

Narrative Texts in Indonesian ELT Textbooks: A Systemic Functional Analysis for Educational Purposes.

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ABSTRACT

This paper aims at examining social functions, schematic structure, transitivity, and modality in narrative texts in an English textbook published by the Indonesian government and used at the tenth grade English classes. Three narrative texts were found in the textbook and selected as samples. Hallidayan concepts of social functions, schematic structure, transitivity and modality were used as theoretical epistemological concepts and his lexico-grammatical analytical framework was used as a methodological procedure of data analysis. Clauses in the three texts (i.e., Issumboshi, The Legend of Malin Kundang, and Strong Wind) were coded by numbering them and analyzed in a series of systemic functional linguistic analyses: Theme-Rheme, process-type analysis, mood-residue analysis, and functional analysis. The texts display this schematic pattern: orientation[^]evaluation[^]compilcation[^]resolution. The absence of reorientation within the generic structure implies the written nature of the texts. The study also presents linguistic patterns in transitivity where particular process types were used in each schematic structure. The study also proves that, although narrated in written modes and declarative clauses were dominantly exploited, the time of event and the judgment of the narrating writers were static where temporal settings of the events were always in the past and the narrators' judgment of them remained high. These types of time and judgment enabled the narrators to convey socialization, education and entertainment functions of narrative texts and narration practices. Additionally, these analyses could exemplify an education model of systemic functional linguistic analysis and reduce currently common misconceptions in Indonesian ELT textbooks.

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**KATA
KUNCI**

teks naratif ,
generik struktur,
transitivitas,
modalitas,
fungsi sosial,

ABSTRAK

Studi ini bertujuan untuk mengkaji fungsi sosial, struktur skematik, transitivitas, dan modalitas dalam teks naratif dalam buku teks bahasa Inggris yang diterbitkan oleh pemerintah Indonesia dan digunakan di kelas bahasa Inggris kelas sepuluh. Tiga teks naratif ditemukan dalam buku teks dan dipilih sebagai sampel. Konsep Hallidayan tentang fungsi sosial, struktur skematis, transitivitas dan modalitas digunakan sebagai konsep epistemologis teoretis dan kerangka analisis leksiko-gramatikalnya digunakan sebagai prosedur metodologis analisis data. Klausa dalam tiga teks (yaitu, Issumboshi, The Legend of Malin Kundang, and Strong Wind) diberi kode dengan penomoran dan dianalisis dalam serangkaian analisis linguistik fungsional sistemik: Theme-Rheme, analisis tipe proses, analisis mood-residu, dan analisis fungsional. Teks menampilkan pola skematik ini: orientasi^evaluasi^kompilasi^resolusi. Tidak adanya reorientasi dalam struktur generik menyiratkan sifat tertulis dari teks. Studi ini juga menyajikan pola linguistik dalam transitivitas di mana jenis proses tertentu digunakan dalam setiap struktur skematik. Studi ini juga membuktikan bahwa, meskipun dinarasikan dalam mode tertulis dan klausa deklaratif dieksploitasi secara dominan, waktu peristiwa dan penilaian penulis narasi bersifat statis di mana pengaturan temporal peristiwa selalu di masa lalu dan penilaian narator tetap ada. tinggi. Jenis waktu dan penilaian ini memungkinkan narator untuk menyampaikan fungsi sosialisasi, pendidikan, dan hiburan dari teks naratif dan praktik narasi. Selain itu, analisis ini dapat mencontohkan model pendidikan analisis linguistik fungsional sistemik dan mengurangi kesalahpahaman umum saat ini dalam buku teks ELT Indonesia.

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Introduction

Humans are social beings who constantly interact and socialize. One way we engage with one another is through language. As languages are symbolically spoken, we will inevitably impact one another during symbolic social interactions (Aziz et al., 2019). Through language, harmony between humans and other people or groups is also established. Consequently, we produce meaning through our language acts through lexical choices, grammatical resources, and linguistic structures (Bloor & Bloor, 2004).

English has become an international language essential in several industries, including education, business, technology, and politics. The significance of English, Indonesian government requires English as a graduation requirement and as a subject taught in schools. Students must master four English skills: listening, speaking, reading,

and writing. Following the 2013 curriculum requirements, students are expected to be able to convey ideas verbally and in writing using acceptable rhetorical principles and procedures. The 2013 curriculum emphasizes the acquisition of written and spoken text-based English by comprehending social functions, text structures, and linguistic characteristics.

This modern era, there are many linguistic textbooks whose materials and use of language are easy to understand, making many people interested in learning linguistics. Learners must be given the right tools and settings to guide and facilitate learning. It simply implies that teaching offers students support and resources so they can study at their optimal pace (Nazaruddin et al., 2020). Textbooks are essential to the teaching and learning process. The material framework of the curriculum is delivered in large part through the use of textbooks. Textbooks can help pupils acquire knowledge and abilities (Thohir & Saputra, 2021).

In general, this strategy aims to highlight the variety of options available to language users and to convey their meaning through interaction. Nowadays, the teacher is the center of learning and a source of knowledge for students. Without a teacher's presence, students have no learning process (Diliyanti et al., 2020). Teachers are responsible for the achievement of students in the curriculum. That requires teachers to know students' character and find the proper teaching method so that teachers can determine which Textbook is best to give to their students. Teachers must be able to use information and technology as well as possible. The teacher serves as the learning hub and a source of information for students. Without a teacher's presence, students have no learning process (Thohir et al., 2021).

This study aims to evaluating the narrative texts in the English textbook of the tenth grade of senior high school. There are three aspects of social functions, generic structure, and language features. Theme – rheme analysis, transitivity analysis, modality analysis, and social functions analysis in narrative texts titled "Issumboshi," "The Legend of Malin Kundang," and "Strong Wind" in The English Textbook, which is it consists of 224 pages. Prof. Utami Widiati, M.A, Ph.D., Prof. Dr. Zuliati Rohma, M.Pd., and Dr. Furaida, M.A wrote the English Textbook. The English Textbook was reviewed by Helena Indyah Ratna Agustien, M.A., Ph.D., Prof. Emi Emilia, M.Ed., Ph.D., and Dr. Raden Safrina, M.A. This Textbook is a correct or standard English Textbook that teachers of English follow and published in 2016. Hallidayan concepts of social functions, schematic structure, transitivity, and modality were used as theoretical, epistemological concepts, and his lexico-grammatical analytical framework was used as a methodological data analysis procedure.

Method

Research design

This study used the qualitative method because it did not use statistical testing in its analysis. The goal of this study, which employs qualitative methodologies, is to thoroughly explain a phenomenon by gathering the most in-depth data, demonstrating the significance of the depth and complexity of the material being studied. This study did not only qualitative method but also needed a quantitative method because there is little about counting. The researcher needed to see a type of process and a type of mood. The

researcher used a quantitative method to count in terms of several Theme and rheme, dominant process, and dominant mood types.

Source of Data

The source of data in this research used the narrative texts in the English textbook of the tenth grade of senior high school titled "Issumboshi," "The Legend of Malin Kundang," and "Strong Wind" in English Textbook which is it consists of 224 pages. Prof. Utami Widiati, M.A, Ph.D., Prof. Dr. Zuliati Rohma, M.Pd., and Dr. Furaida, M.A wrote the English Textbook. The English Textbook was reviewed by Helena Indyah Ratna Agustien, M.A., Ph.D., Prof. Emi Emilia, M.Ed., Ph.D., and Dr. Raden Safrina, M.A. This book was published in 2016. Publishing Provider Center for Curriculum and Books, Balitbang, Ministry of Education, Culture, Research, and Technology.

The English textbook of senior high school of the tenth grade was chosen for several reasons. Based on observation and survey, this book was the most popular one. It was discovered through interviews with five teachers in Lombok that those were the textbooks that senior high school teachers utilized the most frequently. As a result, after being used for a period, it was necessary to evaluate the English textbook's worth.

Techniques of Data Collection

The researcher collected the data from narrative texts from the English textbook of the tenth grade of senior high school by copying the narrative texts and numbering the clauses. Those number clauses are analyzed into theme and rheme, transitivity, modality, and social function. Prof. Utami Widiati, M.A, Ph.D., Prof. Dr. Zuliati Rohma, M.Pd., and Dr. Furaida, M.A wrote the English textbook. The English textbook was reviewed by Helena Indyah Ratna Agustien, M.A., Ph.D., Prof. Emi Emilia, M.Ed., Ph.D., and Dr. Raden Safrina, M.A. This book was published in 2016

The Techniques of Data Analysis

The researcher used a clause to classify and analyze the data in Halliday's Theory of Systemic Functional Linguistics (SFL). This study used the fourth step to describe the schematic structure, transitivity, modality, and social function shown in the narrative texts in the English textbook of the tenth grade of senior high school. The procedures for analyzing the data are as follows:

- I. Theme – Rheme Analysis:
 1. Coding all the clauses in the narrative three texts.
 2. Analyzing the theme and the rheme in the clauses into topical, interpersonal, and textual themes.
 3. Determining the dominant themes and rhemes.
 4. Defining the generic structures of the texts.
- II. Transitivity Analysis:
 1. Identifying participants and process in the three texts.
 2. Finding the dominant participants and process in the four texts.
- III. Modality Analysis:
 1. Finding the mood structure of clause by identifying subject and finite.
 2. Identifying the time and speaker judgement in the mood structure.

3. Generalizing the mood and modality structures by identifying dominant mood types.

IV. Social Functions Analysis:

1. Identifying the goal and social functions in the three texts.

Results

Research Findings

The English textbook of the tenth grade of senior high school contained three narrative texts. The first narrative text (A), "Issumboshi," consists of 89 clauses. This text is a fairy tale about a man with a small body the size of a finger in chapter 12 on page 157 in reading comprehension adapted from Japanese, 1987. The second narrative text (B), titled "The Legend of Malin Kundang," consists of 49 clauses. This text is folklore about a man who was disobedient to his mother and was cursed to turn to stone in chapter 13 on page 171 in reading comprehension and adapted from West Sumatra, Indonesia. The third narrative text (C), titled "Strong Wind," consists of 77 clauses. This text is folklore about a man who possessed extraordinary strength and could make himself invisible. His sister and his wife could see her, but no one else could in chapter 14 on page 183 in reading comprehension and adapted from America.

There were steps to gain the data. First, the researcher downloaded the e-book of English textbook of the tenth grade of senior high school in Google and chose the pdf type in <http://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Kelas-X>. Second, the researcher copied the narrative of three texts from the e-book. Third, the researcher pasted three narrative texts to Microsoft word. Fourth, the researcher numbered all the clauses in the three texts in appendix 1 for text A, appendix 2 for text B, and appendix 3 for text C. Fifth, the researcher analyzed all the clauses in the narrative three texts into Theme – Rheme Analysis in appendix 4 for text A, appendix 5 for text B, and appendix 6 for text C. Transitivity Analysis in appendix 7 for text A, appendix 8 for text B, and appendix 9 for text C, Mood Modality Analysis in appendix 10 for text A, appendix 11 for text B, and appendix 12 for text C, and Social Functions Analysis. The data were analyzed using theories based on Functional English Grammar.

1. Schematic structure

In order to establish findings on the schematic structure, Theme-rheme analysis of each text is presented below and generalization on the generic structure is display at end of the section.

Text A

Text A has 89 clauses. After Theme-rheme analysis in appendix 4, the researcher found that in the orientation section, marked topical theme found in code *A1a Once upon a time*. The evaluation section, an unmarked topical theme was found in code *A2. They lived in a small house near the village forest*. The complication section, marked topical theme found in code *A4 One day*. The resolution section, marked textual theme found in code *A55 And then*. The researcher also found a schematic structure in text A. There is orientation^evaluation^complication^resolution. The orientation is in clause numbers A. 1a. , A. 1b. The evaluation is in clause numbers A. 2, A. 3. The complication is in clause numbers A. 4, A. 5a, A. 5b, A. 5, A. 6 A. 7, A. 8a, A. 8b, A. 9a, A. 9b, A. 10a, A. 10b, A. 11, A. 12a, A. 13, A. 14a, A. 14b, A. 15, A. 16a, A. 16b, A. 18a, A. 18b, A. 19, A. 20a A. 20, A 21a, A. 21b, A. 22, A. 23, A. 24, A. 25, A. 26, A. 27, A. 28, A. 29a, A. 29b, A. 30, A. 31, A. 32. , A. 33a, A. 33b, A. 34a, A. 34b, A. 35, A. 36a, A. 36b, A. 37, A. 38, A. 39a., A. 39b, A. 40, A. 35, A. 36a, A. 36b, A. 37, A. 38, A. 39a, A. 39b, A. 40, A. 42a, A. 42a, A 42c, A. 43a, A. 43b, A. 44a, A. 44b, A45a, A. 45b, A. 46, A. 47a, A. 47b, A. 47c, A. 48,

A. 49a, A. 49b, A. 50, A. 51, A. 52, A. 53a, A. 53b, A. 53c, A. 54a, A. 54b. The resolution is in clause numbers A. 55, A. 56, A. 57a, A. 57b, A. 58a, A. 58b, A. 59.

Text B

Text B has 49 clauses. After theme-rheme analysis in appendix 5, the researcher found that the orientation section, a marked topical theme was found in code *B1 A long time ago*. The evaluation section, an unmarked topical theme was found in code *B2a Malin Kundang, and his mother had to live hard*. The complication section, marked topical theme found in code *B6 One day*. The resolution section, marked textual theme found in code *B24a Finally*. The researcher also found a schematic structure in text B. There is orientation^evaluation^complication^ resolution. The orientation is in clause number B. 1. The evaluation is in clause numbers B. 2a, B. 2b, B. 2c, B. 3, B. 4B. 5b. The complication is in clause numbers B. 5b, B6a, B. 6b, B. 7, B. 8, B. 9, B. 10, B.11, B. 12a, B. 12b, B. 13, B. 14, B. 15a, B. 15b, B. 16, B. 17a, B. 17b, B. 18a, B. 18b, B. 19, B. 20, B. 20c, B. 20d, B. 21a, B. 21b, B. 21c, B. 22a, B. 22b, B. B. ,.23b, B. 23c, B. 23d. The resolution is in clause numbers B. 24a, B.24b, B. 24c, B. 25a, B. 25b, B. 26a, B. 26b, B. 27, B. 28a, B. 28b, B. 29.

Text C

Text C has 77 clauses. After theme-rheme analysis in appendix 6, the researcher found that the orientation section, the marked topical theme was found in code *C1Once*. The evaluation section, an unmarked topical theme was found in code *C2. He lived with his sister in a tent by the sea*. The marked topical theme in code *C6 Many Women*, is found in the complication section. The resolution section, marked textual theme found in the code *C49a Ever since that day*. The researcher also found a schematic structure in text B. There is orientation^evaluation^complication^ resolution. The orientation is in clause number C. 1. The evaluation is in clause numbers C. 2, C. 3, C. 4a, C. 4b, C. 5a, C.5b, C. 5c, C. 5d. The complication is in clause numbers C. 6, C. 7, C. 8, C. 9, C. 10, C. 11a, C. 11b, C. 11c, C. 12, C. 13a, C. 13b, C. 14, C. 15a, C. 15b, C. 15c, C. 16a, C. 16b, C. 17a, C. 17b, C. 18a, , C. 18b, C. 19, C. 20aC. 20b, C. 21, C. 22, C. 23, C. 24, C. 25a, C. 25b, C. 25c, C. 26a, C. 26b, C. 27, C. 28a, C. 28b, C 29a, C. 29b, C. 30a, C. 30b, C. 31, C. 32, C. 33, C. 34, C. 35a, C. 35b, C. 36, C. 37, C. 38, C. 39, C. 40, C. 41a, C. 41b, C. 42a, C. 42b, C. 43, C. 44a, C. 44b, C. 45, C. 46, C. 47a, C. 47b, C. 48a, C. 48b. The resolution is in clause numbers C. 49a, C. 49b, C. 49c, C. 49d.

In conclusion, based on theme-rheme analysis, the researcher found that three narrative texts have similar patterns. The orientation was marked as a topical theme. The evaluation was the unmarked topical theme. The complication was marked textual theme or marked topical theme. The resolution was marked textual theme. The reorientation was not found. The researcher also found that after analysis theme-rheme analysis, the researcher found a schematic structure. Narrative three texts have a similar schematic structure:

orientation^evaluation^complication^resolution. The reorientation was not found in the three narrative texts because the texts are in written form. The schematic structure is shown in Figure 4.1.

Figure 4.1 Schematic structure theme-rheme text A, text B, and text C

Text A	Text B	Text C	Generic Structure
A. 1a. , A. 1b	B. 1	C. 1	Orientation
A. 2, A. 3	B. 2a, B. 2b, B. 2c, B. 3, B. 4B. 5b	C. 2, C. 3, C. 4a, C. 4b, C. 5a, C.5b, C. 5c, C. 5d	Evaluation
A. 4, A. 5a, A. 5b, A. 5, A. 6 A. 7, A. 8a, A. 8b, A. 9a, A. 9b, A. 10a, A. 10b, A. 11, A. 12a, A. 13, A. 14a, A. 14b, A. 15, A. 16a, A. 16b, A. 18a, A. 18b, A. 19, A. 20a A. 20, A 21a, A. 21b, A. 22, A. 23. , A. 24. , A. 25. A. 26, A. 27. , A. 28, A. 29a, A. 29bA. 30 , A. 31, A. 32. , A. 33a, A. 33b, A34a, A. 34bA. 35, A. 36aA. 36b, A. 37, A. 38, A. 39a., A. 39b, A. 40A. 35, A. 36aA. 36b, A. 37A. 38A. 39a, A. 39b, A. 40AA. 42a, A. 42A. 42c, A. 43a, A. 43bA. 44a, A. 44b. A45a, A. 45b, A. 46, A. 47a, A. 47b, A. 47c, A. 48, A. 49a, A. 49b, A. 50, A. 51, A. 52, A. 53a, A. 53b, A. 53c, A. 54a, A. 54b	B. 5b, B6a, B. 6b, B. 7, B. 8, B. 9, B. 10, B.11, B. 12a, B. 12b, B. 13, B. 14, B. 15a, B. 15b, B. 16, B. 17a, B. 17b, B. 18a, B. 18b, B. 19, B. 20, B. 20c, B. 20d, B. 21a, B. 21b, B. 21c, B. 22a, B. 22b, B. B, .23b, B. 23c, B. 23d	C. 6, C. 7, C. 8, C. 9, C. 10, C. 11a, C. 11b, C. 11c, C. 12, C. 13a, C. 13b, C. 14, C. 15a, C. 15b, C. 15c, C. 16a, C. 16b, C. 17a, C. 17b, C. 18a. , C. 18b, C. 19, C. 20aC. 20b, C. 21, C. 22, C. 23, C. 24, C. 25a, C. 25b, C. 25c, C. 26a, C. 26b, C. 27, C. 28a, C. 28b, C 29a, C. 29b, C. 30a, C. 30b, C. 31, C. 32, C. 33, C. 34, C. 35a, C. 35b, C. 36, C. 37, C. 38, C. 39, C. 40, C. 41a, C. 41b, C. 42a, C. 42b, C. 43, C. 44a, C. 44b, C. 45, C. 46, C. 47a, C. 47b, C. 48a, C. 48b	Complication
A. 55, A. 56, A. 57a, A. 57b, A. 58a, A. 58b, A. 59	B. 24a, B.24b, B. 24c, B. 25a, B. 25b, B. 26a, B. 26b, B. 27, B. 28a, B. 28b, B. 29	C. 49a, C. 49b, C. 49c, C. 49d	Resolution
None	None	None	Reorientation

2. Transitivity

In order to illustrate dominant process types as language features of each text, transitivity analysis of each is presented below before general patterns can be concluded as the end of the presentation.

Text A

Text A has 89 clauses. After transitivity analysis in appendix 7, the researcher found that orientation used an existential process. The orientation is in clause numbers A. 1a. , A. 1b. The dominant process in this section is an existential process. The evaluation used a relational process. The evaluation is in clause numbers A. 2, A. 3. The dominant process in this section is relational. The complication used verbal process. The complication is in clause numbers A. 4, A. 5a, A. 5b, A. 5, A. 6 A. 7, A. 8a, A. 8b, A. 9a, A. 9b, A. 10a, A. 10b, A. 11, A. 12a, A. 13, A. 14a, A. 14b, A. 15, A. 16a, A. 16b, A. 18a, A. 18b, A. 19, A. 20a A. 20, A 21a, A. 21b, A. 22, A. 23. , A. 24. , A. 25. A. 26, A. 27. , A. 28, A. 29a, A. 29b, A. 30, A. 31, A. 32, A. 33a, A. 33b, A34a, A. 34b, A. 35, A. 36a, A. 36b, A. 37, A. 38, A. 39a,, A. 39b, A. 40, A. 35, A. 36a, A. 36b, A. 37A, 38A. 39a, A. 39b, A. 40, A. 42a, A. 42, A. 42c, A. 43a, A. 43b, A. 44a, A. 44b, A45a, A. 45b, A. 46, A. 47a, A. 47b, A. 47c, A. 48, A. 49a, A. 49b, A. 50, A. 51, A. 52, A. 53a, A. 53b, A. 53c, A. 54a, A. 54b. The dominant process in this section is a material process. The resolution used a behavioral process. The resolution is in clause numbers A. 55, A. 56, A. 57a, A. 57b, A. 58a, A. 58b, A. 59. The dominant process in this section is a behavioral process

Text B

Text B has 49 clauses. After transitivity analysis in appendix 8, the researcher found that the orientation used an existential process. The orientation is in clause number B. 1. The dominant process is an existential process. The evaluation used a relational process. The evaluation is in clause numbers B. 2a, B. 2b, B. 2c, B. 3, B. 4B. 5b. The dominant process is a relational process. The complication used mental processes. The complication is in clause numbers B. 5b, B6a, B. 6b, B. 7, B. 8, B. 9, B. 10, B.11, B. 12a, B. 12b, B. 13, B. 14, B. 15a, B. 15b, B. 16, B. 17a, B. 17b, B. 18a, B. 18b, B. 19, B. 20, B. 20c, B. 20d, B. 21a, B. 21b, B. 21c, B. 22a, B. 22b, B. B. ,23b, B. 23c, B. 23d. And the dominant process is a verbal process. The resolution used a behavioral process. The resolution is in clause numbers B. 24a, B.24b, B. 24c, B. 25a, B. 25b, B. 26a, B. 26b, B. 27, B. 28a, B. 28b, B. 29. The dominant process is a behavioral process.

Text C

Text C has 77 clauses. After transitivity analysis in appendix 9, the researcher found that the orientation used an existential process. The orientation is in clause number C. 1. The dominant process is an existential process. The evaluation used a relational process. The evaluation is in clause numbers C. 2, C. 3, C. 4a, C. 4b, C. 5a, C.5b, C. 5c, C. 5d. The dominant process is relational. The complication used mental processes. The complication is in clause numbers C. 6, C. 7, C. 8, C. 9, C. 10, C. 11a, C. 11b, C. 11c, C. 12, C. 13a, C. 13b, C. 14, C. 15a, C. 15b, C. 15c, C. 16a, C. 16b, C. 17a, C. 17b, C. 18a. , C. 18b, C. 19, C. 20aC. 20b, C. 21, C. 22, C. 23, C. 24, C. 25a, C. 25b, C. 25c, C. 26a, C. 26b, C. 27, C. 28a, C. 28b, C 29a, C. 29b, C. 30a, C. 30b, C. 31, C. 32, C. 33, C. 34, C. 35a, C. 35b, C. 36, C. 37, C. 38, C. 39, C. 40, C. 41a, C. 41b, C. 42a, C. 42b, C. 43, C. 44a, C. 44b, C. 45, C. 46, C. 47a, C. 47b, C. 48a, C. 48b. The dominant process is relational. The resolution used a behavioral process. The resolution is in clause numbers C. 49a, C. 49b, C. 49c, C. 49d. The dominant process is behavioral.

In conclusion, based on transitivity analysis, the researcher found that three narrative texts have patterns in language features. To show changes in the generic structure section the author uses the existential process for the orientation. The author uses the relational process for evaluation. The author uses the verbal process and the mental process

for complications. The author uses the behavioral process for resolution. The dominant process used in the three narrative texts: The orientation is the existential process. The valuation is a relational process. The complications are material process, the verbal processes, and the relational processes. The schematic structure of transitivity is shown in Figure 4.2 and the dominant transitivity types are summarized in Table 4.1

Figure 4.2 Schematic structure transitivity text A, text B, and text C

Generic structure	Text A	Text B	Text C
Orientation	Existential	Existential	Existential
Evaluation	Relational	Relational	Relational
Complication	Verbal	Mental	Mental
Resolution	Behavioral	Behavioral	Behavioral
Reorientation	None	None	None

Thus, the orientation is materialized in existential processes, the evaluation in relational processes, the complication in verbal or mental processes, and the resolution in behavioral processes. The reorientation is optional. There is no need for transitivity at all.

Table 4.1 dominant process transitivity text A, text B, and text C

Generic structure	Text A	Text B	Text C
Orientation	Existential: 50% Relational: 50%	Existential: 100%	Existential: 100%
Evaluation	Relational: 50% Verbal: 50%	Relational: 100%	Relational: 75% Verbal P:12,5% Mental P: 12,5%
Complication	Material: 39,7% Verbal: 25,6% Relational: 14,1% Mental: 12,8% Behavioral: 3,9% Existential: 3,9%	Relational: 34,5% Verbal P: 24,2% Material P: 17,2% Mental P: 17,2% Behavioral P: 6,9%	Relational: 26,6% Verbal P: 23,4% Material P: 18,7% Behavioral P: 17,2% Mental P: 14,1%
Resolution	Behavioral: 57,1% Material P: 28,6% Verbal P: 14,3%	Behavioral: 36,4% Relational P: 36,4% Material P: 27,2%	Behavioral : 50% Relational P: 25% Mental P: 25%
Reorientation	None	None	None

Thus, the orientation is materialized in existential processes, the evaluation in relational processes, the complication in material or relational processes, and the resolution in behavioral processes. The reorientation is optional. There is no need for transitivity at all.

3 Modality

In order to illustrate dominant mode, mood, and modality of each text, mood modality analysis of each text is represented below before general patterns can be concluded as the end of the presentation.

Text A

Text A has 89 clauses. After mood modality analysis in appendix 10, the researcher found that the orientation is in clause numbers A. 1a. , A. 1b. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The evaluation is in clause numbers A. 2, A. 3. The mode is written. The mood is S^F

(declarative). The modality: time used past, and speaker judgement used high. The complication is in clause numbers A. 4, A. 5a, A. 5b, A. 5, A. 6 A. 7, A. 8a, A. 8b, A. 9a, A. 9b, A. 10a, A. 10b, A. 11, A. 12a, A. 13, A. 14a, A. 14b, A. 15, A. 16a, A. 16b, A. 18a, A. 18b, A. 19, A. 20a A. 20, A 21a, A. 21b, A. 22, A. 23. , A. 24. , A. 25. A. 26, A. 27. , A. 28, A. 29a, A. 29b, A. 30, A. 31, A. 32, A. 33a, A. 33b, A34a, A. 34b, A. 35, A. 36a, A. 36b, A. 37, A. 38, A. 39a, A. 39b, A. 40, A. 35, A. 36a, A. 36b, A. 37, A. 38, A. 39a, A. 39b, A. 40, A. 42a, A. 42A, 42c, A. 43a, A. 43b, A. 44a, A. 44b, A45a, A. 45b, A. 46, A. 47a, A. 47b, A. 47c, A. 48, A. 49a, A. 49b, A. 50, A. 51, A. 52, A. 53a, A. 53b, A. 53c, A. 54a, A. 54b. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The resolution is in clause numbers A. 55, A. 56, A. 57a, A. 57b, A. 58a, A. 58b, A. 59. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high.

Text B

Text B has 49 clauses. After mood modality analysis in appendix 11, the researcher found that the orientation is in clause number B. 1. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The evaluation is in clause numbers B. 2a, B. 2b, B. 2c, B. 3, B. 4B. 5b. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The complication is in clause numbers B. 5b, B6a, B. 6b, B. 7, B. 8, B. 9, B. 10, B.11, B. 12a, B. 12b, B. 13, B. 14, B. 15a, B. 15b, B. 16, B. 17a, B. 17b, B. 18a, B. 18b, B. 19, B. 20, B. 20c, B. 20d, B. 21a, B. 21b, B. 21c, B. 22a, B. 22b, B. B. ,23b, B. 23c, B. 23d. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The resolution is in clause numbers B. 24a, B.24b, B. 24c, B. 25a, B. 25b, B. 26a, B. 26b, B. 27, B. 28a, B. 28b, B. 29. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high

Text C

Text C has 77 clauses. After mood modality analysis in appendix 12, the researcher found that the orientation is in clause number C. 1. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The evaluation is in clause numbers C. 2, C. 3, C. 4a, C. 4b, C. 5a, C.5b, C. 5c, C. 5d. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The complication is in clause numbers C. 6, C. 7, C. 8, C. 9, C. 10, C. 11a, C. 11b, C. 11c, C. 12, C. 13a, C. 13b, C. 14, C. 15a, C. 15b, C. 15c, C. 16a, C. 16b, C. 17a, C. 17b, C. 18a. , C. 18b, C. 19, C. 20aC. 20b, C. 21, C. 22, C. 23, C. 24, C. 25a, C. 25b, C. 25c, C. 26a, C. 26b, C. 27, C. 28a, C. 28b, C 29a, C. 29b, C. 30a, C. 30b, C. 31, C. 32, C. 33, C. 34, C. 35a, C. 35b, C. 36, C. 37, C. 38, C. 39, C. 40, C. 41a, C. 41b, C. 42a, C. 42b, C. 43, C. 44a, C. 44b, C. 45, C. 46, C. 47a, C. 47b, C. 48a, C. 48b. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high. The resolution is in clause numbers C. 49a, C. 49b, C. 49c, C. 49d. The mode is written. The mood is S^F (declarative). The modality: time used past, and speaker judgement used high.

In conclusion, based on mood modality analysis, the researcher found that three narrative texts have similar patterns. The orientattion used mode written, mood S^F (declarative), and modality: time past and speaker judgement high. The evaluation used mode written, mood S^F (declarative), and modality: time past and speaker judgement high. The complication used mode written, mood S^F (declarative), and modality: time past and speaker judgement high. The resolution mode used written, mood S^F

(declarative), and modality: time past and speaker judgement high. The dominant mood relational pattern is shown in Table 4.2.

Table 4.2 dominant mood relational pattern text A, text B, and text C

Generic structure	Text A	Text B	Text C
Orientation	Declarative: 100%	Declarative: 100%	Declarative: 100%
	Interrogative: 0%	Interrogative: 0%	Interrogative: 0%
	Imperative: 0%	Imperative: 0%	Imperative: 0%
Evaluation	Declarative: 100%	Declarative: 100%	Declarative: 100%
	Interrogative: 0%	Interrogative: 0%	Interrogative: 0%
	Imperative: 0%	Imperative: 0%	Imperative: 0%
Complication	Declarative: 96,1%	Declarative: 100%	Declarative: 93,7%
	Interrogative: 1,3%	Interrogative: 0%	Interrogative: 6,3%
	Imperative: 2,6%	Imperative: 0%	Imperative: 0%
Resolution	Declarative: 100%	Declarative: 100%	Declarative: 100%
	Interrogative: 0%	Interrogative: 0%	Interrogative: 0%
	Imperative: 0%	Imperative: 0%	Imperative: 0%
Reorientation	None	None	None

Thus, the orientation is materialized in declarative. The evaluation is realized in declarative. The complication is represented in declarative. The resolution is construed in declarative. The reorientation does not exist in texts.

Table 4.3 dominant modality time text A, text B, and text C

Generic structure	Text A	Text B	Text C
Orientation	Past: 100%	Past: 100%	Past: 100%
	Present: 0%	Present: 0%	Present: 0%
	Future: 0%	Future: 0%	Future: 0%
Evaluation	Past: 100%	Past: 85,7%	Past: 100%
	Present: 0%	Present: 14, 3%	Present: 0%
	Future: 0%	Future: 0%	Future: 0%
Complication	Past: 62,8%	Past: 83,3%	Past: 78,1%
	Present: 37,2%	Present: 16,7%	Present: 21,9%
	Future: 0%	Future: 0%	Future: 0%
Resolution	Past: 100%	Past: 72,7%	Past: 0%
	Present: 0%	Present: 27,7%	Present: 100%
	Future: 0%	Future: 0%	Future: 0%
Reorientation	None	None	None

Thus, the orientation is materialized in past. The evaluation is represented in past. The complication is realized in past. The resolution is construed in past. There is no reorientation in texts.

Table 4.4 dominant modality speak judgment text A, text B, and text C

Generic structure	Text A	Text B	Text C
Orientation	High: 100%	High: 100%	High: 100%
	Medium: 0%	Medium: 0%	Medium: 0%
	Low: 0%	Low: 0%	Low: 0%
Evaluation	High: 100%	High: 85,7%	High: 100%
	Medium: 0%	Medium: 14, 3%	Medium: 0%
	Low: 0%	Low: 0%	Low: 0%
Complication	High: 88,5%	High: 100%	High: 95,3%
	Medium: 11,5%	Medium: 0%	Medium: 4,7%
	Low: 11,5%	Low: 0%	Low: 0%
Resolution	High: 100%	High: 90,9%	High: 100%
	Medium: 0%	Medium: 9,1%	Medium: 0%
	Low: 0%	Low: 0%	Low: 0%
Reorientation	None	None	None

Thus, the orientation is materialized in high. The evaluation is constructed in high. The complication is represented in high. The resolution is realized in high. The reorientation is not present in texts.

4 Social functions

The researcher found that there are three social functions in this study: socialization purpose, education purpose, and entertainment purpose.

4.1 Socialization purpose

In the generic structure there is the orientation. The orientation is marked topical theme in clause numbers A1a and A1b. This section the author wants to convey to the reader that the author wants to tell a story. The reader understands that clauses A1a and A1b are part of the orientation of the story. This understanding can be seen from the author telling the story and the reader enjoying the story. The writer uses unmarked topical theme to explain the character's background. Transitivity, the orientation begins with an existential process. This is because the author wants to inform that a story that did not exist before has become available. The evaluation uses relational process. This is because the writer evaluates and describes the characters in the story so that the writer uses process relational. The complication can be seen from not only the complicated content of the story but also the complicated in Theme rheme, transitivity type process, and mood modality.

4.2 Education purpose

Lexical description of the character is realized linguistically in theme-rheme, transitivity, and modality. The moral value of text A is consistency and don't judge people by the cover. Theme rheme analysis, the Theme is displayed by changing the theme to a marked textual theme. The transitivity is indicated by the process variations which are not just one type. The mood modality is indicated by not only being declarative but also being interrogative and imperative. The main character applies moral values so that the pattern in the relational mood changes. The moral value of Text B is respect your parents until the end of your life. Theme rheme analysis, the Theme is materialized by changing the theme to a marked textual theme. The transitivity is indicated by the process variations which are not just one type. The mood modality is indicated by only being declarative. The main character does not apply moral values so that the pattern in the relational mood does not change. The moral value of Text C is what we sow is what we will reap. Theme rheme analysis, the theme is displayed by changing the theme to a marked topical theme. The transitivity is indicated by the process variations which are not just one type. The mood modality is indicated by not only being declarative but also being interrogative. The main character applies moral values so that the pattern in the relational mood changes. There are variations in complications due to complications. Besides being explicitly in the story about the moral message, there is also something that is not realized implicitly. This is a reflection of the linguistic realization

4.3 Entertainment purpose

The main character is *issumboshi*. The clause numbers A. 8a, A. 8b, A. 9a, A. 9b, A. 10a, A. 10b, A. 11, A. 12a, A. 13, A. 14a, A. 14b, A. 15, A. 16a, A. 16b, A. 18a, A. 18b, A. 19, A. 20a, A. 20, A. 21a, A. 21b, A. 22, A. 23, A. 24, A. 25, A. 26, A. 27, A. 28, A. 29a, A. 29b, A. 30, A. 31, A. 32, A. 33a, A. 33b, A. 34a, A. 34b, A. 35, A. 36a, A. 36b,

A. 37, A. 38, A. 39a,, A. 39b, A. 40, A. 35, A. 36a, A. 36b, A. 37, A. 38, A. 39a, A. 39b, A. 40, A. 42a, A. 42, A. 42c, A. 43a, A. 43b, A. 44a, A. 44b, A45a, A. 45b, A. 46, A. 47a, A. 47b, A. 47c, A. 48, A. 49a, A. 49b, A. 50, A. 51, A. 52, A. 53a, A. 53b, A. 53c, A. 54a, A. 54b Issumboshi experienced grief. But ahead of the resolution section on the clause numbers A. 55, A. 56, A. 57a, A. 57b, A. 58a, A. 58b, A. 59 Issumboshi was happy and when good people get happiness. This can amuse the readers.

The main character is Malin kundang. The clause numbers B.11, B. 12a, B. 12b, B. 13, B. 14, B. 15a, B. 15b, B. 16, B. 17a, B. 17b, B. 18a, B. 18b, B. 19, B. 20, B. 20c, B. 20d, B. 21a, B. 21b, B. 21c, B. 22a, B. 22b, B. B. ,23b, B. 23c, B. 23d Malin kundang was happy by being a disobedient child. But ahead of the resolution section on the clause numbers B. 24a, B.24b, B. 24c, B. 25a, B. 25b, B. 26a, B. 26b, B. 27, B. 28a, B. 28b, B. 29 Malin Kundang experienced sadness. The suffering experienced by bad people is entertainment for the reader.

The main character is strong wind. The clause numbers C. 6, C. 7, C. 8, C. 9, C. 10, C. 11a, C. 11b, C. 11c, C. 12, C. 13a, C. 13b, C. 14, C. 15a, C. 15b, C. 15c, C. 16a, C. 16b, C. 17a, C. 17b, C. 18a. , C. 18b, C. 19, C. 20aC. 20b, C. 21, C. 22, C. 23, C. 24, C. 25a, C. 25b, C. 25c, C. 26a, C. 26b, C. 27, C. 28a, C. 28b, C 29a, C. 29b, C. 30a, C. 30b, C. 31, C. 32, C. 33, C. 34, C. 35a, C. 35b, C. 36, C. 37, C. 38, C. 39, C. 40, C. 41a, C. 41b, C. 42a, C. 42b, C. 43, C. 44a, C. 44b, C. 45, C. 46 The process of finding the right person, Strong Wind has been lied to a lot. But ahead of the resolution section on the clause numbers C. 47a, C. 47b, C. 48a, C. 48b, C. 49a, C. 49b, C. 49c, C. 49d Strong finally found happiness after going through various processes. This will be entertainment for story connoisseurs.

Discussion

4.2. 1 Schematic structure

This study shows that in narrative texts, there is a Theme-rheme pattern. The orientation is marked topical theme. The evaluation is an Unmarked topical theme. The complication is marked textual theme or marked topical theme. The resolution is marked textual theme. After looking at the schematic structure in figure 4.1, a pattern was found, namely orientation^evaluation^complication^ resolution. Three texts are written. There is no reorientation.

The other journal by Mulyaningsih (2019), entitled “An Analysis of Students’ Ability in Writing Narrative Texts” shows that four out of six Narrative texts have fulfilled the schematic structure criteria, namely Orientation, Complication, and Resolution. These findings were similar to what is taught in the Class X High School English Textbook.

The similarities between the two studies are the followings. First, how is the form of narrative which can be categorized as good narrative text. Second, the researcher used a schematic structure to find a generic structure in narrative text.

The difference between this research and Mulyaningsih's research is the following. Mulyaningsih's research shows that the generic structure of a narrative text is orientation, complication, and resolution. However, there is no evaluation and reorientation section. There is a reorientation section by looking at the narrative form. The narrative text is written. There is no reorientation in the text, but if the text is oral, there must be a reorientation section. The implementation of the research did not analyze the clauses one by one, the patterns and relationships between the clauses were unclear. For example, in

this study, the orientation is determined, but which clause is not explained, and there is no explanation why the clause is said to be the orientation.

4.2. 2 Transitivity

This study shows that in narrative texts, there is a language features pattern in transitivity analysis. The orientation starts with an existential process. The dominant process is existential. The evaluation begins with relational. The dominant process is relational. The complication starts with verbal or mental. The dominant process is material or relational. The resolution starts with the dominant behavioral. The process is the behavioral process.

The other journal by Agustina and Wayan (2021), entitled *Transitivity Analysis of EFL Students' Narrative Text in Vocational High School*, shows that the researcher gathered data using narrative texts. Twenty-eight students were chosen to participate in this study. The Halliday transitivity system was used to examine the acquired data, which was given as sentences and clauses. Findings reveal that the verbal, existential, attributive, material, behavioral, and linguistic processes are most frequently used in the students' narrative texts. The connection between the students' studies and historical data the material process was the most often employed process type. This investigation of the students' narrative texts shows that to convey information. Students must use the linguistic components of a narrative text.

The similarities between the two studies are the followings. First, the researcher used transitivity analysis to look for narrative text characters. Second, the researcher used Halliday's transitivity system in the process of transitivity analysis. Third, six transitivity processes appear in the narrative text in these two studies.

The difference between this research with Agustina and Wayan's research are the followings. First, the purpose of each of the processes used by the author is not explained, while the use of existential processes to mark the orientation means that in this section, the author will tell stories that have never existed before. The use of relational processes is explained character traits. The complication uses verbal and mental processes to describe what problems occur and what solutions the characters do to solve the problems. The use of behavioral process aims to describe the impact on solving the problem and ending the story. The loyal process has a specific purpose. In the English textbook, it is only explained for language features using verbs, nouns, and adjectives. However, not all verbs can be used. Not all nouns can be used. Not all adjectives can be used.

4.2. 3 Modality

This study shows that narrative texts used mode written. Narrative texts are declarative (mood S[^]F). Narrative texts used modality: time past, and speaker judgement was high. This aims to show that the author believes in writing the story. Mood structure concerns the relationship between those who write and those who read. The relationship between the writer and the reader is that the writer tells, and the reader enjoys it marked with subject[^]finite, but when interacting verbally, it will be marked with finite[^]subject.

The other research, a journal by Haryani and Putry (2020) entitled "An Investigation of Mood and Transitivity Analysis in The Short Story "Fruit Passion," shows that to transmit the information in the text, the declarative mood type was predominately used in the form of statements. The interpersonal meaning is made clear by upholding the

social bond between the author and the readers and explaining the work's full significance, particularly for students. As a result, the text's goal has been accomplished depending on the text's genre.

The similarities between the two studies are the followings. First, Declarative clauses appear the most because, in a text, the role of the writer and the reader can be seen from the mood type. Second, both of these studies used written texts, meaning that the dominant mood type is Subject[^]Finite. However, the story is in the form of an oral story, more Finite[^]Subject will appear.

The difference between this research with Haryani and Putry is the type of texts.

4.2. 4 Social functions

4.2.4.1 Socialization

Retelling a story from parents to children is the development of social relations in which parents act as storytellers and children act as listeners. Not only as storyteller and listener but the narrator can reaction as ways of socializing the schematic structure as the social moral and moral values.

4.2.4.2 Education

The moral values of text A entitled "Issumboshi," are: do not judge people by their covers, effort will not betray the result, be confident in your own abilities. The moral values of text B, "The Legend of Malin Kundang," are: respect for our parents until the end of their lives, the importance of our parents' prayers and blessings, and humility. The moral values of text C entitled "Strong Wind," are: what we do is what we will get, honesty, and loving peace.

4.2.4.3 Entertaining

Text A entitled "Issumboshi" the narrator entertains the tenth grade students of senior high school. The author tells the reader that Issumboshi, who has an imperfect physique, bravely helps the princess, who is in danger, and fights the demons to win the battle, and the princess is saved. Before leaving, the demon gave a magic harmer and the princess used the magic harmer so Issumboshi could grow up. Finally, Issumboshi grew up, they married, and they lived happily with Issumboshi's grandparents too.

Text B entitled "The Legend of Malin Kundang" the narrator entertains the tenth grade students of senior high school. The author tells the reader that Malin Kundang gets proper revenge for being evil and disrespecting parents, especially mothers, by being cursed to become a stone by his mother.

Text C entitled "Strog Wind" the narrator entertains the tenth grade students of senior high school. The writer tells the reader that Strong Wind finds true love through a test of honesty and lives happily. A strong wind transformed the youngest daughter's sister into an aspen tree, avenging the evil done by her sister.

This study shows the social functions from a linguistics point of view

From the theme-rheme analysis:

The orientation starting from marked topical theme. This happens because the writer tells the reader that the writer will tell the story. The writer becomes the storyteller and the reader becomes the listener. This aims to socialize or build relationships between the storyteller and the listener. The evaluation starts from the unmarked topical theme. This happens because the writer discusses the background of the characters in the story. The readers can learn how to be good child. It aims to educate the reader. The complication and the resolution start with the marked textual theme. This happens because the writer describes how the story of the character solves the problem and how the story ends. The writer can bring the reader's feelings into a sad or happy story. It aims to entertain readers.

From transitivity analysis:

The orientation used as an existential process because the writer tells the reader something that did not exist before. The writer becomes the storyteller and the reader becomes the listener. The evaluation used a relational process because the writer describes the nature and character of the actor's good and bad characters. The readers can take a good lesson from the story. It aims to educate the reader. The complication used material process, verbal process, and relational process. The author describes how the problems and solutions occur. The writer tells the reader how the change happened, from sad to happy or from happy to sad. This aims to educate as well as entertain the reader. The resolution used a behavioral process. The author describes how the story will end and how the effect will be on the characters in the story. The writer tells the reader that the story will end. It aims to entertain readers.

And from the mood modality analysis:

Mood modality concerns the certainty of two: time speaking, and speak judgment. To socialize must be with a convincing example. To educate, with something convincing and to entertain with the way convincingly.

The other research, a journal by Sari and Sidabalok (2017) entitled *The Use of 'Estafet' Method in Improving Students' Narrative Writing Skill at Grade X of Sma Persada in Academic Year 2017/2018*, shows that Its societal purpose is to inform readers of historical events or stories while entertaining them. A narrative text tells the account of a complicated and strives to find a solution. According to the definition above, a narrative text is a work of fiction with an entertainment value. A narrative text's main goal is to amuse or entertain the reader by telling a tale.

The similarities between the two studies are the followings. First, the two studies show that narrative text's social function is to entertain. Second, narrative texts are usually exclusively used to illustrate made-up stories such as school fairy tales or legends.

The difference between this research with Sari and Sidabalok is the purpose of narrative texts is to entertain. Not only entertaining but also there must be a moral value. The results of the social function analysis in this study are three objectives of narrative text: socializing and building an excellent relationship between readers and listeners. To educate, a good example used by the author will stimulate the reader's brain to that the character is positive and can be emulated. And to entertain, that is, with interesting and not boring narrative text stories that will make readers have various feelings caused by the narrative text they read. CHAPTER V

Conclusions

Based on the analysis and the discussion above this study arrives at the following conclusions:

Firstly, based on Theme-rheme analysis this study discovers the following schematic structure: orientation[^]evaluation[^]complication[^]resolution. Orientation is materialized in marked topical theme. Evaluation is represented in unmarked topical theme. Complication is constructed in marked textual theme or marked topical theme. Resolution is construed in marked textual theme. Reorientation is optional and it is not found in educational written narrative texts.

Secondly, by Transitivity analysis this study shows that the generic structure is realized in sentence process types. Orientation is represented in existential process. Evaluation is materialized in relational process. Complication is construed in material or relational process. Resolution is constructed in behavioral process.

Thirdly, with mood modality analysis this study finds that the generic structure is construed in mode, mood, and modality. Orientation is constructed in mode: written, mood: S[^]F (declarative), modality time: past and modality speaker judgment: high. Evaluation is represented in mode: written, mood: S[^]F (declarative), modality time: past and modality speaker judgment: high. Complication is realized in mode: written, mood: S[^]F (declarative), modality time: past and modality speaker judgment: high. Resolution is materialized in mode: written, mood: S[^]F (declarative), modality time: past and modality speaker judgment: high.

Fourthly, based on social functions, this study shows the purpose of narrative texts. There are socialization purpose, education purpose, and entertainment purpose. The socialization purpose is that the author acts as a narrator and the reader takes the role of a listener. With this, the socialization relationship between the storyteller and the listener is built.

The education purpose is that narrative text is not only entertaining but also must have a moral value in every story. This moral value is expected to be conveyed to the reader either directly or indirectly. This study there is how the writer presents moral values linguistically. The moral values of text A, "Issumboshi," are: don't judge others by their appearances; put forth effort; and have faith in your own skills. The moral values of text B "The Legend of Malin Kundang," are humility, reverence for our parents to the end of their lives, and the worth of their prayers and blessings. The moral values of text C, "Strong Wind," are: what we do determines what we get; being truthful; and embracing peace.

The entertainment purpose it is end the story, narrative text is divided into two, namely happy ending and sad ending. In this section the author will make the story very interesting to entertain the reader. The narrator of text A, "Issumboshi," amuses the senior high school pupils in the tenth grade. The author informs the reader that Issumboshi, despite having an unattractive physique, valiantly saves the princess when she is in danger and battles the demons to triumph. The princess used the magic harmer that the demon gave her before he left so that Issumboshi could mature. Issumboshi eventually grew up, got married, and settled down with his grandparents as well. The narrator of text B, "The Tale of Malin Kundang," amuses the senior high school pupils in the tenth grade. The author informs the reader that Malin Kundang's mother cursed him to turn into a stone as just compensation for his terrible behavior and disrespect of parents, particularly mothers.

The narrator of text C, "Strog Wind," amuses the senior high school pupils in the tenth grade. The author claims that Strong Wind discovers true love after passing an honesty test and goes on to have a happy life. A powerful wind changed the youngest daughter's sibling into an aspen tree to exact revenge for what her sister had done.

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