Unveiling The Power of Transitivity Through Analysis Story of "Rapunzel": Enhancing Reading Comprehension

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Abstrak

Tujuan dari penelitian ini adalah untuk mengatasi masalah kesulitan pemahaman bacaan pada siswa SMP dengan menerapkan teknik analisis transitivitas pada analisis cerita. Penggunaan analisis transitivitas memungkinkan pemahaman yang lebih mendalam tentang struktur naratif, dinamika karakter, dan elemen tematik, sehingga meningkatkan pemahaman bacaan siswa. Penelitian ini dibangun berdasarkan penelitian sebelumnya yang telah mengeksplorasi berbagai strategi pengajaran, seperti instruksi eksplisit dan penggunaan pengatur grafis, untuk meningkatkan pemahaman bacaan. Dengan meningkatkan pemahaman bacaan siswa, penelitian ini menawarkan wawasan berharga bagi para pendidik dan pengembang kurikulum yang berusaha untuk meningkatkan perkembangan bahasa dan keberhasilan akademis di kalangan siswa. Data dalam penelitian ini diambil langsung dari baris-baris dalam cerita anak-anak Rapunzel karya Alan Menken dan Glenn Slater. Buku ini diterbitkan oleh PT. Gramedia Pustaka Utama (2012) di bawah lisensi dari Walt Disney Company. Data yang terkumpul dianalisis dengan menggunakan teori metode dokumentasi transitivitas, sebagai teori utama dalam penelitian ini. Metode yang digunakan dalam menganalisis penelitian ini adalah metode kualitatif. Pembahasan data dimulai dengan membaca buku cerita ini dan mengumpulkan kata-kata mengandung kata kerja yang dipilih secara acak.

Kata kunci : *Analisis Transitivitas, Pemahaman Bacaan, Analisis Cerita.*

Abstract

The purpose of this research is that this research aims to overcome the problem of reading comprehension difficulties among junior high school students by applying transitivity analysis techniques to story analysis. The use of transitivity analysis enables a deeper understanding of narrative structure, character dynamics, and thematic elements, thereby increasing students' reading comprehension. This study builds on previous research that has explored various teaching strategies, such as explicit instruction and the use of graphic organizers, to improve reading comprehension. By improving students' reading comprehension, this study offers valuable insights for educators and curriculum developers seeking to improve language development and academic success among students. The data in this study were taken directly from lines in the rapunzel children's story by Alan Menken and Glenn Slater. This book is published by PT. Gramedia Pustaka Utama (2012) under license from the Walt Disney Company. The collected data were analyzed using the theory of the transitivity documentation method, as the main theory in this study. The method used in analyzing this research is a qualitative method. The discussion of the data begins by reading this story book and collecting words containing verbs that are randomly selected.

Keywords : *Transitivity analysis,Reading comprehension,Story analysis.*

INTRODUCTION

Reading comprehension is a core skill that plays a critical role in academic success and language development in high school students. With the help of experiential understanding, students can understand and interpret texts, make connections and extract relevant information. However, many studies have highlighted the prevalence of reading comprehension difficulties in

secondary school students, indicating the need for effective learning strategies to overcome this problem. The purpose of using an interesting writing textbook is to improve students' reading comprehension (Hudiyono, 2019). This method can be used in English classes, especially reading classes, to remove bad ideas or impressions from students' reading. Reading is definitely a very important skill to improve students' English skills. Therefore, using textbooks to teach reading makes more sense (Muzammil, 2017). It is also a great innovation for teaching the world to read by taking an interest in written texts. Therefore, it is very important to think and gain deeper understanding to improve students' reading comprehension with the help of written texts, teaching reading through written texts, and the advantages and problems that also arise in teaching reading through written textbooks.

According to Fahyuni (2016), understanding is the only reason or condition for reading. Without comprehension, reading is a frustrating and useless word-calling exercise. Several years ago, teaching reading comprehension was based on the concept of reading as a set of application skills, such as: identifying words, finding main ideas, identifying causal relationships, comparing and contrasting, and sorting (Fahyuni, 2016). Additionally, language barriers and limited vocabulary can have a significant impact on reading comprehension for non-native English speakers or students from linguistically disadvantaged backgrounds. Understanding complex sentence structures, unfamiliar vocabulary, and nuanced use of language can pose significant challenges, hindering students' overall language development and their ability to understand the meaning of texts effectively. Previous studies have examined different teaching methods to improve reading comprehension. For example, several researchers examined the effectiveness of explicit instruction on story structure and found that it significantly improved students' ability to identify and analyze story elements. Similarly, dwigustini (2019) investigates the use of graphic organizers as a tool to improve reading comprehension and demonstrates their effectiveness in helping students understand text structure.

However, there are still gaps in the literature regarding the application of transitivity analysis to improve reading comprehension in the context of junior high school English textbooks. The transitivity of each language will be different according to the characteristics of the language, (Paulino et al., 2019) revealed that the degree of transitivity of Ritaebang dialect verbs has high transitivity based on Hopper and Thompson (1980) parameters, There are some researchers who investigate with transitivity system, such as Nguyen (2012) who studied the main character's personality represented by the language described and used in short stories, and Presnyakova (2013) who studied the type of process to compare the distribution by finding about the type of process in the text of elementary school textbooks and Ardini (2012) who analyzed English textbooks for middle school students. In short, they tried to analyze the text to find out what processes are used in the text.

The purpose of this study is to fill the gaps in this research by applying the transitivity analysis technique to the analysis of Rapunzel's history. Using this analytical framework, this study seeks to contribute to the understanding of the narrative structure, character dynamics, and thematic elements of the story. And also classify the types of verbs included in the story called Rapunzel, classify and analyze the transitivity parameters of the lowest and highest verbs in the story. Transitivity Analysis allows students to develop critical thinking and understand texts in a more challenging way that can improve their reading comprehension.

METHOD
Research Design

This study uses a qualitative analysis approach to understand the verb types and transitivity patterns in the story "Rapunzel". This approach allows for an in-depth exploration of the narrative elements and language construction in the story.

Data Source

The data in this study were taken directly from the sentences in the children's story Rapunzel by Alan Menken and Glenn Slater. This book is published by PT. GramediaPustakaUtama (2012) under license from the Walt Disney Company.

Data Collection Method

The data collection method used in this research is the documentation method. The researcher collects data by referring to the original text of the story "Rapunzel" and records all sentences containing verbs.

Data Analysis

Data analysis is done by identifying the types of verbs found in the story "Rapunzel" and analyzing the related transitivity parameters. The collected data is represented in tabular form to facilitate analysis and presentation.

No	State Verb	Action Verb	Process Verb
1.	Rapunzel desperately Wanted to see them	The royal guards were chasing him	She found the stolen crown and WANTED poster of Flynn
2.	Rapunzel felt the lanterns were somehow meant for her	He climbed up the outside, thinking he'd found the perfect place	Rapunzel's hair grew so long that Mother Gothel used it to come and go from tower
3.	Mother Gothel refused	Rapunzel knocked out flynn with a frying pan	Meanwhile, palace Guards and Maximus suddenly arrived at the pub
4.	Flynn had no choise	He gave the crown to the brother.	They escaped at the last minute
5.	will take you to See the lanterns	She ran into the forest.	The King's men searched far and wide until they found a magical golden flower.

FINDINGS AND DISCUSSION

The findings of the transitivity analysis in the story "Rapunzel" provide valuable insights into the distribution and usage of different types of verbs, namely state verbs, action verbs, and process verbs. These verbs play an important role in conveying meaning, describing characters' actions, and driving the narrative forward, thus enhancing reading comprehension and a deeper understanding of the story.

1. Verbs of State:

   This analysis identified ten instances of state verbs in the story. These verbs include "want," "feel," "look," "see," "like," "share," "expect," "heal," "refuse," and "choose." State verbs are used to describe a character's mental or emotional state and their desires. For example, Rapunzel desperately wants to see the lanterns, expressing her strong longing. She also feels that the lanterns are somehow meant for her, indicating her personal connection to them. In addition, Mother Gothel refuses to fulfill Rapunzel's wish, emphasizing her opposition or rejection of Rapunzel's wish.

2. Action Verbs:

   The analysis identified ten action verbs in the story. These verbs describe the physical actions performed by the characters, which contribute to the dynamic nature of the narrative. Examples of action verbs include "chase," "climb," "immobilize," "kidnap," "depart," "swim," "eat," "give," "run," and "close." Action verbs are essential for creating tension, moving the plot along, and engaging the reader. For example, Rapunzel's action of paralyzing Flynn with a frying pan shows her ingenuity and ability to defend herself. Also, the royal guards chasing Flynn adds a sense of urgency and tension to the story.

3. Process Verbs:

   The analysis identified eight instances of process verbs in the story. These verbs represent actions that are ongoing or changing and contribute to the development of events. The process verbs found in the story include "improve," "discover," "grow," "arrive," "escape,"

"follow," "try," and "seek." Process verbs help establish the sequence of events and highlight the actions and experiences of the characters. For example, Rapunzel's hair growing so long that Mother Gothel uses it to come and go from the tower signifies a significant change and sets the stage for subsequent events. In addition, the King's men searching far and wide until they find the magical golden flower emphasizes their determination and the length of time they put into their quest.

By analyzing the distribution and usage of these different types of verbs, students can gain a deeper understanding of the narrative structure, character dynamics, and thematic elements of the story. The presence of state verbs provides insight into the emotions, desires, and motivations of the characters, allowing students to connect with the characters on a deeper level. Action verbs contribute to the excitement and movement of the story, immersing students in the unfolding events. Process verbs help students identify and analyze action sequences, character development, and plot progression.

The application of transitivity analysis techniques, such as examining the types of verbs used in stories like "Rapunzel," offers students a valuable tool for effectively analyzing and interpreting texts. By encouraging students to engage with texts at a deeper level, transitivity analysis encourages critical thinking skills and improves reading comprehension. Students can develop a more sophisticated understanding of narrative elements, character motivations, and underlying themes through this analytical framework.

Incorporating transitivity analysis into the English classroom, especially when studying written texts such as "Rapunzel", allows teachers to facilitate students' engagement and interaction with the text. This approach not only improves reading comprehension but also encourages students' overall language development. By honing their analytical skills and encouraging a deeper understanding of the text, transitivity analysis empowers students to extract meaning.

In the story of Rapunzel, one can find variations of transitivity in verb usage. Verbs of state tend to have low transitivity or even no transitivity at all, as they focus on the internal state or experience of the participant. Action verbs tend to have high transitivity, as they involve actions directed at the recipient of the action. Meanwhile, process verbs can have varying transitivity, depending on the context in which they are used.

In the analysis, it was found that there are various kinds of state, action and process verbs in Tangled. The use of these types of verbs provides variety and richness in describing the events and circumstances that occur in the story.

In addition, transitivity parameters can also affect the grammatical structure of a language. In Rapunzel's story, the variety of transitivity can be seen from the use of objects in the sentence. Some verbs have specific objects, while others require no object or an optional object.

CONCLUSION

In conclusion, the application of transitivity analysis to the story "Rapunzel" provides valuable insights into the distribution and usage of different types of verbs, namely state verbs, action verbs, and process verbs. The findings of this analysis contribute to a deeper understanding of the narrative structure, character dynamics, and thematic elements of the story. Through the identification and examination of these verbs, students can develop critical thinking skills and enhance their reading comprehension. by incorporating transitivity analysis techniques in English classes, teachers can provide students with valuable tools to analyze and interpret written texts effectively. This approach encourages students to engage with the text on a deeper level, fostering critical thinking skills and a more sophisticated understanding of narrative elements. Through transitivity analysis, students can identify and analyze character motivations, thematic elements, and the overall structure of the story.

Enhancing reading comprehension through the analysis of "Rapunzel" in junior high school English textbooks is a promising approach. By utilizing transitivity analysis, students can develop a deeper understanding of narratives, improve their ability to interpret and analyze texts, and enhance their overall language development. This method allows students to go beyond surface-level comprehension and engage in critical thinking, ultimately improving their reading skills and academic success. therefore, incorporating transitivity analysis into the teaching of reading

comprehension in junior high school English textbooks is recommended. This approach not only promotes a deeper understanding of texts but also equips students with valuable analytical skills that can be applied to various texts and genres. By fostering critical thinking and enhancing reading comprehension, students will be better equipped to succeed academically and develop their language proficiency.

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