

Research Article

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

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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

1. Introduction

Stylistics is a linguistics study to observe language in literary works. According to Simpson (2004:20), there are six stylistics devices. Meanwhile, in this research, the author decided to conduct a characterization analysis. The author conducted a transitivity analysis to identify characterization because Aesop's Fables consist of many short stories. In this research, 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. However, in this research, we still need to prove their characterization through the data. 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 and descriptive analysis to elaborate on the message conveyed by the text producer as the implied author.

There are some previous researches that help the writer to conduct this research which done by Xenia 2014; Manggala 2017; Nurhayati 2018; Syathroth and Husnussalam 2019; and Nugraha, Intan & Mahdi, Sutiono 2020. Xenia (2014) aimed to see how these processes are utilized in creating the character reflected in the short story through the transitivity approach. Manggala (2017) aimed to identify the clauses' patterns of character's protagonist characterization using transitivity system, while Nurhayati (2018) explored the characterization of the mother and Emily in the story. Syathroth and Husnussalam (2019) only analyzed the sentence that presents the characterization of Lintang. Nugraha, Intan & Mahdi, Sutiono (2020) 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.

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.

2. THEORETICAL FRAMEWORK

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).

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 Metafunction comprises ideational meaning, interpersonal meaning, and textual meaning (Halliday & Matthiessen, 2004:29).

The first metafunction is ideational 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 in social life through a participant, process, and circumstance. 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.

The second metafunction is interpersonal meaning. Halliday believes that language is an exchange (Halliday & Matthiessen, 2004:106). 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).

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.

2.2. *Transitivity System*

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.

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.

According to Gerot and Wignell (1994: 63), the verbal process is a representation of saying or signaling matter verbally. The additional participants that explained the verbal processes are receiver, target, and verbiage or range.

As stated in Gerot and Wignell (1994: 60), the behavioral process is a representation of human behavior that involves physical and psychological aspects. Behavior and range are the participants associated with this process.

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.

As required in Gerot and Wignell (1994: 67), the relational process is associated with classifying and assigning something. There are two different participants. They are a carrier with attributive and token with identifying as the process of the verb representation.

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. Different types of circumstances are the circumstance of time, place, cause, manner, accompaniment, matter, and role.

2.3. *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). 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.

2.4. *Transitivity and 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.

3. RESEARCH METHOD

In this research, the author conducted a descriptive qualitative method that identified using transitivity system. The data are taken from an e-book of children's narrative, namely Aesop's Fables. 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. 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.

4. RESULT AND DISCUSSION

The results of the study are presented as follows:

Table 1. The Characterization of Lion

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

Table 2. The Characterization of Fox

No.	Characterization	Word Marker
1.	Cunning	Material Process <i>Invited</i> for a joke put nothing before her <i>Put</i> some soup in a very shallow dish
		Verbal Process <i>Cried</i> ‘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?’ <i>Said</i> 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?’
		<i>Asking</i> how his family were, and when he should have the pleasure of seeing him again; <i>was boasting</i> ‘I have a whole bag of tricks,’ <i>said</i> , ‘which contains a hundred ways of escaping my enemies.’

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.

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. 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.

4.1. *The Lion*

The character Lion from the selected story of Aesop’s Fables appears as the King of Jungle.

4.1.1. Manipulative

The Lion's manipulative characterization was found through the story titled *The Lion, the Fox, and the Beasts*.

Table 3. Material and verbal process of The Lion’s manipulateness

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

Cl. 49

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

Cl.50

‘Why do you not come to pay your respects to me?’		Said	the Lion	to the Fox.
Verbiage		Verbal	Sayer	Receiver

Cl.59

‘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

Cl.60

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.

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.”

4.2. Fox

The Fox mainly appeared negatively as a cunning character because he likes to fool other animals

4.2.1. 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.

Table 4. Material process of The Fox's cunningness

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.

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.

5. CONCLUSION

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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