



**VERBAL PROCESSES IN NOVEL  
THE CHRONICLES OF NARNIA  
(THE VOYAGE OF THE DAWN TREADER)  
BY C.S LEWIS**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of  
Graduate of Islamic Education (S.Pd) In English*

Written by:  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2019**



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LETTER OF AGREEMENT

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Padangsidempuan, Agustus 2019  
To:  
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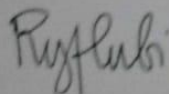
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Meliani Batubara**, entitled "*Verbal Processes in Novel the Chronicles of Narnia (the Voyage of the Dawn Treader) by C.S Lewis*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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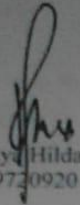
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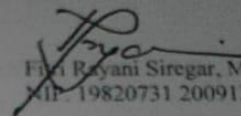
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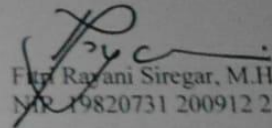


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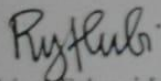
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Finally, the researcher realizes this thesis is far from being perfect even through the researcher has tried the best. The researcher will be glad to get some criticism to this thesis. Therefore, it is such as a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

May Allah, the almighty bless them all, Amiiinn.

Padangsidimpuaan, 2019

The Researcher

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### **ABSTRACT**

This research was discussed about verbal processes in novel the Chronicle of Narnia entitle “The Voyage of the Dawn Treader”. By studying discourse analysis especially verbal process, the reader would get a symbolic exchange of meaning from the writer by looking the process of saying. So, the objective of this research is to describe the verbal processes used in novel and to describe the common of verbal processes used in novel the Chronicles of Narnia: The Voyage of the Dawn Treader by C.S. Lewis in the chapter 12 and13.

The method used in this research was library research. It means it works through many of books like articles, and journal. The data collection was done by mastering and analyzing the clauses of novel. The data analysis was done by using content analysis in written words of novel the Chronicle of Narnia: The Voyage of The Dawn Treader”.

The result of the research concluded that the research found 33 processes in chapter 12, and 64 processes in chapter 13. The total of processes found from two chapters is 97 processes. The dominant process found in novel was “said” because it appears in 84 times. So, the function of the result is could be authentic material by teacher or lecturers to teach discourse analysis and the students can improve their knowledge about discourse analysis especially verbal process.

Key words: *Systemic Functional Linguistic, Verbal Process, Novel “The Voyage of the Dawn Treader” by C. S Lewis,.*

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### ABSTRAK

Penelitian ini membahas tentang *verbal process* dalam novel Chronicle of Narnia berjudul “*The Voyage of the Dawn Treader*”. Dengan mempelajari analisis wacana terutama *verbal process*, pembaca akan mendapatkan pertukaran makna simbolis dari penulis dengan melihat *process of saying*. Jadi, tujuan dari penelitian ini adalah untuk menggambarkan *verbal process* yang digunakan dalam novel dan untuk menggambarkan process umum yang digunakan dalam novel The Chronicles of Narnia: *The Voyage of Dawn Treader* oleh C.S. Lewis dalam bab 12 dan 13.

Metode yang digunakan dalam penelitian ini adalah penelitian kepustakaan. Penelitian kepustakaan berarti bekerja melalui banyak buku seperti artikel, dan jurnal. Pengumpulan data dilakukan dengan menguasai dan menganalisis klausa di dalam novel. Analisis data dilakukan dengan menggunakan analisis isi dalam kata-kata tertulis dari novel The Chronicle of Narnia: *The Voyage of The Dawn Treader*.

Hasil penelitian menyimpulkan bahwa penelitian ini menemukan 33 processes dalam bab 12, dan 64 processes dalam bab 13. Total process yang ditemukan dari dua bab adalah 97 processes. Process dominan yang ditemukan dalam novel adalah “*said*” karena muncul dalam 84 kali. Jadi, fungsi hasil dari penelitian ini bisa menjadi bahan otentik oleh guru atau dosen untuk mengajar *discourse analysis* dan siswa dapat meningkatkan pengetahuan mereka tentang *discourse analysis* terutama *verbal process*.

Kata Kunci: *Systemic Functional Linguistic, Verbal Process, Novel “The Voyage of the Dawn Treader” by C. S Lewis.*

## TABLE OF CONTENTS

	Page
<b>INSIDE TITLE PAGE</b> .....	i
<b>AGREEMENT ADVISORS SHEET</b> .....	ii
<b>DECLARATION OF SELF THESIS COMPLETION</b> .....	iii
<b>AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CAVITY</b> .....	iv
<b>SCHOLAR MUNAQOSYAH EXAMINATION</b> .....	v
<b>LEGALIZATION OF DEAN OF FTIK</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>ACKNOWLEDGEMENT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF TABLES</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
<b>A. Background of the Problem</b> .....	1
<b>B. Focus of the Research</b> .....	5
<b>C. Formulations of the Problem</b> .....	5
<b>D. Objectives of the Research</b> .....	6
<b>E. Significances of the Research</b> .....	6
<b>F. Definition of the Key Terms</b> .....	7
<b>G. Review of Related Findings</b> .....	8
<b>H. Research Methodology</b> .....	10
1. Kinds of the Research .....	10
2. The Data Source.....	10
a) Primary Source.....	10
b) Secondary Source.....	10
3. Technique of Data Collection .....	10
4. Technique of Data Analysis.....	11
<b>I. Outline of the Thesis</b> .....	12

## **CHAPTER II REVIEW OF VERBAL PROCESS**

<b>A. Systemic functional linguistics .....</b>	<b>14</b>
<b>B. Metafunction.....</b>	<b>17</b>
1. Ideational Function.....	17
2. Interpersonal Function.....	19
3. Textual Function.....	23
<b>C. Verbal Process .....</b>	<b>24</b>
1. Definition of Verbal Process .....	24
2. Elements of Verbal Process.....	27

## **CHAPTER III REVIEW OF NOVEL THE CHRONICLES OF NARNIA (THE VOYAGE OF THE DAWN TREADER) BY C. S LEWIS**

<b>A. Novel.....</b>	<b>31</b>
1. Definition of Novel .....	31
2. Elements of Novel .....	33
<b>B. Synopsis of Novel.....</b>	<b>37</b>
<b>C. Elements of Novel.....</b>	<b>38</b>
<b>D. Biography of C.S Lewis .....</b>	<b>42</b>

## **CHAPTER IV FINDINGS AND DISCUSSION**

<b>A. Findings.....</b>	<b>45</b>
<b>B. Discussion.....</b>	<b>88</b>

## **CHAPTER V CONCLUSION**

<b>A. Conclusion.....</b>	<b>91</b>
<b>B. Suggestion .....</b>	<b>91</b>

## **REFERENCES**

## **CURRICULUM VITAE**

## **APPENDIX**

## LIST OF TABLES

<b>Table</b>	<b>page</b>
<b>Table 1: Verbal Process in Chapter 12 .....</b>	<b>45</b>
<b>Table 2: Verbal Process in Chapter 13 .....</b>	<b>46</b>
<b>Table 3: The Dominant Process in chapter 12.....</b>	<b>86</b>
<b>Table 4: The Dominant Process in Chapter 13 .....</b>	<b>87</b>

## CHAPTER I INTRODUCTION

### A. Background of The Problem

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. Language also is integrally intertwined with our nations of who we are on both the personal and the broader, societal levels.

Discourse is a multidimensional process and text as its product not only embodies the same kind of polyphonic structuring as is found in grammar, (in the structure of the clause, as message, exchange and representation), but also since it is functioning at a higher level of the code, as the realization of semiotic orders 'above' language, may contain in itself all the inconsistencies, contradictions and conflicts that can exist within and between such high order semiotic system<sup>1</sup>. Discourse analysis is concerned with lexico-grammatical analysis of the language in the social, physical, cognitive, cultural, interpersonal, and situational context.

Systemic Functional Linguistics (SFL) is a study of language that views language as two characteristics, systemic and functional. It is systemic because SFL uses theory of meaning as a choice, by which a language or any other semiotic system is interpreted as networks of interlocking options. This framework treats language beyond its formal structures and takes the context of

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<sup>1</sup>Farzaneh Haratyan, "*Halliday's SFL and Social Meaning*," International Conference on Humanities, Historical and Social Sciences IPEDR vol.17 (2011) IACSIT: Press Singapore: p.260 <http://hjhkhkkjhkhuiyliou.com>. .



culture and the context of situation in language use. SFL is identified with the linguistic of the London School, specifically Halliday, whose immediate goal in stylistic analysis is to show why and how the text means what it does.

Also, Halliday says Systemic Functional Linguistic is a study of language that views language as two characteristics, system and functional. It is system because SFL uses theory of meaning as a choice, by which a language or any other semiotic system is interpreted as networks of interlocking options<sup>2</sup>. It emphasizes meaning as a fundamental element in analysing language. Language is also functional because it is designed to account for how language is used.

Metafunctions mean that language is functional. Metafunction works in a clause, sentence and phrase, metafunction simultaneously encode three strands of meaning such as Additional, Interpersonal and Textual<sup>3</sup>. Metafunction also are systemic clusters, that is; they are groups of semantic systems that make meanings of a related kind. The three metafunctions are mapped into the structure of the clause. For this reason, systemic linguists analyse a clause from three perspectives. Additional function has experiential function and logical function. In this moment, the researcher focuses on experiential function.

Experiential function is contained in these elements, namely; process, participant, and circumstance. Process is determiner in a unit of experience because process binds the participant and the participant is determined by the

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<sup>2</sup>Iusi Ayu Setyowati, "Interpersonal Meaning Analysis In Short Story Of Hans Christian Andersen The Real Princess" (Muhammadiyah University Of Surakarta, 2016), p.7, [eprints.ums.ac.id/43254/17/Naskah/20publikasi.pdf](https://eprints.ums.ac.id/43254/17/Naskah/20publikasi.pdf).

<sup>3</sup>Kammer Tuahman et al., "Metafunction Realization on Students' Descriptive Paragraphs," *International Journal of Linguistics* vol. 8, no. 6 (2016): p.22, <https://doi.org/10.5296/ijl.v8i6.10264>.

process and circumstance as the choice. Experience is everything happen in our daily activity even is good or bad also experience must be passed by process.

In discourse analysis there are text and context. Text and context are two points of language that cannot be separated one and each other of the system to convey meaning. First, text is based on regarded as a semantic unit and second, context based on regarded as a pragmatic unit. This is not only talking about the kinds of form of the text but also the meaning of the text functionally relate to phrase, clause, sentence and the coding of symbolist system in another or contextually. So, it is way a text can be found among the part of a sentence or a clause. Clause is a grammatical is mean of expressing patterns of experience, in integrating message, it is related to linguistic which language is medium of meaning or message. They are; sounds, symbols, words, groups, phrase, clauses, sentences, text and context. They are structured in other producing message easier and comfortable.

In line with, the researcher choose literary works like novel. Novel is a genre of fiction may be define as the art or craft of contriving, true the written word a representations of human lives that instruct divert or both. Here the researcher choose the literary problem about novel, it is novel the Chronicle of Narnia. The researcher thinks it can explore processes that relate to the experiential process due to Halliday function system.

The researcher conducted this research to make the students can improve their knowledge about Traditional Grammar. Because when the students studied about grammar, they have known about subject, predicate and object. The

students have not known that there is a unique name from them, that is Functional Grammar. Here the researcher will clarify part of Grammatical Functional. They are: Process, participant and circumstances.

The researcher used verbal process to analyse the clause in the novel to show sayer, receiver, verbiage and circumstance. In this moment, the researcher wanted to explain the process include action of saying in the novel. There are many words including verbal process: say, tell, speak, explain, etc. That is the element of process: Subject/Sayer, Verb/Verbal Process, Object/Verbiage. So, this research hopefully can improve learner's knowledge in knowing Traditional Grammar into Systemic Functional Linguistics as another name.

A clause includes in verbal process. Verbal process is process of saying. Verbal process consists of participant. Process itself, object and circumstance. The participants of the clause are: Sayer, Receiver and Verbiage. Sayer is first Participant who speaks, Receiver is the second participant whom the verbalization is addressed, and Verbiage or object is a name for the verbalization itself.

Here, the researcher chosen "the Chronicle of Narnia novel: The Voyage of the Dawn Treader by C. S. Lewis, because this is very interesting to examine and research in more detail. The Voyage of The Dawn Treader is a high fantasy novel for children by C. S. Lewis. Publish by Geoffrey Bles in 1952. It was the third published of seven novels in the Chronicle of Narnia in 1950-1956 and Lewis had finished writing it in 1950, before the first book was out. The advantage of this novel is someone who has once evil and finally he turned into a good person. It is way the researcher took that novel because the novel is very

suitable to be used as a material of this research because the researcher also found many verbal processes a lot of action of saying in this novel.

For those explanations above, the researcher saw the process in novel the Chronicle of Narnia "The Voyage of the Dawn Treader by C. S. Lewis". Hopefully this analysis will give something new to behave. So, the researcher conducts the title of the research is Verbal Processes in novel the Chronicle of Narnia: The Voyage of The Dawn Treader by C. S. Lewis.

## **B. Focus of the Research**

Based on the background of the problem above, the researcher focused on analyzing the verbal process in novel the Chronicle of Narnia: The Voyage of the Dawn Treader by C.S. Lewis that has 16 chapters. The researcher took two chapters of them, they are: Chapter 12 and 13 only. In this moment, the researcher analysis of the Process, Participant, Circumstances in a clause and in verbal process analyzed where is Processes, Sayer and verbiage.

## **C. Formulations of the Research**

Based on the focus of the problem above, to make the problem clear in research is pointed on the formulation of the problem. Based on identification above as follows:

1. What are the verbal processes in novel the Chronicle of Narnia: the Voyage of the Dawn Treader by C.S. Lewis in the chapter 12 and 13?

2. What are the common of verbal processes in novel the Chronicle of Narnia: the Voyage of the Dawn Treader by C.S. Lewis in the chapter 12 and13?

#### **D. Objectives of the Research**

1. To describe what are verbal processes used in novel the Chronicles of Narnia: The Voyage of the Dawn Treader by C.S. Lewis in the chapter 12 and13.
2. To describe what are the common of verbal processes used in novel the Chronicles of Narnia: The Voyage of the Dawn Treader by C.S. Lewis in the chapter 12 and13.

#### **E. Significance of the Research**

1. Theoretically

Metafunction be able as the review of learning material which has experiential function such as Verbal process. In verbal process will find elements of verbal process in a clause. There are participants, processes and circumstances. Metafunction also needs so much in learning because it can help the students to know the another name of Traditional Grammar such as subject, predicate and object. So in Systemic Functional Linguistics they can find where is Sayer, Process, and Verbiage in the text/clause.

2. Practically

- a. Lecturer: As useful by lecturer who uses the research as a supporting sources for teaching.
- b. Students: As an addition references for the students who are interested this novel and the metafunction.

- c. Other researcher: As useful to other people who love novel in order to understand the novel deeply as a reading material. Finally the whole of significance hopefully useful information for English Department students and lecturers at State Institute for Islamic Studies Padangsidempuan particularly and for all generally.

## **F. Definition of the Key Terms**

### **1. Systematic Functional Linguistics**

Systemic functional linguistics (SFL) focuses on how meanings are made in everyday linguistic interaction. In SFL there is metafunction that include Experiential Function. Experiential function is expresses concrete experiences in the world out there, deals with the processes, the participants and circumstance, and it includes the happenings, the content real or unreal of experiences, and can be initially understood through questions such as who is doing what to whom, where and when.

Based on definition of Systemic Functional Linguistics above, SFL is the theory of language that concern with the relationship between language, text, and context in human daily life.

### **2. Verbal Process**

Verbal Process are processes of saying and communicating realized by verbs like say, talk, speak, explain, and comment, etc.

### 3. The Chronicle Narnia's Novel

The Voyage of the Dawn Treader is a high fantasy novel for children by C. S. Lewis. The Voyage of the Dawn Treader is the third published of seven novels in the chronicle of Narnia and Lewis had finished writing this novel in 1950. The Voyage of the Dawn Treader is the interesting novel because it can teach the reader from a bad person into a good person as Eustace's character in this novel and also teach the reader how to be brave and strong human.

### G. Review of Related Findings

Related to this research, some researcher had been done by the other researcher, they are. The first by Mahya Alaei & Saeideh Ahangari, the concluding in this research is textual meaning analysed on the main paragraph with the feasible maneuver features also demonstrate that, linguistically the author's ideology has been successfully expressed as literarily, syntax and semantics work their own ways in the same direction to imply the facts which are done in the past and brought about the European imperialism, having its whole effect on the lives of Africans.<sup>4</sup>

The second, by Nancy Anashia Ong'onda, the concluding from this research, this paper has analyzed transitivity process in newspaper headline on terrorism attack in Kenya. The significance of this analysis is that it helped to locate the different type of processes that are associated with the terrorism attack

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<sup>4</sup>Mahya Alaei and Saeideh Ahangari, "A Study of Ideational Metafunction in Joseph Conrad's 'Heart of Darkness': A Critical Discourse Analysis," *English Language Teaching*; vol. 9, no. 4 (2016): p.211, <https://doi.org/10.5539/elt.v9n4p203>.

in Kenya. The transitivity analysis highlights the negative image associated with the Al-Shabaab.<sup>5</sup>

The third, by Muhammad Rayhan Bustam, the concluding in this research is the transitivity system specifies the different types of process that are recognized in the language, and the structures by which they are expressed. Intransitivity system, there are six processes, namely; material, Mental, Relational, Verbal Existential, and Behavioural<sup>6</sup>. Transitivity system also can solve the case of personal reference in context of potential ambiguity.

The fourth, by Sabiha Choura, the concluding in this research is the variations in the distribution of the four process types in mathematical research abstract is attributed to the communicative functions of this genre, the specificities of the discipline under study and the intents of the writers.<sup>7</sup>

Finally, this research is written by researcher to add complete the kind of researcher before. Therefore, the researcher wants to know the experiential function can be described by successful students of English Department Students of State Institute for Islamic Studies Padangsidempuan. The researcher also made the process create dynamism in the writing and in such a way the text becomes motivating for students.

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<sup>5</sup>Nancy Anashia, "Transitivity Analysis of Newspaper Headlines on Terrorism Attack in Kenya: A Case Study of Westgate Mall , Nairobi," *International Journal of Humanities and Social Science* vol. 6, no. 7 (2016): p.84.

<sup>6</sup>Muhammad Rayhan Bustam, "Analyzing Clause By Halliday's Transitivity System Written by Muhammad Rayhan Bustam, S.S.," *Jurnal Ilmu Sastra* 6, no. 1 (2011): p.33.

<sup>7</sup>Sabiha Choura, "Relational , Material , Mental And Verbal Processes , In Mathematical Research Abstracts," *International Journal of Research in Humanities, Arts and Literature (Impact: Ijrhal)* ISSN 5, no. 12 (2017): p.103.



## H. Research Methodology

### 1. Kinds of the Research

The researcher used library research to analyze metafunction of the text. Library research works through many of books and other references like articles, journals, and website in doing this research to support the topic. Here, the researcher will take the novel as the object. So, this research also works using some written materials like; some of books concerning the topic, some literature books, articles, journals, and website. These aim to support the idea of the topic.

### 2. The Data Source

#### a. Primary source

The source of the primary data is the novel itself that is produced by C. S. Lewis the Chronicle of Narnia novel: The Voyage of The Dawn Treader.

#### b. Secondary source

The secondary data sources taken from books, journals, and thesis that related to the research.

### 3. Technique of Data Collection

The technique of data collection used is document. Document is a technique of collecting data by mastering and analyzing the documents, even written document, picture and electric. It means that document deals with object of research that is novel as a book or other mass media products.

- a. The researcher read to look for some clauses in the novel the Chronicle of Narnia: The Voyage of the Dawn Treader by C.S Lewis.
- b. The researcher collected the clause that has relation with the verbal process.
- c. The researcher classified the clause that has relation with the verbal process.
- d. The researcher analyzed the clause as the verbal process.

#### 4. Technique of Data Analysis

In this research, the researcher employed the content analysis in written words of The Chronicle Narnia's novel "The Voyage of The Dawn Treader" to find the analysis of the interpersonal function. The analysis data will be administered in the following steps.

There are some theories for the technique of data analysis such as; the theory from Miles, Creswell and Donald Ary. Here, the data analysed by using Donald Ary theory. He presented some steps such as Familiarizing and Organizing, Coding and Reducing, Interpreting and Representing.<sup>8</sup> The researcher used the steps to analyse the clause.

##### a. Familiarizing and Organizing

The first stage in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Initially, the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing clause in the

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<sup>8</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, ed. Dan Hays, eight (Canada: Nelson Education, 2010), p.481, [www.cengage.com/wadsworth](http://www.cengage.com/wadsworth).

novel: *The Voyage of the Dawn Treader* by C. S. Lewis in chapter 12 and 13.

b. Coding and Reducing

Coding is about developing concepts from the raw data. The researcher may begin with a framework for analysis, a set of a priori concepts derived from the literature that are used as codes. The researcher made code for every clause to be analyze. In this research, the researcher made VP to make code in Verbal Process, for example the first clause (VP 1), the second clause (VP 2), etc.

c. Interpreting and Representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. The interpretation cannot be just a figment of your imagination but must be supported by the data. The researcher makes the explanation of the result of the research.

## **I. Outline of the Thesis**

The outline of the script include in five chapters, they are:

The first chapter, consists of background of the problem, scopes and the limitation of the research it means focus of problem included the specific problem that intended to the research, formulation of the problems are about something to be researched, objectives of the research is talked about goal of the research, significances of the research are about the advantages of the research, definition of

the key term is all about main discussion of the research, review of related findings, research methodology consists of kinds of the research, source of data, the technique of data collection, the technique of data analysis and outline of the thesis.

The second chapter, consists of the process of verbal process, which consist of sub chapter description of systematic functional linguistic, experiential function and verbal process, elements of verbal process include: sayer, process, verbiage and also consists of some clause on novel Chronicles of Narnia (The Voyage of The Dawn Treader by C.S Lewis) in chapter 12 and 13.

The third chapter, consists of the concept of novel. It is talked about the general of novel that included definition and elements of novel. Also in this chapter talked about the review of novel the chronicle of Narnia 3 that include synopsis, elements, and the biography of the author.

Sabiha Choura, *“Relational, Material, Mental and Verbal Processes, In Mathematical Research Abstracts,”*,...P.103

The fourth chapter, consists of result that consists of findings and discussion. This chapter talked about the data description, verbal process dominant on novel Chronicles of Narnia (The Voyage of the Dawn Treader by C.S Lewis) in chapter 12 and 13. Discussion consists of the result from analysis of verbal process on novel Chronicle Narnia (The Voyage of the Dawn Treader by C.S Lewis) in chapter 12 and 13.

The fifth chapter, consists of closing about conclusion and suggestion from the writer.

## CHAPTER II

### REVIEW OF VERBAL PROCESS

#### A. Systemic Functional Language (SFL)

SFL view language as semiotic system, this system include phonological, lexicogrammatical, discourse semantic, situation, culture and ideology. Realization of meaning deals with language metafunction based on SFL point of view. Metafunction mean that language is functional. SFL is identified with the linguistic of the London School, specifically Halliday, whose immediate goal in stylistic analysis is to show why and how the text means what it does.<sup>1</sup>In other hand SFL is an approach to language which is centered on how people use language which each other in accomplishing everyday social life.

Systemic functional linguistic focuses on how meanings are made in everyday linguistic interaction. It involves several principles which are useful which are useful for developing English language course, which can be described as follows:<sup>2</sup> 1) language is functional, it is the way because of the meaning it makes. The theory believes that the system of discourse, grammar, and vocabulary provide resources which are utilized in specific ways to make specific meanings. 2) Language is contextual. It suggests that language can only be understood in relation to the context in which it is used. Consequently different purposes of language use and different context result different language texts. The

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<sup>1</sup>Laya Heidari Darania, "Persuasive Style and Its Realization through Transitivity Analysis: A SFL Perspective Laya," *Procedia - Social and Behavioral Sciences* 158 (2014): p.179, <https://doi.org/10.1016/j.sbspro.2014.12.066>.

<sup>2</sup>Dwi Winarsih and Teacher Training, "Students ' Mastery Of Systemic Functional Grammar And Its Classroom Implementation: A Naturalistic Study," *Jurnal Penelitian Humaniora* vol.15, no. 1 (2014): 4, <http://doi.org/10.23917/humaniora.v12i2.859>.

constructions of language texts thus impact on the context. This means there is interrelationship between text and context. 3) It focuses on language at the level of whole text. Text is meant any connected stretch of language that is doing a job within a social context. Thus the term text here refers to stretches of spoken and written language. To sum up the definition of SFL above, SFL is the linguistics theory that approach to the language that people use in social life also in SFL include there kinds of meaning or metafunction, they are: ideational function, interpersonal function, and textual function.

Systemic Functional Linguistics (SFL) is a useful tool for language and text analysis in both spoken and written texts.<sup>3</sup> It helps analyze the news text thoroughly by utilizing the paradigmatic axis of word selection, and contextual environment, which allows speakers, writers or journalists to choose among a limitless number of expressions. The analysis using SFL checks and explains the resources of choice.

Systemic functional linguistics, often called systemic functional grammar or systemic grammar (the functional is often omitted), is a grammar model developed by Michael Halliday, with his Introduction to Functional Grammar based on the model of language as social semiotic<sup>4</sup>. According to Eggins, systemic functional linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life. In

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<sup>3</sup>Fahd Mohammed Sagheer Eid, Systemic Analysis of News Tackling of Al Jazeera Arabic and Al Jazeera English: A Paradigmatic Deminsion, International Journal of English and Education ISSN: 2278-4012, vol. 6, no. 3 (2017). p. 8

<sup>4</sup>Sunardi, *Theoretical Review On Systemic Functional Linguistics, Mood, And Speech Functions* Unpublished Master Thesis, (Semarang :State University, 2006), p. 1

this approach there are four main theoretical claims about language: that language use is functional; that its function is to make meanings; that these meanings are influenced by the social and cultural context in which they are exchanged; and that the process of using language is a semiotic process, a process of making meanings by choosing. These four points, that language is functional, semantic, contextual, and semiotic, can be summarized by describing the systemic functional linguistics as a functional-semantic approach to language. Systemic functional linguistics is interested in the authentic speech and writing of people interacting in naturally occurring social contexts.

Systemic Functional Linguistics is one of the most important theories in linguistics<sup>5</sup>. It is classified into systemic grammar and functional grammar. Systemic functional grammar regards language as a system network or meaning potential to explain, while functional grammar intends to prove language to be a social interaction manner, emphasizing the function of language. Halliday thought language has three metafunction, they are; ideational function, interpersonal function, and textual function, all of which together with lexicogrammar form the core of language.

Systemic functional Linguistics (SFL) is a theory about language as a resource for making meaning which is situated in a context of situation and a context of culture. SFL was developed by Halliday, a professor of linguistics from university of Sydney, Australia. This theory is based on Firth's system structure theory. SFL works on language in context are available in a great variety of forms such as books, journals and so on. It is used to explore the different ways of

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<sup>5</sup>Linxiu Yang & Lijun Xie, *A Systemic Functional Analysis on Discourse Marker "Honest Phrases"*, (Shanxi University of China, 2014), p. 168

interpreting things theoretically such as text, cohesion, coherence, discourse, context, situation, culture, and other phenomena. SFL can be used for analyzing text as a form of discourse. As in Halliday says that the aim has been to construct a grammar for purpose of text analysis, one that would make it possible to say sensible and useful things about any text, spoken and written in modern English. The text that is analyzed, including literary, ethnographic, educational, pedagogical and so on.

## B. Metafunctions

Metafunctions is emphasising upon Systemic Functional Grammatics, Halliday maintains that there are three metafunctions of language, which are simultaneously expressed in any language use. The three metafunctions they are<sup>6</sup>; 1) Ideational Function, 2) Interpersonal Function, 3) Textual Function. Here the researcher will be explained them one by one:

1. Ideational Function is the 'content function of language'<sup>7</sup>. It is realized in transitivity and serves to represent situations and events in the world and the entities, actions and processes involved.

a. Experiential function:

Experiential function is mainly realized by transitivity and voice<sup>8</sup>. expresses concrete experiences in the world out there, deals with the processes, the participants and circumstance, and it includes "the happenings, the content real or unreal of experiences, and can be initially

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<sup>6</sup>S Imtiaz Hasnain et al., *Systemic Functional Linguistics* (New Delhi: University, Aligarh Muslim, 2008), p.4-5.

<sup>7</sup>Hafiz Ahmad Bilal, Analysis of Thank You M'am: Halliday's Metafunctions, *Academic Research International*. Vol. 02, No. 1, January 2012. P. 726, <http://www.journals.savap.org.pk>.

<sup>8</sup>Agnes Herawati, *Systemic Functional Linguistic As A Basic Theory In Translating English Wordplays, Humaniora* vol.1, no. 2 Oktober (2010). P. 377



understood through questions such as who is doing what to whom, where and when. Halliday has identified six process types under transitivity<sup>9</sup>, labelled as:

- 1) Material process represents “happening or doing”. It typically involves two participants: an *actor* who is the doer of the action and a *goal* towards whom the action is directed.
- 2) Mental process represents “perception, cognition and affection (feeling)”. It also involves two participants: a *sensor* who carries out the process and a *phenomenon* what is perceived, thought or left by the sensor.
- 3) Relational process reflect the relationship of “having: and “being” between the participants. They are further categorized into *attributive* and *identifying* relational processes. Attributive takes two participants, a *carrier* and an *attribute*. The identifying category also involves two participants, termed as a *token* and a *value*.
- 4) Verbal process represents the act of “saying”. It includes any form of exchange of meaning, like “The booklet tells you how to find a job” or “The clock says it is ten”. It also involves two participants. The one who speaks called the *sayer* and the one who is addressed termed as the *target*. What is said is labeled as *verbiage*.
- 5) Behavioral process ‘represent outer manifestation of inner working, the acting out of processes of consciousness and physiological states’

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<sup>9</sup>Mehwish Zahoor and Fauzia Janjua, Character Construction in Tributative Songs: *Transitivity Analysis of the Song “I am Malala”*, International Islamic University of Pakistan, 2016. p. 202

6) Existential process, as the name implies, asserts that something exists.

These processes usually take the word *there* as a dummy subject. They also involve just one participant-the *existent*, which refers to what exists.

b. Logical function

Logical function is focuses on how clauses are connected to each other interdependency between clauses and type of meaning relationship between them. This function also “relates the propositional ideas and elements of these ideas to each other on an equal or subordinate basis” which shows relationships of “coordination, subordination, apposition, and modification”

2. Interpersonal Function

Interpersonal function is a tool in human society to interact with other individuals or groups<sup>10</sup>. It is also a tool to express humans’ certain feeling, attitude, and judgment Interpersonal meanings focus on the interactivity of the language, and concern the ways in which we act upon one another through language. In either spoken texts or written texts, an interlocutor expects to tell listeners/readers via text. This means that each text has a relationship between providers and recipients of information.

The analysis of interpersonal meaning deals with two components, are mood element and residue element of the clause<sup>11</sup>. The mood element includes subject, finite, and/or mood adjunct; while the residue consists of predicator,

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<sup>10</sup>Alfonsus Mario Eljianantyo, *Mood Choice Analysis On Bane’s Final Album Entitled “Don’t Wait Up”*, Universitas Kristen Satya Wacana Salatiga, 2016, P. 5.

<sup>11</sup>Rowiatun Amri Marhamah, Interpersonal Meaning Analysis Of Muse Song Lyricsin Black Holes And Revelations’ Album, *Thesis*, (Yogyakarta State University, 2014), p. 10-11

complement, and some adjuncts such as mood, polarity, comment, vocative or circumstantial adjunct

a. The Mood Element

The Mood element consists of Subject and Finite. Both of them bring “the main burden of interpersonal meanings”. This element plays a prominent role in interpersonal meanings because it affects the mood type performed by a speaker that reflects his/her intention.

1) The Subject

The Subject may be a nominal group, a personal pronoun, or an embedded clause. It expresses the entity of the validity of the clause proposition that can be affirmed or denied. The way to identify the Subject is by making a tag in the sentence and the Subject will be recognized from the reference that the pronoun in the tag refers to. For example,

They	Could
Subject	Finite
Mood Element	

2) The Finite

The Finite is one of the verbal operators expressing tense, modality, and polarity. Tense explains about the time when an event did/does/will or should occur. Modality shows the speaker’s judgment of the probabilities in what he/she is saying. Polarity shows whether a proposition is positive or negative. For example a clauses in the present to see the finite,

He	Is	a teacher
Subject	Finite (present)	
Mood	Residue	

#### b. The Residue Element

The other component is called as the Residue. Residue consists of Predicator, Complement and Adjunct. The Complement is typically realized by nominal groups. The Predicator is realized by the non-tensed (or nonfinite) element or elements of the verbal group. The Adjunct is realized by an adverbial group or prepositional phrase. Adjuncts have some sub types as well namely circumstantial, mood, polarity, comment, vocative, conjunctive and continuity.

##### 1) The Predicator

The predicator is a verbal group without verbal operators which expresses tense or modality. It is the “basis of predication or validation of the rest of the clause”. According to Halliday and Matthiessen, are four functions of the Predicator: (1) to specify the ‘secondary’ tense; (2) to specify various other aspects and phases, e.g. seeming, trying, and hoping; (3) to specify the voice; and (4) to specify the process (action, material, mental, relation process).

##### 2) Complement

A complement is a nominal group that completes “the argument set up in the clause” and it has the potential to be a Subject. The

complement usually answers the questions “is/had what”, “to whom”, and “did to what”. However, there is a kind of complement that cannot be a Subject, i. e. the Attribute in relational process. Such as in watching an action movie is always entertaining. In that example, the complement entertaining’ cannot be a Subject because it is regarded as an attribute in relational process.

### 3) Adjunct

An adjunct is an adverbial group, nominal group, or prepositional phrase that serves as a circumstance in experiential meaning that has no potential of being a Subject There are four kinds of adjuncts: mood adjuncts, circumstantial adjuncts, comment adjuncts, and conjunctive adjuncts. The ones that fall in the residue element are the circumstantial adjuncts which answer the questions ‘how’, ‘when’, ‘where’, and ‘by whom’. So, here the researcher made the example of Mood analysis;

sister Susie	’s	Seeing	shirts	for soldier
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

Interpersonal function is focuses between speaker and listeners’ interactions with each other. Interpersonal function also to show that speaker does not talk about the experience but always talk with each other.

### 3. Textual Function

Textual metafunction is the way of the text is organized in relation to context and message<sup>12</sup>. Textual function concern with the text or clause as message because it has been connecting between context of the text and the message. According to Halliday, the study of theme and rheme is mainly derived from systemic functional linguistics that analyzes language from its main function<sup>13</sup>. Theme and Rheme are two terms which characterize the way in which information is spread or distributed in a sentence.

Theme is given information serving as “the point of departure” of a message. The given information is the information which has already been mentioned somewhere in the text, or it is shared or mutual knowledge from the immediate context. While, Rheme is the remainder of the message in a clause in which Theme is developed, that is to say, rheme typically contains unfamiliar or new information. New information is knowledge that a writer assumes the reader does not know, but needs to have in order to follow the progression of the argument. Theme and Rheme act as the building bricks of cohesion intra-causally. But their role in Thematic Progression which fans out across whole texts and indicates where topics begin and end, also point up a text’s underlying organization, thereby giving them a vital place in coherence. The boundary between Theme and Rheme is simple: theme is the first element

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<sup>12</sup>Laily Mughibbah, *The Analysis of Interpersonal Meaning In “Freedom Writers” Movie Subtitles*, Syekh Nurjati State Islamic Institute Cirebon 2016. p. 18.

<sup>13</sup>Robi’ah Adawiyah, *An Analysis Of Theme-Rheme Organization On Academic Essay Written By The Fifth Semester Students Of Uin Raden Fatah Palembang, Thesis*, (Uin Raden Fatah Palembang, 2017), p. 12-13.

occurring in a clause; the remainder clause is rheme. The examples of Theme and Rheme are in the table below.

Theme	Rheme
Lion	Beats the unicorn all around the town.
All round the town	the lion beat the unicorn
However, the unicorn	still did not want to bow to the lion.
Would the unicorn	give in to the lion.
When the lion got to the battle field	the unicorn was ready for the battle

From the above division of themes and rhemes in the sentences, it is possible to see that theme is not equated with the subject of a sentence; nor is rheme equated with the predicate. So, From the explanation above, textual function is the last metafunction that can help us to organize the text we produce into a coherent and cohesive unit and make it relevant to experiences.

### C. Verbal Process

#### 1. Definition of Verbal Process

There are processes of saying, as in *what did you say?* I said it's noisy in here, but 'saying' has to be interpreted in a rather broad sense. It covers any kind of symbolic exchange of meaning, like "*the notice tells you to keep quiet, or my watch*" is that of Sayer.

Besides being able to project, in the unique manner just described, they accommodate three further participant functions in addition to the Sayer<sup>14</sup>: 1) receiver, 2) Verbiage, 3) Target. The first two of these are ‘oblique’.

- a. The Receiver is the one to whom the saying is directed. Such as *me, your, and parents*. The Receiver may be Subject in a clause which is passive.
- b. The Verbiage is the function that correspondent to what is said. This may mean one of the two things.
- c. The Target is the entity that is targeted by the process of saying. Here the Sayer is as it were acting verbally on another party. Verbs that accept a Target, such as *praise, insult, abuse, slander, flatter, blame, and criticize*.

The verbal process is the process of saying, a symbolic exchange of meaning. This process contains in three participants<sup>15</sup>: Sayer, Receiver, and Verbiage. Sayer is participant who is responsible for verbal process and a receiver is the one whom the verbal process aimed at, and verbiage is a nominalized statement of the verbal process. There some several conversations in this book by using the verbal process. This conversation below is the example of this process:

- *“this table,” said Ramandu, “will be filled with a king’s feast every day at sunset.”*
- *“Now you’re talking!” said several sailors.*

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<sup>14</sup>M. A. K. Halliday, *An Introduction to Functional Grammar*, London Edward Arnold, 2000, p. 140

<sup>15</sup>Tia Pertama et al., “Implementation of Three Metafunctions in Verbal Language and Visual Image of Students’ Textbook,” *English Education Journal* 8, no. 4 (2018): p.421, <http://journal.unnes.ac.id/sju/index.php/eej%0AImplementation>.



In the example, the second clause is the example of verbal process. *Now* is the circumstance, pronoun *you* is the sayer, *talking* is the process or verbal.

In spite of the fact that verbal processes are processes of saying an communicating. It is important to highlight that “saying” should be interpreted in an ample sense, given that it convey any kind of “symbolic exchange of meaning”. This way, in the clause the notice tells you to keep quiet, the participant who carries out the role of the Sayer is the notice. Thereby, this type of processes does not always require a conscious participant.

Verbal processes are process of ‘saying’ of any kind. It cover “any kind of symbolic exchange of meaning” like, *the notice tells you to keep quite or my watch says it is half past ten*<sup>16</sup>. The verbalization (message) itself is termed ‘verbiage’ and the participant associated with it are ‘Sayer’, the one who gives out the message, and ‘Receiver’, the one to whom the message is addressed. For example, *she told me a story*, *she* is the ‘Sayer’, the verb *told* represent a ‘verbal process’, *me* is the ‘Receiver’ of the message, and finally *a story* is the ‘Verbiage’.

Verbal process is the combination of relational process and mental process employing action in the verbal form. This process realized in the form of word or a group of words which is the reflection of oral action of subject involved in the text, such as saying, asking, and telling. This process can unite three participants, such as speaker, recipient/listener, and words. Speaker is the main

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<sup>16</sup>Mohammad Bavali and Firooz Sadighi, Chomsky’s Universal Grammar and Halliday’s Systemic Functional Linguistics: An Appraisal and a Compromise, (Azad University, 2008), p. 16.

participant doing the oral action. Recipient/listener is the object of the oral action done by the speaker, in which the oral action is addressed to it. recipient can be person or thing. Words or utterance is the reality of utterances uttered by the speaker. This process, generally, consists of participant of speaker but it can sometimes involve both speaker and recipient/listener.

The verbal process is the process of “saying”<sup>17</sup>. ‘saying’ covers any kind of symbolic exchange of meaning. This process is intermediated between mental and material processes. The central verbal process, nevertheless, is easily recognized in that it is related to the transfer of message through language. One participant in any verbal process is Sayer, the person who speaks though sometimes need not be explicitly mentioned in the clause.

To sum up definition of verbal process, verbal process is process of saying which functioned with Sayer, receiver, and verbiage. Sayer is as participant I, receiver is the one to whom the saying is directed, and the verbiage is as participant II.

## 2. Elements of Verbal Process

There are three main elements in Verbal Process; Sayer, Process, and Verbiage. There are also two more elements that occur in verbal processes, which are Circumstance and Receiver, but this element is optional. Further, the element of Circumstance and Receiver does not always have to exist in verbal processes, different from three elements that have been mentioned before.

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<sup>17</sup>Zhu Zhu ujie, Li Fengjie, Transitivity Analysis of American President Donald Trump’s Inaugural Address, *International Journal of Literature and Arts*, vol. 6, no. 2, 2018, p. 30

Sayer is the participant who is responsible for the verbal process, receiver is the one to whom the saying is directed, Verbiage is a nominalized statement of the verbal process or the function that corresponds to what is said, representing it as a class of thing rather than as a report or quote, and the circumstance which is the process occur and the when, where and how they take a place.

Participant I	Process	Participant II
<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

There are many verbs that include in verbal process, such as: asked, expressed, chat, complained, couldn't say. The five verbs are related to verbal process because the all of verbs include to the process of saying. Here, the researcher explained them in table below.

For examples:

Look at the table below

1. She asked some question

She	asked	some question
<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "asked" indicate as verbal process activity in which the sayer "she" expresses a doing meaning. In line with, asked (verbal process) is the process of saying, she (sayer) is one Participant involved in the act of saying and some question (verbiage) what is said.

2. The doctor expressed some concern

The doctor	Expressed	some concern
<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “expressed” indicate as verbal process activity in which the sayer “the doctor” expresses a doing meaning. In line with, expressed (verbal process) is the process of saying, the doctor (sayer) is one Participant involved in the act of saying and some concern (verbiage) what is said.

3. The girls chat on the way home

The girls	chat	on the way home
<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “chat” indicate as verbal process activity in which the sayer “the girls” expresses a doing meaning. In line with, chat (verbal process) is the process of saying, the girls (sayer) is one Participant involved in the act of saying and on the way home (verbiage) what is said.

4. Alif complained the discomfort

Alif	Complained	the discomfort
<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “complained” indicate as verbal process activity in which the sayer “Alif” expresses a doing meaning. In line with, complained (verbal process) is the process of saying, Alif (sayer) is one Participant involved in the act of saying and the discomfort (verbiage) what is said.

5. He couldn't say a word

He	couldn't say	a word
<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “couldn’t say” indicate as verbal process activity in which the sayer “he” expresses a doing meaning. In line with, couldn’t say (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying and a word (verbiage) what is said. So, verbal process is process of spoken or oral. The participant in this process is the act of saying, and Verbiage is what is said.

**CHAPTER III**  
**REVIEW OF NOVEL THE CHRONICLES OF NARNIA**  
**(THE VOYAGE OF THE DAWN TREADER) BY C. S LEWIS**

**A. Novel**

1. Definition of Novel

Novel is a genre of fiction, and fiction may be defined as the art or craft of producing, through the written words, representations of human life that educate or divert or both. The term novel is derived from the Italian word “novella” (from the plural of Latin “novellus”, a late variant of “novus”, meaning “new”).<sup>1</sup> A novel is one of the genres in literary works that contains the story of human life that most of the authors who write the novels are influenced by the condition of their social environment.

Novel is a narrative that imagining situation and characters in plot. Literature (novel) represent life and life in large measure, a social reality, even thoughts the natural world and inner or subjective world of the individual have also been objectives of literature imitation.<sup>2</sup> It may include the real place, people and events. Besides, novel is a work of art whose materials are taken from the contemporary life. As a literary work, it represents a story about human life experience. Novel is a mirror of the social life.

Novel as the imitation of the real world sometimes comes with the unusual word. The author tries to explore his/her imagination by using some language

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<sup>1</sup>Asep Shofian Syahrullah, “The Aspects of Fantasy In Lewis’ The Chronicles of Narnia: The Lion, The Witch and The Wardrobe” *Thesis* (Yogyakarta State University, 2012). p. 1.

<sup>2</sup>Arifuddin, “An Analysis of Social Conflict in Rick Riordan’s Novel the Red Pyramid” *Thesis* (Alauddin State Islamic University of Makassar, 2014).

style. It is expected to create the aesthetic or the artistic effect as the part of stylistic element.<sup>3</sup>

Novel is a prose fiction representing a way of life or an experience. They range from slight recollections of a small part of live an experience to the most complete and detailed accounts imaginable they vary from the lightest to the most serious experiences and events faced by man<sup>4</sup>. Novel is a fictional prose which is tells about human's life, experience, feelings in a complex story.

Novel is kind of media that is used to express the idea of an author<sup>5</sup>. The idea might come from many resources such as experiences either from the author, one's experiences or the condition when the book was written at the time. Usually the author will do it selectivity and from the story based on the purpose while on the same time the author will also include the element of intertainment information such as the human's life to make novel looks interesting.

Novel offers various problems of human being and humanity because novel usually based on a true story, myth or even religious belief of the culture. Novel has many sub plot, therefore novel could not be read in one time but it is need time even days to read for good understanding.

Novel also is a story which tells about someone life. Novels do not, however, present a documentary picture of life. Alongside the fact tat novels

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<sup>3</sup>Irma Ningsih Ridwan, *Analysis Semiotic in the Novel "Poison" by Sara Poole*, (Alauddin State Islamic University of Makassar, 2013). p. 3.

<sup>4</sup>Wahyu Setiawati, *The Analysis of Intrinsic Element in the Little Prince: A Novel by Antonie De Saint Exupery*, (University of Mataram, 2016). p. 1.

<sup>5</sup>Eti Kusumawati, *An Analysis on Intrinsic Elements of Agatha Christie's "The Pale Horse" Thesis* (University of Jakarta, 2007), p. 1-2.

look at people in society, the other major characteristic of the genre is that novels tell a story. In fact, novels tend to tell the some few stories time and time. The source or the inspiration of writing novel can be a based on true story. Their true story retelling in a story we call as life experience. This true story more reliable than the other one that which based on imagination. It is because the second one sometime could not happen in real life.

To sum up the definitions of novel above, the novel is story that contains many expressions of human thoughts, ideas, opinion in different situation of the characters.

## 2. Elements of Novel

There are two main elements of novel, they are: intrinsic and extrinsic elements. The intrinsic element is the important one in novel, because some of people when they read a novel, they always see the point that include in intrinsic element, such as; theme, plot, setting, character, and style. Whereas extrinsic element is important element also in a novel, but the point of extrinsic novel is not always important for the people when they read the novel. The point that include in extrinsic element, such as; author's life, educational background, social and academic of the author.

Rendra explained that there are five elements include in novel to support the content and the analysis of the novel they are: Theme, plot, setting, character, and style<sup>6</sup>. The researcher explained them clearly:

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<sup>6</sup>Rendra Pambudijaji, "*An Analysis of Themes (The Lion, The Witch and The Wardrobe)*," Thesis (Malang: The State Islamic University of Malang, 2008), p.12-18.



a. Theme

Theme is the central idea of the story that should be reflection whole the story from beginning until the end of the story which is trying to convey by the author.

b. Plot

Plot means events of a narrative. Plot means not simply the event recounted the story but thve author's arrangement of those events according to their causal relationship. In the other word, plot is how the way of novel from beginning until the end of story that the sequence arranges to give understanding intricate pattern of cause and effect.

c. Setting

Setting is one of the elements of novel that reveals to us, where and when of events. Setting is refers to the point the time and space at which the event of the plot occur. Setting also includes the implements and manufactured good employed by the characters in various activities.

d. Character

Character is the person or people who appear in the literary works. Sometimes, as in the fantasy fiction, the characters are not a people, they may animals, the robots or creatures beyond our mind but the author endows them with human abilities and human psychologist traits, they really a people in all but outward from. There are two kinds of character, they are: main character (major character are those that appear to be

dominant in the story) and supporting character (minor character are the characters in the story which is less prominent).

e. Style

Style is the elements of novel which has relation with the author using language in their literary works or manner of expression, how a speaker says. So, based on Rendra's explanation the intrinsic elements of novel above, there are five intrinsic elements of novel, they are; theme, plot, setting, character and style that will be supported the content of the text in novel.

In addition, Robert and Jacobs, there are five elements include in novel such as; plot, character, setting, theme and style. Here the researcher explained one by one:

a. Plot

Plot is a series of events in a story. Stories are made up mostly of action or incidents that follow each other sequentially. Plot also is usually limited to events which are causally connected only. Causal event is an event that causes or could result from a variety of other events and cannot be ignored because it will affect the whole work.

b. Character

Character may be defined as a verbal representation of a human being. Through action, speech, description, and commentary, author portray character who are worth caring about, rooting for, and even loving, although there are also character may you laugh at, dislike, or even hate.

c. Setting

Setting is the environment that surrounds an event in the story, the universe that interacts with the events taking place. Setting can be either decoration of place, also certain times such as day, month, and year, weather or a period of history.

d. Theme

Theme is a central idea or statement that unifies and controls the entire work. The theme can take the form of a brief and meaningful insight or a comprehensive vision of life it may be a single idea. Theme is the author's way of communicating and sharing ideas, perception, and feeling with reader and it may be directly stated in the book, or it may only be implied.

e. Style

Style is the way the author uses language. Although the two authors use same plot, character, and setting, the writings of both can be very different. The difference generally lies in the language and spread in various aspects such as complexity, rhythm, short term sentences, detail, humor, and metaphors.

Based on the explanation between Rendra and Robert, they have same opinions about elements of novel. Rendra explain the five elements of novel are; theme, plot, setting, character, and style. Robert explain the five elements of novel are; plot, character, setting, theme, and style. The different opinions here is Rendra organize the elements of novel appropriate with disposition of the elements. Whereas, Robert organize the

elements of novel without looking the position of elements, and also he says the more significant ones are character, plot, structure and theme. So, the researcher just used the opinion from Rendra because it is simple and easy to understand.

All elements that the researcher explains in the paper are used to making the reader understand that in the novel there is much kind of elements that good enough when we want to carefully read step by step. It is why the researcher tries to describe as much as possible that the researcher know to share with the reader.

In the intrinsic aspect of literary works especially novel, we know that every elements support one each other that make the novel coherence and unity. There are several aspects that the researcher does not explain in this point because it's not any relation with this paper but it's also important.

## **B. Synopsis of Novel**

The two youngest Pevensie children, Lucy and Edmund, are staying with their odious cousin Eustace Scrubb while older brother, Peter, is studying for an exam with Professor Kirke, and their older sister, Susan, is travelling through America with their parents. Edmund, Lucy, and Eustace are drawn into the Narnia world through a picture of a ship at sea. They land in the Narnia's sea next to the boat in the King Caspian X, previously Prince Caspian. He is on a quest to discover the seven lost lords of Narnia. They also meet Reepicheep, a talking mouse, who longs to see Aslan's country.

Caspian, Lucy, Edmund, Eustace and Reepicheep are captured as merchandise by a slave trader, and a man "buys" Caspian before they even reach the slave market. He turns out to be the first lost lord, Lord Bern, who moved to the Island and married a woman there after being banished from Narnia by Miraz. When Caspian reveals his identity, Bern acknowledges him as king. Caspian reclaims the islands for Narnia, and replaces Gumpas, the greedy governor, with Lord Bern, whom he names Duke of the Lone Islands.

At the second island they visit, Eustace leaves the group to avoid participating in the work needed to render the ship seaworthy after a storm has damaged it, and hides in a dead dragon's cave to escape a sudden downpour. The dragon's treasure arouses his greed: he fills his pockets with gold and jewels and puts on a large golden bracelet; but as he sleeps, he is transformed into a dragon. Caspian goes to his cabin in a temper, but returns to say that Aslan appeared in his cabin and told him that only Lucy, Edmund, Eustace, and Reepicheep will go on.

These four named venture in a small boat through a sea of lilies until they reach a wall of water that extends into the sky. Fulfilling Ramandu's condition, Reepicheep paddles his coracle up the waterfall and is never again seen in Narnia. Edmund, Eustace and Lucy find a Lamb, who transforms into Aslan and tells them that Edmund and Lucy will not return to Narnia and that they should learn to know him by another name in their own world.

### **C. Elements of novel**

The elements of novel that the researcher used in this research is the opinion of Rendra Pambudiaji, as follow;

### 1. Theme

Theme of Narnia novel is about courage for life and revolution toward for restoration for better world. Then, the sub theme in this novel is faith, redemption, the importance of team work and loyalty.

### 2. Plot

Plot of Narnia novel is progressive plot because the author tells the story step by step in chronologically manner.

### 3. Setting

Here, the researcher will analyse the setting of Narnia novel into two parts, setting of place and setting of time.

- a. Setting of place in Narnia novel is London. Imaginary world of Narnia.
- b. Setting of time in Narnia novel is 1940's London year. 600 years after the old Narnia built.

### 4. Character

Characters are divided into Major and Minor characters.

#### a. Major characters:

- 1) Lucy Pevensie is a brave women and the first to see Aslan. She is the youngest of pevensie child and her age is ten years old. Lucy is main character or protagonist in this novel.
- 2) Edmund Pevensie is a handsome man and his age is twelve years old. He is the third prevensie child and also one of the most dynamic characters in the series, when he changes from envy and selfishness to repentance and fairness.

b. Minor characters:

- 1) Eustace Scrubb is a very selfish and bad child. Edmund and Lucy are staying with him at the house that Eustace shares with his parents. He is nine years old and cousin of the four Pevensie Siblings. Eustace is a dynamic character like Edmund. However, when they were drawn to Narnia, Eustace continued to upset himself until he had an encounter with Aslan, after which Eustace's reformation and selfishness diminished. He displayed his courage in attacking sea-seapents..
- 2) Prince Caspian X is someone who is confident and he is sixteen years old. He also the rightful Telmarine King, who becomes King of Narnia. He does not feel enough to take the kingdom of Narnia.
- 3) Lord Drinian has remained a trusted advisor of the king. He is a close friend of King Caspian X and the captain of the dawn trader.
- 4) Seven great lords of Narnia is they are two prove to be dead and three in an enchanted sleep, only the Lord Bern and Rhoop have any part in the story. Seven great lords of Narnia is character whom Caspian is seeking.
- 5) Ramandu is a star at rest who regains youth through fire-berries
- 6) Ramandu's is daughter is the wife of Caspian and she is a fiction character. The daughter of Ramandu and she is the future queen of Narnia.
- 7) Pug is slaver and pirate of the Lone Islands, who takes the protagonists prisoner

8) Gumpas is governor of the Lone Islands, enabler of slavery, whom Caspian deposes

9) Coriakin is the magician (and star) who rules the Dufflepuds as penance for unspecified misdeeds.

## 5. Style

Style of Narnia novel is irony and simile. Irony and simile style, for example:

Example 1: *Eustace's Seasickness*. Eustace complains in his diary that the ocean voyage is rocky and uncomfortable but writes "it's a good job I'm not sea sick" which is ironic in that he was nauseous and seasick from the moment he boarded the ship before they even set sail. This is an example of Eustace's general irony in his sense of himself.


Example 2: *Caspian's Identity*. When the group are kidnapped by Pug, Caspian wants to keep his identity a secret because he believes that admitting to being the King will put him in more danger. This turns out to be ironic as the man who buys him is one of the missing Lords they are looking for and it is admitting that he is the King that ultimately frees the entire group and puts an end to the slave trade.

Example 3: Insect "*There was the Dawn Treader, shining like a great, bright insect.*" From afar the ship looked like an insect traveling over the ocean and was also shining in the way that mayflies do when it is dark and their wings are visible.



## D. Biography C. S. Lewis

Clive Staples Lewis (1898–1963) was a prolific of fiction and nonfiction who wrote dozens of books over the course of his career. Lewis went on to teach at Oxford University and become a renowned Christian apologist writer, using logic and philosophy to support the tenets of his faith. He is also known throughout the world as the author of *The Chronicle of Narnia* fantasy series, which have been adapted into various films for the big and small screens.

Name	: Clive Staples Lewis	
Born	: 29 November 1898 in Belfast, Ireland	
Died	: 22 November 1963 (aged 64)Oxford, England	
Pen name	: Clive Hamilton, N. W. Clerk	
Occupation	: Novelist, scholar, broadcaster	
Almamater	: University College, Oxford	
Genre	: Christian apologetics, fantasy, science fiction, children's literature	
Notable works	: The Chronicles of Narnia, Mere Christianity, The Allegory of Love, The Screwtape Letters, The Space Trilogy, The Space Trilogy, Till We Have Faces, Surprised by Joy: The Shape of My Early Life	
Spouse	: Joy Davidman (m. 1956; died 1960)	

C.S Lewis 48

C. S. Lewis was an Irish-born British novelist, academic, medievalist, literary, essayist, and Christian apologist. He was raised a Christian. When he was 15, he rejected it and became an atheist<sup>7</sup>. He converted back to Christianity when he was 33. Some expert said that many of Lewis's works were influenced by his religion because he is considered to be a very religious person. Lewis wrote many literary works including fictions and non-fictions. Somehow, he is famous for his fiction works.

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<sup>7</sup>Asep Shofian Syahrullah, *The Aspect of Fantasy in Lewis' the Chronicles of Narnia: the Lion, the Witch and the Wardrobe*,...P. 31

Lewis's mother who had tutored him in French and Latin, died when he was ten years old. After spending a year in studies at Malvern College, a boarding school in England, he continued his education privately under a tutor named W. T. Kirpatrick, former headmaster (principal) of Lurgan college. During World War I (1914-18). Which began as a conflict between Austria-Hungary and Serbia but eventually involved much Europe, Lewis served as a second lieutenant in the English army, interrupting his career as a scholar that he had begun in 1918 at University College, Oxford. Wounded in the war, he turned to Oxford, where he was appointed lecturer at University College in 1924. In 1925 he was appointed fellow (performing advanced study or research) and tutor at Magdalena College, England, where he gave lectures on English Literature.

Lewis graduated from Oxford University with a focus on literature and classic philosophy, and in 1925 he was awarded a fellowship teaching position at Magdalena college, which was part of the university. There, he also joined the group known as The Inklings, an informal collective of writers and intellectuals who counted among their members Lewis' brother Warren and J. R. R. Tolkien. It was through conversation with group members that Lewis found himself re-embracing with the faith as a youth. He would go on to become renowned for his rich apologist texts, in which he explained his spiritual beliefs via platforms of logic and philosophy.

Lewis began publishing work in the mid-1920s with his first book, the satirical *Dymer* (1926), after penning other titles including *The Allegory of Love* (1936), for which he won the Hawthornden prize. He released in 1938 his first sci-

fi work, *Out of the Silent Planet*, the first of a space trilogy which dealt subtextually with concepts of sin and desire. Later, during WWI, Lewis gave highly popular radio broadcasts on Christianity which won many converts, his speeches were collected in the work *Mre Cristianity*.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

**1. Verbal Process in novel the Chronicle of Narnia “The Voyage of the Dawn Treader” by C. S. Lewis.**

The data findings are process from chapter 12 and 13 of novel “The Voyage of the Dawn Treader” by C. S. Lewis. In order to collect the data findings, the researcher uses the verbal process theory of M. A. K. Halliday.

**Table 1**  
**Verbal Process in Chapter 12**

<b>No.</b>	<b>Processes</b>	<b>Clauses</b>	<b>Codes</b>
1.	asked	“Do we go into this”? asked Caspian at length	VP 1
2.	said	“Not by my advice,” said Drinian	VP 2
3.	said	“The captain’s right,” said several Sailors	VP 3
4.	said	“I almost think he is,” said Edmund	VP 4
5.	said	“And why not?” he said	VP 5
6.	said	“If I were addressing peasants or slaves,” he said	VP 6
7.	asked	“But, what manner of use would it be ploughing through that black ness?” asked Drinian	VP 7
8.	replied	“use?” replied Reepicheep	VP 8
9.	said	“Honour be blowed” but, Caspian said	VP 9
10.	said	“Your Majesty will at least order lights?” said sailors	VP 10
11.	said	“By all means,” said the man	VP 11
12.	said	“Stand by to heave him up, men” said Caspian	VP 12
13.	said	“Aye-aye, your Majesty,” said the sailors	VP 13
14.	said	“Compose yourself,” said Reephicheep	VP 14
15.	said	“That’s the island I’ve been looking for this long time,” said one of the sailors.	VP 15
16.	said	“And I’d find Tom alive again,” said another	VP 16
17.	said	“Fools!” said the men	VP 17
18.	said	“Your Majesty, your Majesty,” he said	VP 18

19.	replied	“It is, then, my good fortune not to be a man,” replied Reephickeep.	VP 19
20.	asked	“Do you hear a noise like....like a huge pair of scissors opening and shutting...over there?” Eustace asked Rynelf.	VP 20
21.	said	“Hush!” said Rynelf	VP 21
22.	said	“It’s just going to settle on the mast”, said Caspian	VP 22
23.	said	“Ugh!” said a sailor.	VP 23
24.	said	“Drinian” he said in a very low voice.	VP 24
25.	said	“I reckon we’ve made pretty good fools of ourselves,” said Rynelf.	VP 25
26.	said	“Thank you,” he said at last	VP 26
27.	said	“And I” said Caspian	VP 27
28.	said	“Sire” he said	VP 28
29.	asked	“What is it?” asked Caspian	VP 29
30.	said	“Never to bring me back there,” he said	VP 30
31.	said	“I don’t think it was us,” said Lucy	VP 31
32.	said	“Sire,” said Drinian	VP 32
33.	said	“Yes,” said Caspian	VP 33

In the table above, the verbal process found 40 clauses in chapter 12. The researcher made the code for every clause that have found from the novel especially in chapter 12. The code of clause is as a VP 1 (Verbal Process 1), VP 2 (Verbal Process 2), VP 3 (Verbal Process 3), and etc.

**Table 2**  
**Verbal Process in Chapter 13**

No.	Processes	Clauses	Codes
1.	called	what Lucy called “a dim, purple kind of smell”	VP 1
2.	said	which Edmund said (and Rhince thought)	VP 2
3.	said	but, Caspian said “I know what you mean.”	VP 3
4.	said	Drinian said “Look! What’s that?”	VP 4
5.	said	“Are they great trees?” said Caspian.	VP 5
6.	said	“Towers, I think,” said Eustace.	VP 6
7.	said	“It might be giants, “said Edmund in a lower voice	VP 7
8.	said	“The way to find out is to go right in among them,” said Reephickeep.	VP 8

9.	said	“I think it’s a ruin,” said Lucy.	VP 9
10.	said	“I say”, said Lucy	VP 10
11.	asked	“We can provide that, Sir,” asked Eustace	VP 11
12.	said	“But where are the guests?” said Rhince	VP 12
13.	said	“Look!” said Edmund sharply	VP 13
14.	asked	“What are those?” asked Lucy in a whisper	VP 14
15.	said	“Or a huge bird’s nest,” said Edmund	VP 15
16.	said	“It looks more like a haystack to me,” said Caspian	VP 16
17.	said	“Dead,” said Caspian	VP 17
18.	said	“I think not, Sire,” said Reepicheep.	VP 18
19.	said	“This one, too, and this,” said Drinian	VP 19
20.	said	“Why, they’re only asleep,” said Eustace	VP 20
21.	said	“It’s been a long sleep. Though,” said Edmund.	VP 21
22.	said	“It must be an enchanted sleep,” said Lucy	VP 22
23.	said	“We can try,” said Caspian.	VP 23
24.	said	and the third only said,” Mustard, please.”	VP 24
25.	said	“Out oars for Narnia, eh?” said Drinian	VP 25
26.	said	“Yes” said Caspian	VP 26
27.	said	“But, we can’t wake them,” said Lucy	VP 27
28.	said	“Begging you Majesties pardons all,” said Rhince.	VP 28
29.	said	“Not for your life!” said Caspian	VP 29
30.	said	“That’s right, that’s right,” said several of the sailors	VP 30
31.	said	“Depend upon it,” said Reepicheep.	VP 31
32.	said	“I wouldn’t touch it to save my life,” said Drinian	VP 32
33.	said	“The light’s going uncommon quick,” said Rynelf.	VP 33
34.	said	“I really think,” said Edmund	VP 34
35.	said	“I am entirely of King Edmund’s opinion,” said Reepicheep.	VP 35
36.	said	“Why on earth?” said Eustace	VP 36
37.	said	“Because,” said the mouse	VP 37
38.	said	“I’ll stay with you, Reep,” said Edmund	VP 38
39.	said	“And I too,” said Caspian	VP 39
40.	said	“And me,” said Lucy	VP 40
41.	said	“No, my Lord,” said Caspian	VP 41
42.	said	“Travellers who have come from far to Asland’s table” said the girl.	VP 42
43.	said	“Madam” said Caspian	VP 43
44.	said	“They have never tasted it, “she said	VP 44
45.	said	“please,” said Lucy	VP 45

46.	said	“Seven years ago,” said the girl	VP 46
47.	said	and the second said “No, let us re-embark and sail for Narnia and the west it may be that Miraz is dead”	VP 47
48.	asked	“What is this knife of Stone,” asked Eustace	VP 48
49.	said	“Do none of you know it?” said the girl	VP 49
50.	said	“I- I think,” said Lucy	VP 50
51.	said	“It was the same,” said the girl	VP 51
52.	said	“Look here,” he said	VO 52
53.	said	“You can’t know,” said the girl	VP 53
54.	said	“Sire,” he said to Caspian	VP 54
55.	asked	“Why is it called Aslan’s table?” asked Lucy presently.	VP 55
56.	said	“It is set here by his bidding” said the girls	VP 56
57.	asked	“But how does the food keep?” asked the practical Eustace.	VP 57
58.	said	“it is eaten, and renewed, every day,” said the girl	VP 58
59.	asked	“And what are we to do about the Sleepers?” asked Caspian	VP 59
60.	said	“But here” said the girl	VP 60
61.	said	“Then” said Caspian	VP 61
62.	said	“My father will teach you that,” said the girl	VP 62
63.	said	“Your father” said everyone	VP 63
64.	said	“look,” said the girl	VP 64

The data were found in novel the chronicle of Narnia 3 and specified based on aim at describing the process of novel the chronicle of Narnia “The Voyage of the dawn Treader” the sentence was made by division of clause and then the clause started to be analysing by using verbal process. The clauses have divided in the division of clauses as follows:

## Table of Verbal Process in chapter 12 entitle: The Dark Island

## 1) "Do we go into this"? asked Caspian at length

"Do we go into this"?	asked	Caspian	at length
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>	<b>Circumstance</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "asked" indicate as verbal process activity in which the sayer "Caspian" expresses a doing meaning.

In line with, "Do we go into this"? (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying and at length (circumstance) is as the location of the process in space time or the location of the conversation.

## 2) "Not by my advice," said Drinian

"Not by my advice,"	said	Drinian
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Drinian" expresses a doing meaning. In line with, "Not by my advice," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Drinian (sayer) is one Participant involved in the act of saying.

## 3) "The captain's right," said several sailors

"The captain's right,"	said	several sailors
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>



Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Several sailors” expresses a doing meaning. In line with, “The captain’s right,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, several sailors (sayer) is one Participant involved in the act of saying.

4) “I almost think he is,” said Edmund

“I almost think he is,”	said	Edmund
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Edmund” expresses a doing meaning. In line with, “I almost think he is,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Edmund (sayer) is one Participant involved in the act of saying.

5) “And why not?” he said

“And why not?”	he	said
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “he” expresses a doing meaning. In line with, “And why not?” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying.

6) "If I were addressing peasants or slaves," he said

"If I were addressing peasants or slaves,"	he	said
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "he" expresses a doing meaning. In line with, "If I were addressing peasants or slaves," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying.

7) "But, what manner of use would it be ploughing through that black ness?" asked Drinian

"But, what manner of use would it be ploughing through that black ness?"	asked	Drinian
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "asked" indicate as verbal process activity in which the sayer "Drinian" expresses a doing meaning. In line with, "But, what manner of use would it be ploughing through that black ness?" (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Drinian (sayer) is one Participant involved in the act of saying.

8) "use?" replied Reepicheep

"use?"	replied	Reepicheep
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “replied” indicate as verbal process activity in which the sayer “Reepicheep” expresses a doing meaning. In line with, “use?” (quoted) what is said directly by sayer, replied (verbal process) is the process of saying, Reepicheep (sayer) is one Participant involved in the act of saying.

9) “Honour be blowed” but, Caspian said

“Honour be blowed”	but	Caspian	said
<b>Quoted</b>	<b>Adjunct</b>	<b>Sayer</b>	<b>Verbal process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “Honour be blowed” (quoted) what is said directly by sayer, but (adjunct) is something joined or added to another thing but not essentially a part of it, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

10) “Your Majesty will at least order lights?” said sailors

“Your Majesty will at least order lights?”	said	Sailors
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Sailors” expresses a doing meaning. In line with, “Your Majesty will at least order lights?” (quoted) what is said directly by sayer, said (verbal process) is

the process of saying, Sailors (sayer) is one Participant involved in the act of saying.

11) “By all means,” said the man

“By all means,”	said	the man
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the man” expresses a doing meaning. In line with, “By all means,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the man (sayer) is one Participant involved in the act of saying.

12) “Stand by to heave him up, men” said Caspian

“Stand by to heave him up, men”	said	Caspian
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “Stand by to heave him up, men” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

13) “Aye-aye, your Majesty,” said the sailors

“Aye-aye, your Majesty,”	said	the sailors
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the sailors” expresses a doing meaning. In line with, “Aye-aye, your

Majesty,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the sailors (sayer) is one Participant involved in the act of saying.

14) “Compose yourself,” said Reepicheep

“Compose yourself,”	said	Reepicheep
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Reepicheep” expresses a doing meaning. In line with, “Compose yourself,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Reepicheep (sayer) is one Participant involved in the act of saying.

15) “That’s the island I’ve been looking for this long time,” said one of the sailors.

“That’s the island I’ve been looking for this long time,”	said	one of the sailors
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “one of the sailors” expresses a doing meaning. In line with, “That’s the island I’ve been looking for this long time,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, one of the sailors (sayer) is one Participant involved in the act of saying.

16) “And I’d find Tom alive again,” said another

“And I’d find Tom alive again,”	said	Another
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “another” expresses a doing meaning. In line with, “And I’d find Tom alive again,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, another (sayer) is one Participant involved in the act of saying.

17) “Fools!” said the men

“Fools!”	Said	the men
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the men” expresses a doing meaning. In line with, “Fools!” (quoted) what is said directly by sayer), said (verbal process) is the process of saying, the men (sayer) is one Participant involved in the act of saying.

18) “Your Majesty, your Majesty,” he said

“Your Majesty, your Majesty,”	He	said
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “He” expresses a doing meaning. In line with, “Your Majesty, your Majesty,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying.

19) “It is, then, my good fortune not to be a man,” replied Reepicheep.

“It is, then, my good fortune not to be a man,”	replied	Reepicheep
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “called out” indicate as verbal process activity in which the sayer “It” expresses a doing meaning. In line with, “It is, then, my good fortune not to be a man,” (quoted) what is said directly by sayer, replied (verbal process) is the process of saying, Reepicheep (sayer) is one Participant involved in the act of saying.

20) “Do you hear a noise like....like a huge pair of scissors opening and shutting...over there?” Eustace asked Rynelf.

“Do you hear a noise like....like a huge pair of scissors opening and shutting...over there?”	Eustace	asked	Rynelf
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “asked” indicate as verbal process activity in which the sayer “Eustace” expresses a doing meaning. In line with, “Do you hear a noise like....like a huge pair of scissors opening and shutting...over there?” (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Eustace (sayer) is one Participant involved in the act of saying. Rynelf (Verbiage) is what is said.

21) “Hush!” said Rynelf

“Hush!”	said	Rynelf
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Rynelf” expresses a doing meaning. In line with, “Hush!” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Rynelf (sayer) is one Participant involved in the act of saying.

22) “It’s just going to settle on the mast”, said Caspian

“It’s just going to settle on the mast”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “asked” indicate as verbal process activity in which the sayer “Eustace” expresses a doing meaning. In line with, “It’s just going to settle on the mast” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

23) “Ugh!” said a sailor.

“Ugh!”	said	a sailor
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “a sailor” expresses a doing meaning. In line with, “Ugh!” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, a sailor (sayer) is one Participant involved in the act of saying.



24) “Drinian” he said in a very low voice.

“Drinian”	he	said	in a very low voice
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “he” expresses a doing meaning. In line with, “Drinian” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying, in a very low voice (verbiage) what is said.

25) “I reckon we’ve made pretty good fools of ourselves,” said Rynelf.

“I reckon we’ve made pretty good fools of ourselves,”	said	Rynelf
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Rynelf” expresses a doing meaning. In line with, “I reckon we’ve made pretty good fools of ourselves,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Rynelf (sayer) is one Participant involved in the act of saying.

26) “Thank you,” he said at last

“Thank you,”	he	said	at last
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>	<b>Circumstance</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “he” expresses a doing meaning.

In line with, “Thank you,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying, at last (Circumstance) is as the location of the process in space time or the location of the conversation.

27) “And I” said Caspian

“And I”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “And I” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

28) “Sire” he said

“Sire”	he	said
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “he” expresses a doing meaning. In line with, “Sire” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying.

29) “What is it?” asked Caspian

“What is it?”	asked	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “asked” indicate as verbal process activity in which the sayer Caspian” expresses a doing meaning. In line with, “What is it” (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

30) “Never to bring me back there,” he said

“Never to bring me back there,”	he	said
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>

From analysing on the table above, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “he” expresses a doing meaning. In line with, “Never to bring me back there,” (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying.

31) “I don’t think it was us,” said Lucy

“I don’t think it was us,”	said	Lucy
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “I don’t think it was us,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.

## 32) "Sire," said Drinian

"Sire,"	said	Drinian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Drinian" expresses a doing meaning. In line with, "Sire," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Drinian (sayer) is one Participant involved in the act of saying.

## 33) "Yes," said Caspian

"Yes,"	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Caspian" expresses a doing meaning. In line with, "Yes," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

So, from the explanation of the process on the table above, there are 33 processes and clauses that found in chapter 12. Here the researcher found Participant I such as; *Drinian, Caspian, Reepicheep, He, Rynelf, the sailor, one of the sailors, another,* and etc. The Process found such as; *explain, replied, asked, said, talk,* and etc. the Receiver found such as; *to me.* Verbiage found such as; *in a very low voice,* and etc. Circumstance found such as; *at last, in Narnia, at length.*

## Table of Verbal Process in chapter 13 entitle: The Three Sleepers

## 1) What Lucy called “a dim, purple kind of smell”

what	Lucy	called	“a dim, purple kind of smell”
<b>Adjunct</b>	<b>Sayer</b>	<b>Verbal process</b>	<b>Quoted</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “called” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning.

In line with, “a dim, purple kind of smell” (quoted) what is said directly by sayer, called (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying, and what (adjunct) is something joined or added to another thing but not essentially a part of it.

## 2) which Edmund said (

which	Edmund	said
<b>Adjunct</b>	<b>Sayer</b>	<b>Verbal Process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Edmund” expresses a doing meaning. In line with, said (verbal process) is the process of saying, Edmund (sayer) is one Participant involved in the act of saying, and which (adjunct) is something joined or added to another thing but not essentially a part of it.

3) but, Caspian said “I know what you mean.”

but	Caspian	said	“I know what you mean.”
<b>Adjunct</b>	<b>Sayer</b>	<b>Verbal Process</b>	<b>Quoted</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “I know what you mean.” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying, and but (adjunct) is something joined or added to another thing but not essentially a part of it.

4) Drinian said “Look! What’s that?”

Drinian	said	“Look! What’s that?”
<b>Sayer</b>	<b>Verbal process</b>	<b>Quoted</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Drinian” expresses a doing meaning. In line with, “Look! What’s that?” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Drinian (sayer) is one Participant involved in the act of saying.

5) “Are they great trees?” said Caspian.

“Are they great trees?”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “Are they great trees?”

(quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

6) “Towers, I think,” said Eustace.

“Towers, I think,”	said	Eustace
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Eustace” expresses a doing meaning. In line with, “Towers, I think,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Eustace (sayer) is one Participant involved in the act of saying.

7) “It might be giants, “ said Edmund in a lower voice

“It might be giants, “	said	Edmund	in a lower voice
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Edmund” expresses a doing meaning. In line with, “It might be giants, “ (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Edmund (sayer) is one Participant involved in the act of saying, and in a lower voice (verbiage) what is said.

8) “The way to find out is to go right in among them,” said Reepicheep.

“The way to find out is to go right in among them,”	said	Reepicheep
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Reepicheep” expresses a doing meaning. In line with, “The way to find out is to go right in among them,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Reepicheep (sayer) is one Participant involved in the act of saying.

9) “I think it’s a ruin,” said Lucy.

“I think it’s a ruin,”	said	Lucy
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “I think it’s a ruin,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.

10) “I say”, said Lucy

“I say”	said	Lucy
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “I say” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.



11) "We can provide that, Sir," asked Eustace

"We can provide that, Sir,"	asked	Eustace
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Eustace" expresses a doing meaning. In line with, "We can provide that, Sir," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Eustace (sayer) is one Participant involved in the act of saying.

12) "But where are the guests?" said Rhince

"But where are the guests?"	said	Rhince
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Rhince" expresses a doing meaning. In line with, "But where are the guests?" (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Rhince (sayer) is one Participant involved in the act of saying.

13) "Look!" said Edmund sharply

"Look!"	Said	Edmund	sharply
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Edmund" expresses a doing meaning. In line with, "Look!" (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Edmund

(sayer) is one Participant involved in the act of saying, sharply (Verbiage) what is said.

14) “What are those?” asked Lucy in a whisper

“What are those?”	asked	Lucy	in a whisper
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “asked” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “What are those?” (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying, in a whisper (Verbiage) what is said.

15) “Or a huge bird’s nest,” said Edmund

“Or a huge bird’s nest,”	said	Edmund
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Edmund” expresses a doing meaning. In line with, “Or a huge bird’s nest,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Edmund (sayer) is one Participant involved in the act of saying.

16) “It looks more like a haystack to me,” said Caspian

“It looks more like a haystack to me,”	said	Caspian
<b>Quoted</b>	<b>Verbal process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “It looks more like a haystack to me,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

17) “Dead,” said Caspian

“Dead,”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “Dead,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

18) “I think not, Sire,” said Reepicheep.

“I think not, Sire,”	said	Reepicheep
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Reepicheep” expresses a doing meaning. In line with, “I think not, Sire,”

(quoted) what is said directly by sayer, said (verbal process) is the process of saying, Reepicheep (sayer) is one Participant involved in the act of saying.

19) “This one, too, and this,” said Drinian

“This one, too, and this,”	said	Drinian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Drinian” expresses a doing meaning. In line with, “This one, too, and this,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Drinian (sayer) is one Participant involved in the act of saying.

20) “Why, they’re only asleep,” said Eustace

“Why, they’re only asleep,”	said	Eustace
Quoted	Verbal Process	Sayer

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Eustace” expresses a doing meaning. In line with, “Why, they’re only asleep,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Eustace (sayer) is one Participant involved in the act of saying.

21) “It’s been a long sleep. Though,” said Edmund

“It’s been a long sleep. Though,”	said	Edmund
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Edmund” expresses a doing meaning. In line with, “It’s been a long sleep. Though,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Edmund (sayer) is one Participant involved in the act of saying.

22) “It must be an enchanted sleep,” said Lucy

“It must be an enchanted sleep,”	said	Lucy
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “It must be an enchanted sleep,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.

23) “We can try,” said Caspian.

“We can try,”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “We can try,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

24) and the third only said, "Mustard, please."

and	the third	only	said	" Mustard, please."
<b>Adjunct</b>	<b>Sayer</b>	<b>Adjunct</b>	<b>Verbal Process</b>	<b>Quoted</b>

From analysing on the table above, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "the third" expresses a doing meaning. In line with, "Mustard, please." (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the third (sayer) is one Participant involved in the act of saying, and/only (adjunct) is something joined or added to another thing but not essentially a part of it.

25) "Out oars for Narnia, eh?" said Drinian

"Out oars for Narnia, eh?"	said	Drinian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Drinian" expresses a doing meaning. In line with, "Out oars for Narnia, eh?" (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Drinian (sayer) is one Participant involved in the act of saying.

26) "Yes" said Caspian

"Yes"	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Caspian" expresses a doing meaning. In line with, "Yes" (quoted) what is

said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

27) “But, we can’t wake them,” said Lucy

“But, we can’t wake them,”	said	Lucy
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “But, we can’t wake them,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.

28) “Begging you Majesties pardons all,” said Rhince.

“Begging you Majesties pardons all,”	said	Rhince.
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Rhince.” expresses a doing meaning. In line with, “Begging you Majesties pardons all,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Rhince. (sayer) is one Participant involved in the act of saying.

29) “Not for your life!” said Caspian

“Not for your life!”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “Not for your life!”

(quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

30) “That’s right, that’s right,” said several of the sailors

“That’s right, that’s right,”	said	several of the sailors
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “several of the sailors” expresses a doing meaning. In line with, “That’s right, that’s right,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, several of the sailors (sayer) is one Participant involved in the act of saying.

31) “Depend upon it,” said Reepicheep

“Depend upon it,”	said	Reepicheep
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Reepicheep” expresses a doing meaning. In line with, “Depend upon it,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Reepicheep (sayer) is one Participant involved in the act of saying.

32) “I wouldn’t touch it to save my life,” said Drinian

“I wouldn’t touch it to save my life,”	said	Drinian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>



Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Drinian” expresses a doing meaning. In line with, “I wouldn’t touch it to save my life,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Drinian (sayer) is one Participant involved in the act of saying.

33) “The light’s going uncommon quick,” said Rynelf

“The light’s going uncommon quick,”	said	Rynelf
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Rynelf” expresses a doing meaning. In line with, “The light’s going uncommon quick,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Rynelf (sayer) is one Participant involved in the act of saying.

34) “I really think,” said Edmund

“I really think,”	said	Edmund
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Edmund” expresses a doing meaning. In line with, “I really think,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Edmund (sayer) is one Participant involved in the act of saying.

35) “I am entirely of King Edmund’s opinion,” said Reepicheep

“I am entirely of King Edmund’s opinion,”	said	Reepicheep
Quoted	Verbal Process	Sayer

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Reepicheep” expresses a doing meaning. In line with, “I am entirely of King Edmund’s opinion,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Reepicheep (sayer) is one Participant involved in the act of saying.

36) “Why on earth?” said Eustace

“Why on earth?”	said	Eustace
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Eustace” expresses a doing meaning. In line with, “Why on earth?” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Eustace (sayer) is one Participant involved in the act of saying.

37) “Because,” said the mouse

“Because,”	said	the mouse
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the mouse” expresses a doing meaning. In line with, “Because,” (quoted)

what is said directly by sayer, said (verbal process) is the process of saying, the mouse (sayer) is one Participant involved in the act of saying.

38) "I'll stay with you, Reep," said Edmund

"I'll stay with you, Reep,"	said	Edmund
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Edmund" expresses a doing meaning. In line with, "I'll stay with you, Reep," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Edmund (sayer) is one Participant involved in the act of saying.

39) "And I too," said Caspian

"And I too,"	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Caspian" expresses a doing meaning. In line with, "And I too," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

40) "And me," said Lucy

"And me,"	said	Lucy
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "Lucy" expresses a doing meaning. In line with, "And me," (quoted) what is

said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.

41) “No, my Lord,” said Caspian

“No, my Lord,”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “No, my Lord,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

42) “Travellers who have come from far to Asland’s table” said the girl.

“Travellers who have come from far to Asland’s table”	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the girl.” expresses a doing meaning. In line with, “Travellers who have come from far to Asland’s table” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

43) “Madam” said Caspian

“Madam”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “Madam” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

44) “They have never tasted it,“ she said

“They have never tasted it,“	she	said
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “she” expresses a doing meaning. In line with, “They have never tasted it,“ (quoted) what is said directly by sayer, said (verbal process) is the process of saying, she (sayer) is one Participant involved in the act of saying.

45) “please,“ said Lucy

“please,“	said	Lucy
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “please,“ (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.

46) “Seven years ago,” said the girl

“Seven years ago,”	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the girl” expresses a doing meaning. In line with, “Seven years ago,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

47) and the second said “No, let us re-embark and sail for Narnia and the west it may be that Miraz is dead”

and	the second	said	“No, let us re-embark and sail for Narnia and the west it may be that Miraz is dead”
<b>Adjunct</b>	<b>Sayer</b>	<b>Verbal Process</b>	<b>Quoted</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the second” expresses a doing meaning. In line with, “No, let us re-embark and sail for Narnia and the west it may be that Miraz is dead” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the second (sayer) is one Participant involved in the act of saying, and (adjunct) is something joined or added to another thing but not essentially part of it.

48) “What is this knife of Stone,” asked Eustace

“What is this knife of Stone,”	asked	Eustace
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “asked” indicate as verbal process activity in which the sayer “Eustace” expresses a doing meaning. In line with, “What is this knife of Stone,” (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Eustace (sayer) is one Participant involved in the act of saying.

49) “Do none of you know it?” said the girl

“Do none of you know it?”	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the girl” expresses a doing meaning. In line with, “Do none of you know it?” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

50) “I- I think,” said Lucy

“I- I think,”	said	Lucy
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Lucy” expresses a doing meaning. In line with, “I- I think,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying.

51) "It was the same," said the girl

"It was the same,"	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "the girl" expresses a doing meaning. In line with, "It was the same," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

52) "Look here," he said

"Look here,"	he	said
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "he" expresses a doing meaning. In line with, "Look here," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying.

53) "You can't know," said the girl

"You can't know,"	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "the girl" expresses a doing meaning. In line with, "You can't know," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.



54) "Sire," he said to Caspian

"Sire,"	he	said	to Caspian
<b>Quoted</b>	<b>Sayer</b>	<b>Verbal Process</b>	<b>Receiver</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "said" indicate as verbal process activity in which the sayer "he" expresses a doing meaning. In line with, "Sire," (quoted) what is said directly by sayer, said (verbal process) is the process of saying, he (sayer) is one Participant involved in the act of saying, to Caspian (Receiver) is the person it is said to.

55) "Why is it called Aslan's table?" asked Lucy presently

"Why is it called Aslan's table?"	asked	Lucy	presently
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>	<b>Verbiage</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb "asked" indicate as verbal process activity in which the sayer "Lucy" expresses a doing meaning. In line with, "Sire," "Why is it called Aslan's table?" (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Lucy (sayer) is one Participant involved in the act of saying, presently (Verbiage) what is said.

56) "It is set here by his bidding" said the girls

"It is set here by his bidding"	said	the girls
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “asked” indicate as verbal process activity in which the sayer “the girls” expresses a doing meaning. In line with, “It is set here by his bidding” (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, the girls (sayer) is one Participant involved in the act of saying.

57) “But how does the food keep?” asked the practical Eustace

“But how does the food keep?”	asked	the practical	Eustace
<b>Quoted</b>	<b>Verbal Process</b>	<b>Verbiage</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “asked” indicate as verbal process activity in which the sayer “Eustace” expresses a doing meaning. In line with, “But how does the food keep?” (quoted) what is said directly by sayer, asked (verbal process) is the process of saying, Eustace (sayer) is one Participant involved in the act of saying, the practical (verbiage) what is said.

58) “it is eaten, and renewed, every day,” said the girl

“it is eaten, and renewed, every day,”	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the girl” expresses a doing meaning. In line with, “it is eaten, and renewed,

every day,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

59) “And what are we to do about the Sleepers?” asked Caspian

“And what are we to do about the Sleepers?”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “Caspian” expresses a doing meaning. In line with, “And what are we to do about the Sleepers?” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

60) “But here” said the girl

“But here”	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the girl” expresses a doing meaning. In line with, “But here” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

61) “Then” said Caspian

“Then”	said	Caspian
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the

sayer “Caspian” expresses a doing meaning. In line with, “Then” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, Caspian (sayer) is one Participant involved in the act of saying.

62) “My father will teach you that,” said the girl

“My father will teach you that,”	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “the girl” expresses a doing meaning. In line with, “My father will teach you that,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

63) “Your father” said everyone

“Your father”	said	everyone
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the sayer “everyone” expresses a doing meaning. In line with, “Your father” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, everyone (sayer) is one Participant involved in the act of saying.

64) “look,” said the girl

“look,”	said	the girl
<b>Quoted</b>	<b>Verbal Process</b>	<b>Sayer</b>

Based above analyzing the table, the transitivity of the clause categorized as verbal process, the verb “said” indicate as verbal process activity in which the

sayer “the girl” expresses a doing meaning. In line with, “look,” (quoted) what is said directly by sayer, said (verbal process) is the process of saying, the girl (sayer) is one Participant involved in the act of saying.

To sum up the explanation of the table above, the researcher found 64 processes and clauses in chapter 13 of novel the chronicle of Narnia 3. The Participant I found such as; *Lucy, Eustace, Several of the sailors, I, They, It, and Edmund, Drinian, Rhince, Reepicheep, Rynelf, the girl* and etc. The Process found such as; *asked, talked, said, called, spoken, talking,* and etc. The Receiver found such as; *to Caspian.* Verbiage found such as; *in a lower voice, in a whisper, presently,* and etc. Adjunct found such as; *which, but, what,* and etc.

## **2. Common of verbal processes in novel the Chronicle of Narnia “The Voyage of the Dawn Treader” by C. S. Lewis.**

From explanation of the verbal processes in novel the chronicle of Narnia 3 above, the researcher clarify the dominant of process found in novel as follows:

**Table 3**  
**The Dominant Process in Chapter 12**

No.	Processes	Totals
1.	said	27
2.	asked	4
3.	replied	2

Based on the table above, by seeing the total of the processes, the researcher found the dominant process in chapter 12 that is “said” because the word appear in 27 times used in this chapter.

**Table 4**  
**The Dominant Process in Chapter 13**

No.	Processes	Totals
1.	said	57
2.	asked	6
3.	called	1

Based on the table above, by seeing the total of the processes, the researcher found the dominant process in chapter 13 that is “said” because the word appear in 57 times used in this chapter.

In line with, by looking and seeing the table of the dominant process from chapter 12 and 13, the researcher found the dominant in both of chapters that is “said”, because it appear in 84 times used in this novel.

### **3. The Reason of Verbal Process used in Novel the Chronicle of Narnia “The Voyage of the Dawn Treader” by C. S. Lewis.**

Based on the dominant of the process above, based on M. K. Halliday’s theory of verbal process, the verbal process divided into three elements, such as; Sayer, process and verbiage. Generally, verbal process is process of saying, but saying included not only different modes of saying (asking, commanding, offering, stating) but also semiotic processes that are necessarily verbal (showing, indicating). Here some of reason why verbal process used in novel the voyage of the dawn treader as follows:

The first, novel is a narrative that imagining situation, character that represent life, and social reality. It may include the real place, people, and event. So, the verbal process as sayer found in this novel such as; *Caspian*, *Drinian*, *Lucy*, *Edmund*, *Sevent sailors*, *Reepicheep*, *Rynelf* and soon. Process

found such as; *said, called, speak, explain and replied*. Verbiage found such as; *in a very low voice, out loud, the Lord Rhoop* and soon. So, it showed to the reader that subject, verb, and object can be changed into the Sayer, Process and Verbiage.

The second, verbal process dominant found in this novel was “said” because, if we saw from the analyzed of the verbal process in chapter 12 and 13 in findings above it come from the human communicated between others, and also the process “said” in this novel used in direct speech. The word “said” is called as direct or indirect speech because it started from the first language that the author used in this novel and it cannot be changed.

Finally, to sumps up the explanation of the verbal process dominant found in novel the Chronicle of Narnia “The Voyage of the Dawn Treader”. The researcher found many process in this novel such as; *called, speak, said* and so on, but, there is the dominant process between them that is “said”. The word “said” is dominant process because it used to inform someone by using word. Also the word “said” it appear 84 times used in this novel.

## **B. Discussion**

By seeing the findings above, the experiential function structures gave contribution to see what was going on the text based on the context. In this research the data were found in novel the chronicle of Narnia “the Voyage of the Dawn Treader” in chapters twelve and thirteen. The clause in the chapter twelve was divided into 33 clauses, and in the chapter thirteen was divided into 64

clauses. So, the total numbers of the clauses were one hundred and four (97) clauses.

In line with, the researcher provided M. A. K. Halliday<sup>1</sup> theory maintains verbal process is the process of saying. In novel the Chronicle of Narnia showed that there are many verbal processes found. Here the researcher also discussed the result of this research and compared with another research that takes from review related findings, it is Sabiha Choura's<sup>2</sup> research by using theory of Eggins and M. A. K. Halliday and Matthiessen. They also define verbal processes as "processes of verbal action" or "clauses of saying). From explanation above the theory of M. A. K. Halliday provide that verbal process is "Process of saying."

The researcher found the similarity and differently with the previous research. The similarity between Sabiha Choura's research and my research that the theory used for the research was Halliday & Matthiessen. They defines that verbal process is process or clauses of saying. They include processes such as; say, report, explain, argue, talk and tell. In my research also provided M. A. K Halliday teory that mantains verbal process is process of saying.

The result also has differently with the previous research, based on the compared, the result from Sabiha Choura's research showed that the research title was Mathematical abstract, the processes used in the research are; Material, Mental, Relational and Verbal and the verbal process found in Sabiha Coura's research was 12 processes and in percentage is (1.8%). Based on my research, the tittle of the research was novel the chronicle of Narnia 3, the process used is

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<sup>1</sup>M. A. K. Halliday, *An Introduction to Functional Grammar*,...P.140

<sup>2</sup>Sabiha Choura, "Relational, Material, Mental and Verbal Processes, *In Mathematical Research Abstracts*,"...P.103



verbal process only, and the processes found in novel are 97 processes in two chapters also in my research there is the dominant of process. From explanation before, we have a different research such as the title, the process used and the process found in the research.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The conclusion of this research is drawn based on the data analysis, findings and discussion as the following:

1. Verbal process in novel the chronicle of Narnia 3

The researcher had found the verbal process in chapter 12 is 33 processes and in chapter 13 is 64 processes. The total of the process found in the novel are 97 processes.

2. Common of verbal process in novel the chronicle of Narnia

The process found in the chapter 12 and 13 such as; *called, said, talked, call, replied, explain, tell, talking, and spoken*. So that, from analyzing and looking the table in the findings above, the dominant process that found is “said” because the word of “said” is appear in 84 times and also usually used in the sentences of the novel.

#### B. Suggestion

Based on the conclusion stated above, the researcher proposes some suggestions to be taken as consideration, there are follows:

1. It is suggestion to the students of English Department should be to understand about discourse analysis especially Verbal process. It can help the students to improve their knowledge and more understand about the Sayer, Process, and Verbiage in a sentence.

2. The verbal process is study about process of saying that include into Sayer, Process, and Verbiage. So the reader are suggested to understand to realize related verbal process theories applied for study in order to accomplish and to avoid misunderstanding of verbal process usage.
3. For further research, the researcher hopes to researchers to be better if you want to analyze the same with this research. The researcher hopes that this research could be one of the references in studying about discourse analysis especially verbal process.

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Assalamu alaikum Wa Ws.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pembina judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tadris dan Ilmu Keperawatan IAIN Padangsidempitan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul berdasarkan hasil untuk mahasiswa dibawah ini dengan data sebagai berikut

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