave a different perspective about the Lion, who always characterize as a mean character. The description in the following explanation;

Material Process

The author constructed material processes to show Lion's wise characterization through *The Lion and the Mouse* title. It shown in the following:

That	He	lifted up his paw	And	let him go
	Actor	Material		Material

<div align="right">Cl.27</div>

In clause 27, the Lion appeared with two material processes. They are "*lifted up his paw*" and "*let him go*.". This clause informs that the Lion lets the little Mouse go after he wakes him up in the middle of his sleep. As shown at the beginning of the story, the data indicated that "*Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him.*". Through the data, the author showed the children that the Lion, who is mean and greedy about hunting his prey, can let the Mouse go. The author also showed Lion's wise characterization through the two material processes in clause 27. The events happened when he decided not to eat the Mouse and let him go after listening to the little Mouse's idea that he could help the Lion in another day.

The material process appeared as a wise choice that the Lion took because the author wanted to show the children when we did a good deed, it would return to us on the other day. It was proved in the data that the Mouse came to help him out of the trap. As shown in the data, "*Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts.*"

Therefore, the story of *The Lion and the Mouse* shows Lion's wise characterization through the decision he took that appeared in the material process of lifted up his paw and let him go. The author taught a social issue to the children about a good deed will back to us and how to perform a good friendship through a good deed that we did.

Verbal Process

The wise characterization of the Lion through *the Lion and the Statue* was realized through the verbal process. It described in the following:

'That is all very well,'	Said	the Lion	'but proves nothing, for it was a man who made the statue.'
Verbiage	Verbal	Sayer	Verbiage

Cl.7

In clause 7, the Lion as the sayer appeared with two verbiages. The first verbiage was "*That is all very well*," and the second verbiage was "*but proves nothing, for it was a man who made the statue*.". These two verbiages were Lion's expression that constructed by the author when he expressesed his disagreement. At the beginning of the story, the previous clause told about the Lion and Man's conversation. It mentioned in the data, "*A Man and a Lion were discussing the relative strength of men and lions in general. The Man contended that he and his fellows were stronger than lions because of their greater intelligence*." Through the data above, the Lion disagreed to the man's opinion. Therefore, he expressesed his disagreement through clause 7.

The wise Lion's wise characterization was constructed through the verbal process to show the children that it is okay to have a different opinion. The text producer gave an example to proposed a disagreement properly. It started from expressing a compliment just like the Lion's did in the story "*That is all very well*" then went to the disagree opinion "*but proves nothing, for it was a man who made the statue*.".

Therefore, through the story of *The Lion and the Statue*, the author constructed Lion's wise characterization that appeared in the verbal process of the example of giving disagree opinion. The author helped the children learn about expressing an opinion appropriately by expressing a compliment initially, then followed by the disagree opinion to express their argument without hurting the other participant while having a conversation.

At the beginning of his verbiage, the Lion mentioned a compliment. It indicated that the Lion appreciates Man's opinion even though he disagrees about it. Then, he expressed his disagreement through the clause. Through the data, the way Lion expressed his disagreement with a compliment in front of the sentences depicted that Lion is a polite talker. Therefore, through this clause, the Lion represented a wise king characterization since he responded and expressed his disagreement with a polite word.

4.2.1.3 Powerful

The powerful characterization of the Lion was found in the story titled *The Lion's Share*. The Lion's powerful characterization is clearly shown through the verbal utterances constructed by the author. As the King of Jungle, the Lion often expresses his utterances for giving his fellow animals an order. However, this subchapter revealed Lion's powerful characterization as the participant in the verbal utterances. The description in the following explanation;

Verbal Process

The author constructed the power dominance in Lion's characterization through verbal processes. It shown in the following:

'Quarter me this Stag,'	Roared	the Lion
Verbiage	Verbal	Sayer

Cl.13

And	(the Lion)	pronounced judgment	The first quarter is for me in my capacity as King of Beasts; the second is mine as arbiter; another share comes to me for my part in the chase; and as for the fourth quarter, well, as for that, I should like to see which of you will dare to lay a paw upon it.'
	*Sayer	Verbal	Verbiage

Cl.17

In clause 13, the Lion, as the sayer, commands the Fox, the Jackal, and the Wolf to divide their spoil using an imperative expression. The order uttered through the verbiage "*quarter me this Stag*". In clause 13, the Lion showed a powerful characterization through the verbal process "*Roared.*". The author chose the roared lexicon instead of another lexicon that sounded

more neutral, for example, said, mumbled, or whispered. The "*Roared*" lexicon portrayed the powerful characterization of the Lion's, so the reader can perceive that the Lion's was stronger than the other animals as the receiver.

In the next clause, Lion's powerful dominance was also shown in the transitivity analysis. In clause 17, the Lion, as the sayer, pronounced judgment that he does not want to share the spoil. This data was a part of two clauses. The first clause was, "*Then the Lion took his stand in front of the carcass.*". Then, the second clause was "*The first quarter is for me in my capacity as King of Beasts; the second is mine as arbiter; another share comes to me for my part in the chase; and as for the fourth quarter, well, as for that, I should like to see which of you will dare to lay a paw upon it.*". The two clauses informed that the Lion fearlessly challenged his fellows and tried to claim all the spoil quarters. Those clauses depicted Lion's power dominance among the other animals.

In clause 17, Lion's power dominance was revealed through the two elements. The first occurred through the verbal process, and the second was through the verbiage. In the verbal process of "*pronounced judgment,*" the author chose this lexicon to construct Lion's powerful characterization by choosing pronounced a judgment. The lexicon "pronounced judgment" depicted the Lion as the King of Jungle as the only character who has the authority to pronounced the judgment. Secondly, in the verbiage, Lion's powerful characterization was also portrayed clearly. Through the verbiage,

"*The first quarter is for me in my capacity as King of Beasts; the second is mine as arbiter; another share comes to me for my part in the chase; and as for the fourth quarter, ...*" the author portrayed Lion as a character who had powerful authority. Therefore, he could be the judge and decided himself to claim all the quarter of the spoil. At the end of the verbiage, the author also emphasized Lion's power dominance through the verbiage "*.... well, as for that, I should like to see which of you will dare to lay a paw upon it*". This clause informed the reader that he fearlessly challenged the other three carnivore animals if they dare to snatch the spoil. Therefore, through the description above, the author constructed the clauses in such a way so the children could perceive Lion's powerful characterization is real and able to control the other three carnivore animals that could beat them.

As a result, the story titled *The Lion's Share* reveals Lion's powerful characterization through the elements in the verbal process by choosing the lexicon of pronounced judgment and the powerful verbiage to challenge the other animals.

4.2.1.4 Foolish

The Lion's foolish characterization was found in the story titled *The Lion in Love*. The author constructed Lion's foolish characterization through the material process done by the Lion. The description in the following explanation;

Material Process

The unwise characterization of the Lion constructed by the author shown in the following:

The Lion	was so much	in love
Senser	Circ: Degree (Manner)	Mental: Emotive

Cl. 43

That	He	had his claws trimmed and his big teeth taken out.
	Actor	Material

Cl.44

Through the two clauses, the primary data was the material process in clause 44. In the data, clause 44 was a part of two clauses. The first clause was "*The Lion was so much in love*," and the second clause referred to the material process "*had his claws trimmed and his big teeth taken out*.". This clause had he or the Lion as the actor who had his claws and teeth taken out by other participants that did not reveal in the data.

At the beginning of the story, the Lion's proposed marriage to a beautiful maiden. Therefore, her parents had a special requirement for the Lion as mentioned in the data "*At last the father said: 'We feel highly honored by your Majesty's proposal, but you see our daughter is a tender young thing, and we fear that in the vehemence of your affection you might possibly do her some injury. Might I venture to suggest that your Majesty should have your claws removed, and your teeth extracted, then we would gladly consider your proposal again.'*" Through the data above, the author informed the children that the Lion had an option to win the girl. On the other hand, the option was weakening his powerful physical traits.

However, in clause 44, the Lion chose to win the girl that caused him to lose his powerful physical traits. Through this clause, the author wanted to show that the Lion got blinded by love and made the unwise move before thought about the risk that could face him carefully. Moreover, in the next clauses, the data mentioned that the Lion did not get the girl he loved, as revealed through the story "*But when he came again to the parents of the young girl they simply laughed in his face, and bade him do his worst.*". Through this clause, the author revealed the unwise choice that the Lion made because he did not get the girl, and he also loosed his power.

Therefore, through the data above, Lion's foolish character was constructed by the author informed the children that it is required to think about the risk probability before decided to work on action. The author showed a real-life experience that will improve the children's social life when they experienced a similar situation and help them chose their move wisely in deciding a decision.

As a result, the story *the Lion in Love* shows Lion's foolish characterization through the material process that he did before think carefully and caused him to lose his power as a carnivore animal who used his sharp claws and teeth for hunting.

4.2.2 The Fox

The Fox is one of the characters from Aesop's Fable. Fox is a character who was recognized negatively. The Fox mainly appeared negatively as a cunning character because he likes to fool other animals. He usually fools'

other animals to accomplish his intention by lead them into his evil trap. After all, Fox's characterization and experience build up a moral issue about how humanity is needed. Therefore, we will identify how Fox's characterization was represented through the Material and Verbal Processes.

4.2.2.1 Cunning

The Fox's cunning characterization was found through the story titled *The Fox and the Crow, The Fox and the Stork,* and *The Fox and the Goat*. The material and verbal process constructed by the author to portray the Fox's cunning characterization. Through the discussion below, the cunning characterization of the Fox described.

Material Process

The cunning characterization of the Fox realized through the material process as shown in the following:

So	the Fox	Invited	the Stork	to dinner,	for a joke put nothing before her
	Actor	Material	Client	Goal	Circ: Purpose (Cause)

Cl.77

but	(the Fox)	(put)	some soup	in a very shallow dish.
	*Actor	*Material	Goal	Circ: Place (Location)

Cl. 78

In clause 77, the Fox as the actor had "*invited*" as the process followed by the circumstantial element purpose "*for a joke put nothing before her*.". The circumstance of purpose shown Fox's cunning intention

to provoke the Stork. These clauses informed that Fox intentionally provoked the Stork through his cunning plan as mentioned in the circumstance. In clause 78, the circumstance shown what the Fox did to the Stork. He placed the soup in a shallow dish that did not fit to the Stork's long beak. As a result, the Stork could not eat the meal and left the dinner hungrily as mentioned in the data, "*but the Stork could only wet the end of her long bill in it, and left the meal as hungry.*".

Through the data above, the author wanted to inform the children about the evil deeds that the Fox did. The Fox treated the Stork cunningly by placing the soup in a shallow dish that did not fit his long beak. The author tried to inform the children that the worst treatment that the Fox did was harmed the Stork. It made the Stork starved because he could not eat the meal. Therefore, through the circumstance "*for a joke put nothing before her*" and "*in a very shallow dish.*" the Fox described as a cunning animal for on purpose treated his guest unpleasantly.

Moreover, through the storyline, the author constructed the evil deeds that Fox did turn back to him. The situation was when the Fox attended the dinner that was settled by the Stork, and he experienced the same bad treatment planned by the Stork. It was revealed in the data "*but when they were seated at table all that was for their dinner was contained in a very long-necked jar with a narrow mouth, in which the Fox could not insert his snout,*". This clause informed about the same situation that the Fox

did was back to him. The Stork treated the Fox unpleasantly, similar to how he treated him at the previous dinner.

Therefore, through this story, the author constructed that Fox's cunning plan was an example of negative character qualities. It also hurt the other character who participated in the story. The author also gave an example of a real-life experience that we should treat other people nicely if we wanted to be treated in the same way.

According to the data above, the Fox described cunningly through the material process that he did. The unpleasant treatment described in the data "*for a joke put nothing before her*" indicates the Fox's cunning characterization. Therefore, he is described as a cunning animal. However, the story also proposed an appropriate example of how to treat others to the children.

As a result, the story *The Fox and the Stork* revealed the Fox's cunning characterization through the material process that he did to the Stork by placing the soup in a shallow dish on purpose. Furthermore, through the Fox's cunning characterization, it also proposed a moral value that let the children understand the characterization qualities and how they are supposed to treat people the way they wanted to be treated.

Verbal Process

The evil characterization of the Fox that realized in the verbal process was revealed in the following:

'Good-day, Mistress Crow,'	He	cried	'How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.'
Verbige	Sayer	Verbal	Verbiage

Cl.67

In clause 67, he or the Fox as the sayer had mentioned two verbiages. The first verbiage was "*Good-day, Mistress Crow*," and the second verbiage was "*How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds*.". Through the first verbiage, the Fox addressed a greeting to the Crow, and the second verbiage was a compliment that praised the Mistress Crow about her physical appearances. The second verbiage was the highlighted data because it showed Fox's cunning characterization using verbal process. This clause informed the sweet yet insincere compliment that the Fox gave to the Crow.

The data above informed the children about Fox's compliment that was considered fake praise because he intended to steal the cheese on his beak. Through the verbiage above, the Fox praised the Crow exaggeratedly that made the compliment sounds fake. Not only that, but the author also wanted to show the children the type of fake or insincere compliment. The verbiage above showed that the fake compliment was followed with some unnecessary adjective that made the praises sound pretending. For example,

the Crow is not a singing bird. It does not hum or whistling pleasantly. However, the Fox said that her voice could surpass other birds. Moreover, the Fox also complimented the feathers that the Crow's had is pretty. In contrast, it was just a usual black feather. The untruth talk that the Fox did indicates that he has other intentions to distract the Crow from the cheese on his beak. Therefore, through the explanation above, the author, as the implied reader, wanted to show the children that we should be careful with the type of dramatic flatterers because it was considered to be fake and probably followed with other intentions.

Accordingly, the storyline went to the next clause. When the Crow cawed her voice, she forgot about the cheese on her beak. Therefore, Fox took this situation as a chance to steal the cheese that fell when the Crow opened her mouth. It was mentioned in the data, "*The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.*" The data showed Fox's cunning plan went successful because the Crow went along as Fox planned.

Moreover, in the next clause, the data revealed Fox's real intention. He got the cheese that he wanted, as mentioned in the data "*'That will do,' said he. 'That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future. 'Do not trust flatterers.'*". This data indicated that the Lion wanted the cheese, and his plan was successful. At the end of his verbiage, he also revealed the moral value of this story. As

the implied reader, the author showed the children that he wanted them to be careful and not trust a flatterer because a flatterer tends to be fake. In real life, a compliment might send us to a comfort zone. It often blinds us from the real situation. However, we could choose to be careful and not feel satisfied quickly by achieving some compliments. The author wanted the children to keep trying and working to discover any possible chance to achieve their goals.

According to the data above, the story *The Fox and the Crow* described Fox's cunning characterization through the verbal process. In the verbiage, the author constructed the Fox to utter a compliment that was considered fake praise because it was exaggerated and unnecessary. Meanwhile, his real intention was to steal the Crow's cheese by distracting her focus and make her open her mouth so he could steal the cheese. Therefore, Fox's described as a cunning animal.

Furthermore, through Fox's cunning compliments, the author could propose the types of fake compliments that they should avoid and how compliments could distract us from achieving our goals. Therefore, the author wanted the children to be focus and serious about pursuing their goals, so they did not get distracted by the flatterers.

A Goat	passed by	Shortly	Afterwards
Actor	Material	Circ: Quality (Manner)	Circ: Time (Location)

Cl.118

and	(the Goat)	asked	the Fox	what he was doing down there
	*Sayer	Verbal	Receiver	Verbiage

'Oh, have you not heard?'	Said	the Fox	'there is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?'
Verbiage	Verbal	Sayer	Verbiage

Clause 120, followed by a verbal process. The Fox as the sayer had two verbiages. The first verbiage was "*'Oh, have you not heard?'*" and the second verbiage was "*'there is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?'*". The story began when the Goat asked the Fox what he did inside the deep well. The story mentioned in the data, "*and asked the Fox what he was doing down ther*e.". In clause 120, the first verbiage followed by a question mark that raised the Goat's curiosity about what happened to the Fox inside the well. Meanwhile, the second verbiage came as the highlighted data because it revealed the Fox's cunning characterization.

Through the second verbiage, the Fox informed the Goat a piece of false information, and he also encouraged the Goat to follow his false information. At the end of the verbiage, the Fox offered an advice that raised the Goat's interest to follow him. It appeared in "*'Why don't you come down too?'*" The Fox did it purposively because he intended to exploit the Goat. The Fox wanted the Goat to be in the same situation as him because he wanted to exploit him. Therefore, at the end of the verbiage, Fox offered some advice to the Goat. He asked the Goat to follow him and come inside

the well. The Fox planned to step on the Goat so he can get out of the deep well. Therefore, the Fox needed the Goat to follow his advice. It revealed in the data that the Fox could get out of the deep well as the Goat followed his wrong advice. It mentioned in the data, "*But the Fox immediately jumped on her back, and by putting his foot on her long horns managed to jump up to the edge of the well.*"

Through the clause above, the author informed the children that the Fox's tried to take advantage of Goat's existence by giving him fake advice. The author also revealed some provocation utterance that courage the Goat. The Fox cunning characterization was showed to give the children advice that they should be careful in taking advice from some people. The author wanted the children to look at the advisers' background or situation before they followed it. In social life, the author wanted to portray the real-life situation that could trick them. Therefore, the author wanted the children to be careful in following some advice with the provocation to courage them to go somewhere. Because in real life, the children are an easy target to get kidnapped by offering ice cream. Therefore, the author wanted the children to relate and pay attention to this kind of situation.

As a result, in clause 120, the author constructed the second verbiage as the highlighted data since the verbiage proposed the example of dangerous utterances. Because the verbiage contained the types of provocation utterances that leads to a dangerous situation, through this

clause, the author also provided an easier media for the parents to tell their children that they should be careful of any offer or invitation from a stranger.

Therefore, the story of *The Fox and the Goat* showed the Fox's cunning characterization through the verbal process. The verbiage revealed that the Fox's intention was to fool the Goat. He wanted to use the Goat to take him out of the situation and leave the Goat there. It revealed in the verbiage that Fox showed his manipulative advice and provocation.

4.2.2.2 Talkative

Fox's talkative characterization was found through the story titled *The Fox and the Lion* and *The Fox and the Goat*. The Fox appeared as the talkative character since, through the story, the data showed that he talked a lot through various verbal processes. Therefore, through the analysis below, Fox's talkative character was identified to see how the characterization was represented.

Verbal Process

The verbal process described the different lexicon that the author chose to construct Fox's talkative character. It showed in the following.:

(the Fox)	Asking	Him	how his family were, and when he should have the pleasure of seeing him again;
*Sayer	Verbal	Receiver	Verbiage

Cl.99

In clause 99, "*the Fox*" showed as the implicit sayer, asked the Lion as the receiver, through the verbiage "*how his family were, and when he should have the pleasure of seeing him again.*". Through the verbiage, the clause showed the questions that the Fox asked. He was tried to find Lion's strength and weakness through the question that he constructed. In the question, he asked "*how his family were, and when he should have the pleasure of seeing him again.*". Through the verbiage, it can be seen Fox's intention behind this question was to explore and discovered some information about the Lion. In the story, the Fox was afraid of the Lion since the Lion was a strong and powerful animal, as mention in the data "*When first the Fox saw the Lion, he was terribly frightened...,*". Therefore, Fox tried to gain some information and got to know his rival through the question above.

Through the explanation above, the author informed the children that they should be brave to ask a question that they don't know. Because through the question we asked, we could gain further information and get our self-knowledgeable. Therefore, through the story, *The Fox and the Lion*, the Fox's talkative character revealed through the question that he asked in the verbiage to gain information about the Lion. Therefore, he described as a talkative character for insisted to talk and asked some question to the Lion.

A Fox	was boasting	to a Cat	of its clever devices	for escaping its enemies.
Sayer	Verbal	Receiver	Verbiage	Circ: Purpose (Cause)

Cl. 103

'I have a whole bag of tricks,'	He	said,	'which contains a hundred ways of escaping my enemies.'
Verbiage	Sayer	Verbal	Verbiage

Cl.104

In clause 103, the Fox as the sayer followed with verbal process "*was boasting*" to a Cat as the receiver. The verbiage was "*of its clever devices*" with the circumstance of purpose "*for escaping its enemies*.". This clause informed the talkative characterization of the Fox through the verbal process "*was boasting*.".

Meanwhile, the next clause, clause 104, showed Fox utterances when he was boasted. It was mentioned in the data through two verbiages. The first verbiage was "*'I have a whole bag of tricks,'*" and the second verbiage was "*'which contains a hundred ways of escaping my enemies.'*" This clause informed that the Fox was bragged that he could easily escape from the hunters with the hundred tricks for escaping the enemies.

Through the data above, Fox's talkative characterization showed through the verbal process "*boasting*" as the highlighted data. The lexicon "*boast*" was constructed by the author to show other Fox's characterization. That was self-satisfied. Through the data above, Fox was described as a character who likes to self-praising. Therefore, through the verbal process, the author also showed Fox's personality that liked to proud of his self-achievement.

Meanwhile, even though the data above revealed that the Fox has other characterization. The author told the children not to be over self-proud through the storyline because talking too much does not change anything unless you work for it. In the data, the Fox described that he had intelligence that the Cat did not have. However, the Cat could save himself, but the Fox did not. It was mentioned in data, "*and the Cat immediately scampered up a tree and hid herself in the boughs*." and "*and at last the Fox in his confusion was caught up by the hounds and soon killed by the huntsmen*." Therefore, through the data above, the author also wanted the children to not feeling low for not having things that your friend had because without that, you can still manage to survive or reach your goals. Therefore, through the data above, the author wanted children to focus on what they already have.

As a result, the story *The Fox and the Cat* showed Fox's other characterization through the lexicon choice in the verbal process. However, the other clauses showed that the author constructed the moral value to focus on what you have. Therefore, Fox was characterized as the talkative character for boasting about himself through the author's lexicon choice.

CHAPTER V

CONCLUSION

The purpose of this research is to discover the characterization of the Lion and Fox using transitivity system. The prominent process found in the data, constructed by the author to describe Lion and Fox's particular characterization. According to the analysis, the material and verbal process were realized as the prominent process that described the Lion and Fox's characterization. In Lion's data, the material process has 37 quantities, and the verbal process has 12 quantities. On the other hand, in Fox's data, the material process's frequency is 39 quantities, and the verbal process is 14.

Through the clauses, the Lion and Fox were described in different characterization qualities. The Lion appeared in two different characterization qualities, positive and negative. The Lion described positively as a wise character and dominantly as a negative character that appeared as manipulative, powerful, and foolish character. On the other hand, the Fox appeared dominantly as a negative character through the cunning and talkative characterization.

Through the characterization, the author also revealed the author's implied reader in the discussion to discover the message conveyed in specific clauses. The author's implied reader proposed moral value in each story that shows how humanity is needed for the children. Therefore, through the implied reader, the children can learn about real-life experiences and face any problem that they cross in their social life.

In conclusion, based on the analysis, the Lion and Fox's characterization are described using material and verbal processes because the children have limited knowledge about the language. Therefore, the material and verbal process were used to describe the characterization of the Lion and Fox. Their characterization was described through the actions and utterances portrayed in the discourse. The specific clauses constructed through the material and verbal process are easy to understand since children are in the age of experiencing plenty of activities and conversations than other processes. Therefore, the author used material and verbal processes prominently in the discourse.

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APPENDIX

1. The Lion

a. The Lion and the Statue

1) A Man and a Lion were discussing the relative strength of men and lions in general.
2) The Man contended
3) that he and his fellows were stronger than lions by reason of their greater intelligence.
4) 'Come now with me,' he cried, 'and I will soon prove that I am right.'
5) So he took him into the public gardens
6) and showed him a statue of Hercules overcoming the Lion and tearing his mouth in two.
7) 'That is all very well,' said the Lion, 'but proves nothing, for it was a man who made the statue.'
8) We can easily represent things as we wish them to be.

b. The Lion's Share

9) The Lion went once a-hunting along with the Fox, the Jackal, and the Wolf.
10) They hunted and they hunted till at last they surprised a Stag,
11) and soon took its life.
12) Then came the question how the spoil should be divided.
13) 'Quarter me this Stag,' roared the Lion;
14) so the other animals skinned it
15) and cut it into four parts.
16) Then the Lion took his stand in front of the carcass
17) and pronounced judgment: The first quarter is for me in my capacity as King of Beasts; the second is mine as arbiter; another share comes to me for my part in the chase; and as for the fourth quarter, well, as for that, I should like to see which of you will dare to lay a paw upon it.'
18) 'Humph,' grumbled the Fox
19) as he walked away with his tail between his legs;
20) but he spoke in a low growl .'You may share the labours of the great, but you will not share the spoil.'

c. The Lion and the Mouse

21) Once when a Lion was asleep
22) a little Mouse began running up and down upon him;
23) this soon wakened the Lion, who placed his huge paw upon him,
24) and opened his big jaws to swallow him.
25) 'Pardon, O King,' cried the little Mouse: 'forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?'
26) The Lion was so tickled at the idea of the Mouse being able to help him,
27) that he lifted up his paw and let him go.
28) Some time after the Lion was caught in a trap,
29) and the hunters who desired to carry him alive to the King, tied him to a tree
30) while they went in search of a waggon to carry him on.
31) Just then the little Mouse happened to pass by,
32) and seeing the sad plight in which the Lion was,
33) went up to him
34) and soon gnawed away the ropes that bound the King of the Beasts.
35) 'Was I not right?' said the little Mouse.
36) Little friends may prove great friends.

d. The Lion in Love

37) A Lion once fell in love with a beautiful maiden
38) and proposed marriage to her parents.
39) The old people did not know what to say.
40) They did not like to give their daughter to the Lion,
41) yet they did not wish to enrage the King of Beasts.
42) At last the father said: 'We feel highly honoured by your Majesty's proposal, but you see our daughter is a tender young thing, and we fear that in the vehemence of your affection you might possibly do her some injury. Might I venture to suggest that your Majesty should have your claws removed, and your teeth extracted, then we would gladly consider your proposal again.'
43) The Lion was so much in love
44) that he had his claws trimmed and his big teeth taken out
45) But when he came again to the parents of the young girl
46) they simply laughed in his face,
47) and bade him do his worst.

48)   Love can tame the wildest.

e. The Lion, the Fox, and the Beasts

49)   The Lion once gave out that he was sick unto death
50)   and summoned the animals to come and hear his last Will and Testament.
51)   So the Goat came to the Lion's cave,
52)   and stopped there listening for a long time.
53)   Then a Sheep went in,
54)   and before she came out
55)   a Calf came up to receive the last wishes of the Lord of the Beasts.
56)   But soon the Lion seemed to recover,
57)   and came to the mouth of his cave,
58)   and saw the Fox, who had been waiting outside for some time.
59)   'Why do you not come to pay your respects to me?' said the Lion to the Fox.
60)   'I beg your Majesty's pardon,' said the Fox, 'but I noticed the track of the animals that have already come to you; and while I see many hoof-marks going in, I see none coming out. Till the animals that have entered your cave come out again I prefer to remain in the open air.'
61)   It is easier to get into the enemy's toils than out again.

2. The Fox
a. The Fox and the Crow

62)   A Fox once saw a Crow
63)   fly off with a piece of cheese in its beak
64)   and settle on a branch of a tree
65)   'That's for me, as I am a Fox,' said Master Reynard, and he walked up to the foot of the tree.
66)   and he walked up to the foot of the tree.
67)   'Good-day, Mistress Crow,' he cried. 'How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.'
68)   The Crow lifted up her head
69)   and began to caw her best,
70)   but the moment she opened her mouth
71)   the piece of cheese fell to the ground,

72) only to be snapped up by Master Fox.
73) 'That will do,' said he. 'That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future.
74) 'Do not trust flatterers.'

b. The Fox and the Stork

75) At one time the Fox and the Stork were on visiting terms and seemed very good friends.
76) and seemed very good friends.
77) So the Fox invited the Stork to dinner, and for a joke put nothing before her
78) but some soup in a very shallow dish.
79) This the Fox could easily lap up,
80) but the Stork could only wet the end of her long bill in it,
81) and left the meal as hungry
82) 'I am sorry,' the Fox, 'the soup is not to your liking.'
83) 'Pray do not apologise,' said the Stork. 'I hope you will return this visit, and come and dine with me soon.'
84) So a day was appointed when the Fox should visit the Stork;
85) but when they were seated at table all that was for their dinner was contained in a very long-necked jar with a narrow mouth in which the Fox could not insert his snout,
86) in which the Fox could not insert his snout,
87) so all he could manage to do was to lick the outside of the jar.
88) 'I will not apologise for the dinner,' said the Stork: 'One bad turn deserves another.'

c. The Fox and the Lion

89) When first the Fox saw the Lion,
90) he was terribly frightened
91) and ran away
92) and hid himself in the wood.
93) Next time however he came near the King of Beasts
94) he stopped at a safe distance
95) and watched him pass by.
96) The third time they came near one another
97) the Fox went straight up to the Lion
98) and passed the time of day with him,
99) asking him how his family were, and when he should have the pleasure of seeing him again;
100) then turning his tail,
101) he parted from the Lion without much ceremony.

102) Familiarity breeds contempt.

d. The Fox and the Cat

103) A Fox was boasting to a Cat of its clever devices for escaping its enemies.
104) 'I have a whole bag of tricks,' he said, 'which contains a hundred ways of   escaping my enemies.'
105) 'I have only one,' said the Cat; 'but I can generally manage with that.'
106) Just at that moment they heard the cry of a pack of hounds coming towards them.
107) coming towards them,
108) and the Cat immediately scampered up a tree
109) and hid herself in the boughs.
110) 'This is my plan,' said the Cat. 'What are you going to do?'
111) The Fox thought first of one way, then of another,
112) and while he was debating
113) the hounds came nearer and nearer,
114) and at last the Fox in his confusion was caught up by the hounds
115) and soon killed by the huntsmen.
116) Miss Puss, who had been looking on, said: 'Better one safe way than a hundred on which you cannot reckon.'

e. Title: The Fox and the Goat

117) By an unlucky chance a Fox fell into a deep well from which
118) A Goat passed by shortly afterwards,
119) and asked the Fox what he was doing down there.
120) 'Oh, have you not heard?' said the Fox; 'there is going to be a great drought, so I jumped down here in order to be sure to have water by me. Why don't you come down too?'
121) The Goat thought well of this advice,
122) and jumped down into the well.
123) but the Fox immediately jumped on her back,
124) and by putting his foot on her long horns managed to jump up to the edge   of the well.
125) 'Good-bye, friend,' said the Fox, 'remember next time,
126) 'Never trust the advice of a man in difficulties.'