

## **GRUP VERBA KOMPLEKS PADA TEKS *I SIAP SELEM*: LINGUISTIK FUNGSIONAL SISTEMIK**

**I Ketut Suardana<sup>1</sup>, Yoga Putra Semadi<sup>2</sup>, I Made Juliarta<sup>3</sup>, I Putu Eka Suardana<sup>4</sup>**  
Universitas Bali Dwipa, Program Studi Bahasa Inggris<sup>1,2,3,4</sup>  
suardanate920@gmail.com

### **Abstract**

Text of *I Siap Selem* is one of Balinese folktale which the moral values embedded in the text has not found yet by most Balinese youth. This research aims to analyze verbal group complex to find out the moral value of the text. This research hires qualitative research with case study technique, namely the context of the text becomes the research concern. The researcher uses theory of verbal group complex from Systemic Functional Linguistics proposed by Halliday. The data sources were taken from text entitled *I Siap Selem* written by Suwija., et.al. The data were derived from the clauses which use more than one verb within the clause. The data were identified and analyzed based on syntagmatic and paradigmatic. This research presents the analysis in two languages; Balinese language is used as the source language and English is the translation. The result of the research shows that the projection verbal group complexes were used to state I Mèng's ambition to eat I Ulagan. Hypotactic verbal group complexes were used to state the efforts done by I Ulagan to escape from the threat. Paratactic verbal group complexes were used to state the success of managing problems. There are several findings which are gotten from verbal group complex analysis, namely; language has power to educate children., problems make us much wiser, problems make us think more creatively to achieve our success.

**Keywords:** *I Siap Selem*, *I Mèng*, paratactic, hypotactic, projection.

### **Abstrak**

Teks *I Siap Selem* merupakan salah satu cerita rakyat Bali yang nilai moral yang terkandung di dalam teks masih belum diketahui oleh banyak anak muda. Penelitian ini bertujuan mengkaji grup verba kompleks untuk mengeksplorasi nilai-nilai moral teks. Penelitian ini merupakan penelitian kualitatif dengan teknik studi kasus, yaitu konteks teks menjadi perhatian penelitian ini. Penelitian ini menggunakan teori grup verba kompleks dari Linguistik Fungsional Sistemik yang diprakarsai oleh Halliday. Sumber data yang digunakan adalah teks yang berjudul *I Siap Selem* yang ditulis oleh Suwija dkk. Data diperoleh dari klausa-klausa yang menggunakan lebih dari satu verba di dalam satu klausa. Data diidentifikasi dan dianalisis berdasarkan sintagmatik dan paradigmatic. Penelitian ini menyajikan kajian dalam dua bahasa; Bahasa Bali dan Bahasa Inggris. Bahasa Bali digunakan sebagai bahasa sumber dan Bahasa Inggris digunakan sebagai terjemahannya. Hasil penelitian ini menyatakan bahwa grup verba kompleks proyeksi digunakan menyatakan ambisi *I Mèng* memakan *I Ulagan*. Grup verba kompleks hipotaktik digunakan menyatakan usaha-usaha yang dilakukan oleh *I Ulagan* melepaskan diri dari ancaman. Grup verba kompleks parataktik menyatakan keberhasilan menangani masalah-masalah. Ada sejumlah temuan yang didapatkan dari kajian grup verba kompleks, yaitu; bahasa mempunyai kekuatan mendidik anak-anak, masalah membuat kita lebih bijaksana menghadapi berbagai situasi, masalah memaksa kita berpikir secara lebih kreatif untuk mencapai kesuksesan hidup.

**Kata kunci:** *I Siap Selem*, *I Mèng*, parataktik, hipotaktik, proyeksi.

### **Introduction**

Our ancestors have educated the young generation by many various ways to achieve certain goal in community. The ways which are used to educate can be indirect or indirect ways. The direct ways are performed by giving some advice, lecture, speech, and others. The indirect ways are the education which are given in sign or literature works.

Text of *I Siap Selem* is one of Balinese folktale text which uses Balinese language. The text is not only children story, but it is educational text for all communities. However, children can not comprehend the message of the text very well. It is caused by the limitation of linguistic comprehension (Perdiana and Suryadi, 2022). Linguistically, the text has certain purpose for communities.

Text of *I Siap Selem* is categorized as narrative text because the text involves narrative genre or stages (Martin and Rose, 2009 ; Wiratno, 2018). The stages of the text such as; orientation, complication, evaluation, and resolution. Each of the stages contains certain message released with sequence of clauses.

Besides the stages, as narrative text, it is figured by three main figures taken from animal names, namely: The first figure is *I Siap Selem* 'black hen'. It has seven chicks. The second figure is *Ulagan*, the smallest chick of the seven chicks. It does have feathers at all. The third figure is *I Mèng* 'cat'.

Those figures inscribes that the text is imaginary work which was made with full of purpose. It is clear that text of *I Siap Selem* has certain moral values which are suited Balinese communities' ideology. In another word, text can not be separated with ideology (Fontaine, 2013).

To find out the moral values of the text, more profound analysis is required. The moral values are packed in semiotic forms or beyond clauses in which they must be explored. Lack of profound analysis for the text makes different point of view to find out the message of the text. Therefore, the message of the text is interpreted personally which is supported by the background.

From linguistics point of view, analysis of the text involves linguistics and non-linguistics aspects. Both of the aspects are interlinked to create certain meaning of the text. Linguistics aspect is related to the theory of linguistics which is hired to analysis the data. The hired theory is used as linguistics proof for the analysis. Whereas, non-linguistics aspects are related to social, culture, and ideology which are embedded in the text.

As mentioned above, text of *I Siap Selem* is written in Balinese Language in sequences of different events. The events are realized by clauses either clause simplexes or clause complexes. Systemic Functional Linguistics (SFL) views that clauses hired within the text are very important as data source (Suardana, 2022). The social aspects are language uses which have effects for communities. Therefore, to comprehend text of *I Siap Selem* very well, Balinese linguistics and the social effects which are performed Balinese must be comprehended.

Linguistics competence in Balinese is required very well to correlate one clause to the other clauses in semantic relation of the text. The relations of the clauses make

semantic discourse since the text is coherence by applying grammatical and lexical cohesions in the text. Some previous researchers observed cohesions applied in different texts such as: Arianto. et.al. (2016), Raharjo and Deli Nirmala. (2016), Emilia. et.al. (2018), Muttaqien, et.al. (2019), Setiawan and Taiman, 2021), Ginanjar et.al, 2021), and Basori (2017). Those works give guidance in identifying cohesion applied in the text.

To correlate among one clause to other clauses, Thema-rheme analysis is very important. It guides the researcher to correlate one clause to others by applying cohesion devices. The analysis of Theme-rheme emphasizes internal context through cohesion, for example conjunction and reference. Leong (2022) analyzed Theme-rheme in scientific writing. The appropriateness of cohesion applied in the text leads to internal context so the reader(s) are/is very easy to understand the text in semantic discourse.

To do this research, there are number of related researches which are used to support this research. The researches have similarities with this research. The researches applied the same theory of SFL. In addition, these following researches use clauses as data source and the data were correlated with social context to explore the moral values.

Suardana (2021a) did research on Balinese narrative text entitled *Konteks Sosial I Tuung Kuning Perspektif Linguistik Fungsional Sistemik*. There are three important moral values gotten from the analysis of the text, namely: (i) We were obligated to manage life problems very well. (ii) Problems happening to us made wiser thought in the life, patience in managing problems made us achieve happiness. (iii) The name of *I Tuung Kuning* derives from three words; *I* is the name of Balinese people, *Tuung* is associated with *luung* 'good or happy', and the word *Kuning* 'yellow' is associated as mature or mature.. Therefore, the name of *I Tuung Kuning* is interpreted as "a person who behaves well, thinks something positively, speaks well, behaves patiently, and other positive behavior will get happiness, harmony in the life".

Bratayadnya., et.al (2021) analyzed Balinese narrative text entitled *I Lubdaka Maboros* 'I Lubdaka hunts'. The research focused on social context of the text. The result of the research leads human to do good behavior in community by controlling emotion called *sad ripu* 'six enemies embed in our mind', namely: lust, greedy, angry, ego, jealous, and confused. The six enemies can devastate our life because none likes us when behaving such enemies in community.

Semadi (2021) analyzed Balinese narrative text entitled *I Durma Anak Lara*. The research used qualitative research, case study. The analysis for the research was behavioral process by analyzing verbs related to behavioral process. The result of the research showed that success was obtained by doing hard efforts. Doing effort requires patience and honesty. We were not supposed to blame situation whatever happened in the process of doing some efforts.

Suardana (2021b) analyzed verbal group complex. The data source was taken from Balinese narrative text called *Pan Balang Tamak*. The research was qualitative, case study. The result of the research showed that hypotactic verbal group complexes were used to state the advantages gotten by I Pan Balang Tamak from *Jro Kliian*'s trap. The projection

verbal complexes were used to state that *Jro Klihan* has strong willing to trap Pan Balang Tamak.

Astari (2016) analyzed mental process in Humansofny's Instagram Account. The research result suggested that the text applied four types of mental process. Of 112 clauses found in the text, cognitive clauses were 44, perspective clauses were 34, desiderative clauses were 19, and emotive clauses were 15. The use of cognitive clauses found in the text indicated that the way how the characters of New York citizens express their idea in telling story and how to get the message from the story.

Other researchers also analyzed transitivity applied in other texts, for example, Sihura (2019) analyzed transitivity in a film entitled "Frozen Movie", Emelia. et.al (2017) analyzed gender In SFL Classroom,

Those researches are used as supporting researches for this research because those have similarities focus. Those researches analyze clauses used in the texts to find out the moral values of the texts. However, this research only focuses on the constituents of the clauses of *I Siap Selem* text. It focuses on verbal group complex applied in the text. This research is categorized new research since there is not a researcher doing the same analysis in the same text.

This research gives two important impacts; academic and non-academic. From academic point of view, this research improves that the theory of SFL can be applied in Balinese Language. In addition, this research strengthens that the theory SFL does not only analyze on micro linguistic, but it also analyzes on social aspects. This researcher is very useful for sub linguistics disciplines for examples: Semiotic, Syntax. Semantic, sociolinguistics, and discourse analysis. Whereas, from non-academic point of view, this research gives the moral values which are embedded in the text of *I Siap Selem*. The moral values of the text can be used as consideration for human life.

## **THEORETICAL FRAMEWORK**

As mentioned above, SFL is theory of linguistics which focuses on language in use. SFL also focuses on the effects of language which may raise certain action. In other word, language results certain actions (Martin, 1992).

Language does not only function as communication tool, but it serves as beyond of communication. Therefore, language is viewed as social semiotic. It means that by using language, the speaker can be measured who she/he is. Language use represents the characteristic, background, level of knowledge, culture, profession, and others.

Verbal language is either of language forms. It focuses on three stratum, namely: The first stratum is filled by phonology. The second stratum is related to lexicogrammar which is filled by group/phrase, clause, and clause complex. The third stratum is associated with aspects which are beyond language. It involves context of situation, context of culture, and ideology. The two aspects (language and context) work together

to create certain meaning, different context makes different meaning. This is the reason why SFL is considered as language in use.

Phonology is related to how language is sounded, associated with prosodic. Different sound which is produced in social interaction creates different meaning. Groups or phrases are elements which establish a clause. Traditionally, group or phrase is equal with word or phrase. Group can be filled by one word or more than one word. Group which is filled by one word is called group simplex, whereas, group which is filled by more than one word is called group complex (Halliday, 2014). As mentioned above, a clause is established by at least two group such as nominal group and verbal group. The two group must have semantic relation to establish meaning. A clause conveys one event realized with an actor and a verb called clause simplex. a clause can be expanded to elaborate or add information with other clause so the clauses convey sequence of events. The way to realize the event is by clause complex.

Traditionally, a verbal group complex is similar to verbal phrase which functions as predicator within the clause. The differences between verbal group simplex and verbal group complex are the number of verbs which construct the group. As mentioned above, verbal group is called verbal group simplex if the group has one verb which serves as head in the slot. Whereas verbal group complex contains more than one verb. The first verb has semantic relational with the following verbs. They are reciprocal to create the meaning of text.

Halliday (2014) explains verbal group complex can be seen from two aspect, namely interdependency and logico semantic. Interdependency is known as tactic, while logico semantic is associated with expansion and projection. Both interdependency and logico semantic coincide to work in a clause to create meaning.

Tactic can be divided into two tactic, namely paratactic and hypotactic. Paratactic in verbal group complex is filled by verbs which the first verb has the same status with the second verb. Hypotactic in verbal group complex is filled by verbs which the first verb and the second verb have different status. The first verb serves as superordinate, while the second verb serves as subordinate.

Expansion is related to how the first verb is expanded by the second verb. There are three ways how to expand the first verb, namely; elaboration, extension or addition, and enhancement. To identify the function of the second verb within the verbal group complex, the first and the second verbs must be observed the semantic relation.

Projection is associated with proposition and proposal verbs (Halliday, 2014). Projection verbs are derived from verbal process and mental process (cognition, perception, and desire). Proposition projections are verbs which are used in clauses related to idea, opinion, information, and fact, for examples, *Sussy decides to go, she agreed to come, They want to study, they know you come*, and others. Proposal projections are verbs related to obligation to do something, giving instruction, offering service or goods, for examples *Anita obligate to pay, she asked me to go, she promises us to give some books*, and others.

Elaboration paratactic is associated to the relation between the first and the second verbs. The second verb functions to elaborate the first verb by giving repetition, simplifying, giving similar meaning, and clarifying. Elaboration paratactic clauses are such as: (i) *They study English such as, speaking, writing, listening, and reading.* (ii) *They never speak, remind, and suggest him.* (iii) *They just sit, sit in all a day,* and others.

In extension paratactic, the second verb serves to add information or give alternation. The verbal group complex indicates that there are two activities which are performed in the same time, for examples; *Sinta wrote and spoke English, she did not drink, but ate some bread, they drink instead of eating,* and others.

Enhancement paratactic describes that the first and the second activities are done in the same time or the first action is done then it is followed with the second activity for example, *I drink then go, she works while listening to the radio,* and others.

Elaboration hypotactic is a verbal group complex in which the first verb belongs to be time phase and reality phase (Suardana, 2022). Time phase is associated with verbs containing process of time such as: *they started to exercise in that field, I stopped working in a five star hotel,* and others. Reality phase is associated with verbs related to factual process, for examples, *they seem to come here, she pretended to help us,* many others.

Extension hypotactic is a verbal group complex in which the first verbs belong to be potential and actual. Potential verbs are related to “having” or “not having”, while actual verbs are related to “success” or “not success” (Halliday, 2014), for examples, *that man tries to make improvement, he succeeded to manage the company, she managed to perform the event,* and many others.

Enhancement hypotactic is a verbal group complex in which the first verb functions as modality or adverb. Verbs are related to modality proposal such as: *ask, suggest, advice, demand, want,* and many others. Verbs are related to proposition such as: *inform, teach, describe,* and many others. Verbs related to adverb are verbs which embed adverbial aspects such as: *help, cry, beg, force, come, go,* and many other. These clauses belong to be hypotactic enhancement such as; *She asks me to go, she helped me to make some food, John came to discuss something,* and others.

## **METHOD**

This research is qualitative research, namely case study. (Yusuf, 2014). This research explores the moral values of the text by developing the theory of verbal group complex proposed by Halliday (2014). The researcher involves the context of the text and linguistics theory. The theory of linguistics is used as linguistic proof to analyze the data. The analysis is connected to the social context of the text. The context is associated with social aspects and the ideology.

The data sources were taken from text of *I Siap Selem* written by Suwija. etc (2019). The text is Balinese narrative text, one of popular text in Bali communities. The data were taken from the clauses containing group verbal complex. The verbs within the group complexes were collected based on the interdependency and logico semantic.

Interdependency is separated into; paratactic and hypotactic. Logico semantic, namely expansion and projection. Expansion is broken down into elaboration, extension, and enhancement. Projection verbs are separated into two categories; proposition and proposal meanings. Interdependency and logico semantic are analyzed in the same time.

The results of this research were presented descriptively in two languages Balinese and English. Balinese Language serves as the source clause, while English serves as the translation. The translation was made to help the readers (who do not understand Balinese Language) to comprehend the analysis.

This research presents ten clauses as data which are taken from the text. The clauses are presented in the tables. Each of the clause is described based on the syntagmatic and paradigmatic. The ten clauses presented below.

#### Clause I

*Sabilang wai I Siap Selem ngajak panak-panakne ngalih amah* ‘Every day I Siap Selem invites the chicks to look for food’.

#### Clause II

*I Siap Selem katugtug ban panak-panakné ngungsi di pondoké ané di sisin pangkungé* ‘I Siap selem is followed by the chicks to stay in a hut located in the bank of a valley’.

#### Clause III

*I Měng nanjénin I Siap Selm nginep di pondokné.* ‘I Měng offers I Siap Selem to spend the night in her hut’.

#### Clause IV

*Mai ajaka éncolang magedi uli dini* ‘Let’s go to leave this place’.

#### Clause V

*I Siap Selem makeber ngecosin Pangkungé* ‘I Siap Selem flies, jumps the valley’

#### Clause VI

*Nyanan yén nagih amaha tekén I Měng, bisayang ibané ngaba awak.* ‘If you are wanted to be eaten by I Měng, you make trick escape from the threat’.

#### Clause VII

*Sabilang wai, I Ulagan banga ngamah jagung.* ‘Everyday, I Ulagan is given some corn to eat’.

#### Clause VIII

*I Ulagan makeber negehang* ‘I Ulagan flies to get higher’

Clause IX

*I Ulagan nyidayang ngecosin pangkung tur matinggah di duur batuné* ‘I Ulagan succeeds to jump the valley and stand on the stone’.

Clause X

*I Ulagan makeber sambilanga magending* ‘I Ulagan flies while singing’.

**RESULT AND DISCUSSION**

This section discusses the functions of verbal group complexes applied in the text of *I Siap Selem*. Here are the ten clauses presented in each table as below.

**Table 1.**  
**Clause I**

| <i>Sabilang wai</i> | <i>I Siap Selem</i> | <i>ngajak</i>        | <i>pianak-pianakne</i> | <i>ngalih</i>    | <i>amah</i> |
|---------------------|---------------------|----------------------|------------------------|------------------|-------------|
| Every day           | I Siap Selem        | invites              | her Chicks             | to look for      | Some food   |
| Circumstance        | Sayer               | Verbal Process       | Target                 | Material process | Goal        |
|                     |                     | Verbal Group Complex |                        |                  |             |

Clause I hires a verbal group complex which contains two verbs in different process. Verb *ngajak* ‘invite’ belongs to verbal process. The verb is associated with proposal because the verb contains meaning that there is something must be done by the kicks. I Siap Selem asks the chicks to do something together. Verbs *ngalih* ‘look for’ is categorized as creative verb because the process indicates that something is available after the process is done.

Such verbal group complex indicates that: (i) Verb *ngajak* ‘invite’ is interpreted that I Siap Selem has very deep love and care for the chicks. The verb indicates that I Siap Selem and the chicks are together to go to certain place.

From semiotic point of view, I Siap Selem embeds good mental for the chicks to look at the environment where they live. The verb contains meaning of togetherness among the family members in which loyalty and faithfulness are embedded in the children mindset. (ii) Verb *ngalih* ‘look for’ indicates efforts related to creativity. It is related to how to get something which is not available before the activity is performed. The verb indicates that I Siap Selem guides how to find some food that can be eaten. She is very creative to make the chicks survive. From semiotic point of view, the verb indicates that I Siap Selem performs her natural responsibility as a mother of the chicks.

Based on the semantic features mentioned above, the verbal group complex is categorized as hypotactic enhancement (Suardana, 2022). The first verb serves as verb containing meaning of circumstance because the verb involves the way to gather the seven chicks with full of love and care. The second verb serves as the activity that must be done to survive in the life. In other word, the first verb describes the way to get some food. The activity is emphasized by the second verb. Therefore, the two verbs have semantic relation which is associated with circumstance to do activity.

**Tabel 2.**  
**Clause II**

|                      |                  |                          |                    |   |
|----------------------|------------------|--------------------------|--------------------|---|
| <i>I Siap Selem</i>  | <i>katugtug</i>  | <i>ban panak-panakné</i> | <i>ngungsi</i>     | <i>di pondok ané di sisin pangkungé.</i>    |
| I Siap Selem         | is followed      | by the chicks            | to stay            | in a hut located in the bank of the valley. |
| Goal                 | Material Process | Actor                    | Relational process | Circumstance                                |
| Verbal Group Complex |                  |                          |                    |   |

The table 2 shows that the clause is constructed with verbal group complex which contains feeling of getting comfort from being inconvenient. The verbal group complex is constructed with verb *katugtug* and *ngungsi*. The verb *katugtug* ‘is followed’ is categorized as material process since the verb is associated with physical movement done by the chicks. The verbs indicates that the chicks must learn lot of things from I Siap Selem. The verb indicates that I Siap Selem becomes a pioneer to leave inconvenient place. The chicks follow I Siap Selem to find out safer place.

The second verb *ngungsi* ‘to stay in safer place’ is categorized as relational process circumstance because the process is associated with place (Suardana, 2022). The process is done because of heavy rain so the situation does not support them to find out some food.

From semiotic point of view, the verb indicates that I Siap Selem has very high responsibility for the chicks. I Siap Selem does not want bad thing happening to the chicks. Because of that reason, I Siap Selem has very creative thinking to make the chicks safe from uncomfortable situation.

It is very clear that the first verb and the second verb have semantic relation. The first verb is material process related to acts giving what the chicks must do to avoid getting heavy rain. Therefore, the verb is associated as “purpose” why such activity is done. The second verb serves to emphasize the first verb. Based on the explanation, the verbal group complex is categorized as hypotactic enhancement (Halliday, 2014). The verbal group complex indicates that I Siap Selem embeds how to develop mental for the chicks to anticipate something bad to happen.

Linguistically, the responsibility performed by I Siap Selem is proved with the nominal group I Siap Selem serves as Theme of the clause. The theme indicates that I Siap Selem has very much care and love for the chicks so she walks in the first line then she is followed by the chicks.

**Table 3.**  
**Clause III**

|               |                 |                      |                    |                    |
|---------------|-----------------|----------------------|--------------------|--------------------|
| <i>I Měng</i> | <i>nanjěnin</i> | <i>I Siap Selem</i>  | <i>nginep</i>      | <i>di pondoknė</i> |
| I Měng        | offers          | I Siap Selem         | to spend the night | in her hut         |
| The speaker   | Verbal Process  | Target               | Relational Process | Circumstance       |
|               |                 | Verbal Group Complex |                    |                    |

The table 3 indicates that the clause uses verbal process realized with *nanjěnin* ‘offer’. The clause states that I Měng pretends to serve good behavior to I Siap Selem’s family. The verb contains modality proposal, namely offering service (Halliday, 2014). In traditional linguistics, it is called deontic which the verb indicates the willing or hope to offer some service to I Siap Selem’s family.

The second verb *nginep* ‘to spend the night’ is categorized as relational process since the verb related to circumstance time and place. The verb *nginep* ‘to spend the night’ is associated with time for temporary, to get safety from uncertain situation.

The verbal group complex presented in table 3 indicates the way applied by I Měng to trap I Siap Selem’s family. I Měng pretends to do good behavior as if she would give some help for I Siap Selem’s family. That phenomenon can be seen from the verb *ngajakin* ‘invite’ which embeds feeling of sympathy or empathy to what I Siap Selem and the chicks experience. However, what I Siap Selem’s family expect never comes true because I Měng with her family want to eat I Siap Selem’s family.

It is very clear that such verb indicates that I Měng uses the trick to accelerate her bad desire to eat I Siap Selem’s family. The second verb *nginep* ‘to spend the night’ is related to place and time. The verb indicates the activity of taking a rest. This moment is viewed as good chance for I Měng to eat I Siap Selem’s family.

**Table 4.**  
**Clause IV**

|                              |                      |                 |                     |                 |
|------------------------------|----------------------|-----------------|---------------------|-----------------|
| <i>Mai</i>                   | <i>ajaka</i>         | <i>ėncolang</i> | <i>magedi</i>       | <i>uli dini</i> |
| Let’s                        | go                   | quickly         | leave               | this place      |
| Circumstance (Modal Adjunct) | Material Process     | Circumstance    | Existential Process | Circumstance    |
|                              | Verbal Group Complex |                 |                     |                 |

The clause IV indicates I Siap Selem’s reaction. I Siap Selem invites her chicks to leave the hut since I Měng invites her children to eat I Siap Selem’s family. Such threat happens to I Siap Selem’s family so they must anticipate the threat which will be performed by I Měng.

The verbal group complex mentioned in table 4 uses verb *ajak* ‘to go’ which contains invitation to the chicks to leave such inconvenient place. The invitation is emphasized with modal adjunct *mai* ‘let us’ which contains proposal which involves I Siap Selem and her chicks. The use

of the adjunct indicates that I Siap Selem finds unhappy situation. Therefore, such modal adjunct obligates the chicks to do some acts to get better situation because it is very urgent. The urgency can be proved with the existence of circumstance *éncolang* ‘quickly’. The circumstance indicates that something bad which will happen can be detected by I Siap Selem. Therefore, they have to leave the place as soon as possible.

The modal adjunct is categorized as proposal because the modality states that I Siap Selem asks the chicks to save themselves. The second verb *megedi* ‘to leave’ is categorized as existential process since the process is related to place and movement (Halliday, 2014). The verb *magedi* ‘to leave’ has semantic relation with the circumstance *uli dini* ‘from this place’. It means that the place is viewed as unsafe place anymore.

The verbal group complex is hypotactic enhancement, the first verb is material process related to moving one place to another place so the verb is associated with place called circumstance. The second verb is associated with safety by leaving that place. From semiotics point of view, the verbal group complex shows meaning of unity among the family.

The togetherness value can be seen from the modal adjunct *mai* ‘let us’ mentioned above in which I Siap Selem has initiative to protect her chicks from the danger. Therefore, the verbal group complex is viewed as invitation in which involves all of the family members. I Siap Selem serves as a good the mother for the chicks.

**Table 5.**  
**Clause V**

|                     |                      |                  |                  |
|---------------------|----------------------|------------------|------------------|
| <i>I Siap Selem</i> | <i>makeber</i>       | <i>ngecosin</i>  | <i>pangkungé</i> |
| I Siap Selem        | flies                | to jump          | the valley       |
| Actor               | Material Process     | Material Process | Scope            |
|                     | Verbal Group Complex |                  |                  |

The clause presented in table 5 indicates the activity done by I Siap Selem because she knows that bad thing will come to her family soon. The clause uses two verbs categorized as material processes since they involve physical movement. The first verb *makeber* ‘to fly’ is physical movement which is associated movement from one place to another place. The movement involves whole body part. The verb indicates that only adult chicks can do such activity because the activity requires strong power with the wings. In contrast, the chick which does not have wings cannot fly. The second verb *ngecosin* ‘to jump’ is also material process in which it involves movement from one place to another place. The second verb indicates the activity which requires strong power with the legs.

From the explanation above, the two verbs have similar meaning so the second verb of the verbal group complex serves to elaborate the first verb. The verb *makeber* ‘to fly’ takes some distances from the start point to the target place. That movement is emphasized by the second verb *ngecogin* ‘to jump’ functioning to clarify the first verb. Therefore, the relation of those verbs is categorized as paratactic elaboration.

The clause involves entity functioning as scope. The scope is an entity which is not influenced by activity performed by the actor. The function of entity does not get changed before or after the

activity is done (Eggins, 2004). The scope *pangkungé* ‘valley located in forest’ is place where water flows when it is heavy rain. It is large and wide. It means that she applies strong power and full of concentration to escape from the threat by jumping. Implicitly, I Siap Selem focuses on what she must do to achieve the target. If she does not focus on her target, she will fail into the valley.

Table 6.  
 Clause VI

|                   |                          |                      |                  |              |                  |             |
|-------------------|--------------------------|----------------------|------------------|--------------|------------------|-------------|
| <i>Nyanan yèn</i> | <i>nagih amaha</i>       | <i>tekén I Mèng,</i> | <i>bisayang</i>  | <i>ibané</i> | <i>ngaba</i>     | <i>awak</i> |
| If you            | are wanted to be eaten   | by I Mèng,           | make             | trick        | escape           | for you     |
| Goal              | Mental P +<br>Material P | Actor                | Material Process | Entity       | Material Process | Benefit     |
|                   | Verbal Projection Group  |                      | Verbal Complex   | Group        |                  |             |
| $x \beta$         |                          |                      | $\alpha$         |              |                  |             |

The clauses presented in table 6 is hypotactic clause marked with  $\beta$  = subordinate clause and  $\alpha$  = superordinate clause. The clause complex is called conditional clause marked with conjunction *nyanaan* ‘if’ serving as condition conjunction (Halliday, 2014). That clause complex is speech act uttered by I Siap Selem to I Ulagan, the youngest chick. Each clause which constructs the clause complex contains verbal group complex as follow.

The superordinate clause contains projection verbal group realized with *nagih amaha* ‘to want to be eaten’. The verb *nagih* ‘to want’ is categorized as mental process which is related to hope or desire. The verb indicates there is desire or ambition owned by I Mèng to eat I Ulagan. This moment is viewed as good opportunity for I Mèng and her family. However, I Siap Selem does not give up with such threat. She does not want I Ulagan to become some food for I Mèng and the family. Therefore, the verbal group in subordinate clause is not interpreted as information, but it is viewed as proposal meaning because the verbal group complex contains meaning how to escape from the threat.

The verbal group in the superordinate clause which is hired in the clause complex can be construed of verb *bisayang* ‘to make trick’ as material process and verb *ngaba* ‘to escape’ as material process. The two verbs have semantic relation, namely: The first verb serves as causative verb. It means that I Lugan must be aware of danger, she must be creative to anticipate the threat that it may happen to her at any time.

The second verb *ngaba* ‘to escape’ is categorized as material process associated with protection herself by making some trick. The verbal group complex in the superordinate clause contains proposal meaning since the verbal group complex indicates that I Siap Selem hopes I

Ulagan to escape from the danger. In other word, the verbs show that how deep I Siap Selem’s care to I Ulagan because she is too young without having wings. Therefore, she can not fly. The verbal group complex is categorized as hypotactic enhancement because the verb is related to the way how to escape from the danger.

It is very clear that the verbal group complexes from the clause complex indicate that without having wings and strong physical condition is not guaranteed to be victim or fail from the problems. The most important thing is how to make trick to escape from the problems. She must manage the problems by: identifying, anticipating, and taking solution. Having great thinking or idea is the most effort to manage problems in the life. To have great thinking, the problems must be viewed as challenge for life quality instead of obstacles. If the problems are viewed as obstacle, we cannot get good achievement.

**Table 7.**  
**Clause VII**

|                     |                 |                      |        |                  |                |
|---------------------|-----------------|----------------------|--------|------------------|----------------|
| <i>Sabilang wai</i> | <i>I Ulagan</i> | <i>banga</i>         |        | <i>ngamah</i>    | <i>Jagung.</i> |
| Everyday            | I Ulagan        | is given             | chance | to eat           | some corn.     |
| Circumstance        | Benefit         | Material Process     | Scope  | Material Process | Goal           |
|                     |                 | Verbal Group Complex |        |                  |                |

That clause presented in table 7 states that I Měng has ambition to eat I Ulagan. However, the meat of I Ulagan is not so delicious yet, still bitter, is not good for food. Such utterance is used by I Ulagan to deceive I Měng and her family in order I Ulagan is given chance to survive. If she is given some food, she will have chance to think of what tricks are suitable to do in order I Měng and her family do not suspect.

The tricks which are performed by I Ulagan are successful to deceive I Měng and her family. Even, she is cared very much by being given some food by I Meng. The aim is to make I Ulagan’s meat become more delicious when the time to eat comes. Linguistically, I Měng’s desire to eat I Ulagan’s meat more delicious can be seen from verbal group complex *baanga ngamah* ‘is given chance to eat’.

The first verb *banga* ‘be given chance’ is material process transformative extension. It means that the verb is related to chance I Ulagan to be given time and some food. The verb is associated with space time because the process is performed consciously to develop.

The second verb *ngamah* ‘to eat’ is categorized as material process, transformative extension. The verb indicates that Ulagan’s weight becomes heavier and the cell quality is getting better. Such phenomena is needed by I Měng and her family in order I Ulagan has bigger weigh so the meat is more delicious. Therefore, the two verbs form a verbal group complex, called hypotactic elaboration.

The Theme *sabilang wai* ‘everyday’ states a regular or routine activity which must be performed by I Měng and her family. The regular activity is kept in their mind, if they forget to give some food, I Ulagan will die. In other word, the Theme of the clause describes very clearly that I Měng and her children has big ambition to eat I Uagan. The goal *jagung* ‘corn’ is food which contains much protein, it is suitable for I Ulagan’s growth. High speed growth of I Ulagan body is expected very much because I Měng and the family are not patient to eat I Ulagan.

**Table 8.**  
**Clause VIII**

|                      |                     |                    |
|----------------------|---------------------|--------------------|
| <i>I Ulagan</i>      | <i>makeber</i>      | <i>negehang</i>    |
| I Ulagan             | flies               | to get higher      |
| Actor                | Material<br>Process | Relational Process |
| Verbal Group Complex |                     |                    |

The clause presented in table 8 states that I Ulagan is successful to deceive I Měng and her family. I Ulagan states to I Měng and her family that her meat will be much more delicious if she can fly as other chicken fly. Listening to such statement, I Měng and her children pleasure very much to accept it without having suspicion of what I Ulagan spoke. I Měng stimulates I Ulagan to fly and fly. The first, the second, and the third efforts fail. Finally, she flies successfully, she can fly very well.

The verbal group complex consists of two verbs. The verb *makeber* ‘to fly’ functions as material process and the verb *negehang* ‘to get higher’ functions as relational process. The verb *makeber* ‘to fly’ is related to physical movement from one place to another place. The verb contains adverb of manner (Halliday, 2014) because it indicates the way how to escape from the threat. There are some ways which she can move for examples, walking, running, jumping, and flying. She chooses by flying. The verb *negehang* ‘to get higher’ is related to the position of moving. Therefore, the verbs have semantic relation, namely hypotactic enhancement.

The verbal group complex above indicates the success of I Ulagan’s effort. The effort must be performed consciously and seriously such as: focusing on what to do, never giving up whatever comes, practicing and practicing to get the goal. In other word, the success can be obtained from serious and continuous efforts in which time, mental and material must be required to improve wisdom.

**Table 9.**  
**Clause IX**

|                 |                       |                     |                 |                       |                       |
|-----------------|-----------------------|---------------------|-----------------|-----------------------|-----------------------|
| <i>I Ulagan</i> | <i>nyidayang</i>      | <i>ngecosin</i>     | <i>pangkung</i> | <i>tur matinggah</i>  | <i>di duur batune</i> |
| I Ulagan        | succeeds              | to jump             | the valley      | and stands            | on the stone          |
| Behavior        | Behavioral<br>Process | Material<br>Process | Scope           | Behavioral<br>Process | Circumstance          |

|  |                      |       |  |  |
|--|----------------------|-------|--|--|
|  | Verbal<br>Complex    | Group |  |  |
|  | Verbal Group Complex |       |  |  |

The clause mentioned in table 9 describes the success obtained by I Ulagan. The seriousness and continuity make I Ulagan be able to achieve her target. Linguistically, the success can be seen from verbal group complex in the clause *nyidayang ngecosin* ‘succeed to jump’. The verb *nyidayang* ‘to succeed’ is related to efforts in which it has been done in many times before getting success. Failures which happen to I Ulagan in many times are viewed as motivation to improve her mind. I Ulagan never thinks of giving up in any situation that must be faced.

The verb *ngecosin* ‘to jump’ is categorized as material process, transformative related to enhancement (Halliday, 2014) because the verb is associated with physical activity. The verb contains meaning of movement from one place to another place. The verbal group complex is categorized as hypotactic extension. It indicates that I Ulagan tries to jump in many times. The failures of the efforts happen in many times. Because of great expectation supported with strong belief, she was successful to fly.

The verb *metinggah* ‘to stand’ is categorized into behavioral process near to physical activity. Behavioral process is verb associated between material process and mental process (cognition, perspective, affection, and expectation) (Halliday, 2014). I Ulagan stands on the stone to make sure whether or not I Měng keeps chasing. The verb *matinggah* ‘to stand’ does not only involve physical movement, but it also involves mental aspect. The verb shows that I Ulagan wants to see whether or not she is chased. In other word, it indicates that she has to see measurement of what has been done whether or not it is successful.

The scope *pangkung* ‘vella located in forest’ is deep and wide place. The entity indicates that I Ulagan has great achievement in the effort because jumping the valley needs strong power and full of concentration. It means that I Ulagan has strong desire to escape from the problems. The problems make her more qualified in her life.

**Table 10.**  
**Clause X**

|                 |                      |                            |
|-----------------|----------------------|----------------------------|
| <i>I Ulagan</i> | <i>makeber</i>       | <i>sambilang magending</i> |
| I Ulagan        | flies                | while singing              |
| Actor           | Material Process     | Behavioral Process         |
|                 | Verbal Group Complex |                            |

That clause presented in table 10 describes that the success obtained by I Ulagan to escape from the threat performed by I Měng and her children. The clause uses verbal group complex *makeber sabilanga magending* ‘to fly while singing’. The verbal group complex states that there are two activities done in the same time. Because of that, the verbal group complex is called paratactic enhancement. The verb *makeber* ‘to fly’ is material process, transformative verb, while the verb *magending* ‘to sing’ is behavioral process because the action is related to physic and joy. The joy comes because the efforts which has been done to escape from the problem is successful.

The verbal group complex states that the happiness in the life will come if I Ulagan focusses on what she must do to escape from the problem. The problem makes I Ulagan stronger to manage the life. Problems make her more qualified or wiser.

## FINDINGS

As mentioned in previous page, that the text is Balinese narrative text by using Balinese language. The text is realized with sequences of paragraph with narrative genre. Each of paragraph is filled with number of clauses. Group verbal complexes occupy clauses which lead us to find out the moral value of the text.

This research results in some findings based on the verbal group analysis of the text. The findings are realized with moral values of the text. There are some moral values can be elaborated as bellow.

The text guides us to think not to give up whatever comes to us. Implicitly, the text describes that giving up in very bad situation indicates failure in the life. Therefore, we must be strong to face whatever comes in the life. We are not supposed to blame ourselves or environment in our lives.

The clause *Nyanan yèn nagih amaha tekén I Měng, bisayang ibaně ngaba awak*. 'If you are wanted to be eaten by I Měng, you make trick escape from the threat' is categorized as a clause which has proposal meaning. The clause is related to Bourdieu (2020) that language has power beyond the language use. The clause indicates symbol of power which must be done to escape from the threat. In other word, the clause obligates to think more creatively by making some idea to escape from the problems. Such utterance is intended for I Ulagan who is categorized very young age. It is in accordance to the Halliday's concept related to language acquisition (Halliday, 2013). Language is very important to establish one's mindset which will be very important to manage daily life. Language is acquired from the early age. The language will be suited with the context occurring in the time when the language is uttered.

The text is constructed with hypotactic and paratactic group complexes. Verbal group complexes, hypotactic enhancements describe the efforts done by I Siap Selem to save her chicks. In addition, such group complexes indicate I Měng's ambition to eat I Ulagan. Verbal group complexes, paratactic elaboration indicate the success of I Ulagan from the threat done by I Měng. Such verbal group complex indicates that ambition by cheating others brings negative impact for the actors or the doers.

Success is not obtained with easy way and short time. Success will come through difficult situations that must be undergone seriously and patiently. Success needs creative thinking solve problems which may come at any time. Creative thinking leads us to identify problems and find the solutions more easily. Problems make us wiser since problems teach us how to find out the solution.

Success needs to be measured whether or not the target or the goal is already achieved. If the target comes based on what we target, we have to be grateful to what we already do. Feeling gratefulness can be seen in the clause *I Ulagan makeber sambilanga magending* 'I Ulagan flies while singing'. The verb *Magending* 'to sing' is verb which contains positive emotional feeling. The verb can be interpreted as "being grateful". Therefore, the text teaches us how to feel grateful after the target comes true.

## CONCLUSION

Text of *I Siap Selem* is categorized Balinese narrative text since the text hires narrative genre such as; orientation, complication, evaluation, and resolution. The analysis of verbal group complex of the text indicates that text of *I Siap Selem* is categorized as motivation text. Therefore, the text embeds very useful moral values for our lives.

Projection verbal group is used to state that I Siap Selem as a mother has big responsibility to make the children think more creatively to achieve the success. Success is obtained from very difficult situation which must be performed seriously and patiently. Success is not instant, it requires long process in which problems come in the process. Problems make us wiser and more creative to undergo our lives since creative thinking eases to identify problems and to take the solutions.

Verbal group complex, paratactic enhancement is used to state felling grateful for what we did before. Feeling grateful is very important to measure our achievement of the goal. The achievement of what we did before must be enjoyed.

Click or tap here to enter text.

## REFERENCES

- Affandi, M., Jl, A., Air, H., Padang, T., & Barat, S. (2016). *THE SYSTEMIC FUNCTIONAL LINGUISTICS: THE APPROPRIATE AND INAPPROPRIATE USE OF LINGUISTIK SISTEMIK FUNGSIONAL: PENGGUNAAN PIRANTI KOHESIF YANG*.  
<http://ejournal.unp.ac.id/index.php/linguadidaktika/index>
- Agus Bratayadnya, P., Suparwa, N., Bagus, I., & Yadnya, P. (2021a). The International Journal of Social Sciences World The Context of “I Lubdaka Maboros”: Systemic Functional Linguistics Perspective. 3, 3(1), 70–78. <https://doi.org/10.5281/zenodo.4500237>
- Agus Bratayadnya, P., Suparwa, N., Bagus, I., & Yadnya, P. (2021b). *The International Journal of Social Sciences World The Context of “I Lubdaka Maboros”: Systemic Functional Linguistics Perspective*. <https://doi.org/10.5281/zenodo.4500237>
- Astari, Y. D. (2016). *MENTAL PROCESSES INSTAGRAM ACCOUNT: BONDING HUMANS THROUGH PROSES MENTAL HUMANSOFNY’S*.  
<http://ejournal.unp.ac.id/index.php/linguadidaktika/index>
- Basori. (2017a). The Cohesiveness of Taufik Ismail’s Poems.  
<https://Ojs.Badanbahasa.Kemdikbud.Go.Id/Jurnal/Index.Php/Kandai/Article/View/175> ,  
 13(2), 157–172.
- Basori, N. (2017b). KEKOHESIFAN TEKS PUISI TAUFIK ISMAIL. *Kandai*, 13(2), 157.  
<https://doi.org/10.26499/jk.v13i2.175>
- Bourdieu, Pierre. (2020). *Bahasa Dan Kekuasaan Simbolik*. IRCISoD.

- Cunanan, B. T. (2019). Transitivity, paradigmatic choices, and thought presentation: A stylistic analysis of Joyce's Eveline. *Indonesian Journal of Applied Linguistics*, 9(1), 14–26. <https://doi.org/10.17509/ijal.v9i1.13993>
- Eggin, Suzanne. (2004). *An Introduction to Systemic Functional Linguistics 2nd Edition*. Continuum.
- Emilia, E., Habibi, N., & Bangsa, L. A. (2018). An analysis of cohesion of exposition texts: An Indonesian context. *Indonesian Journal of Applied Linguistics*, 7(3), 515–523. <https://doi.org/10.17509/ijal.v7i3.9791>
- Emilia, E., Moecharom, N. Y., & Syifa, I. L. (2017a). Gender in EFL classroom: Transitivity analysis in English textbook for Indonesian students. *Indonesian Journal of Applied Linguistics*, 7(1), 206–214. <https://doi.org/10.17509/ijal.v7i1.6877>
- Emilia, E., Moecharom, N. Y., & Syifa, I. L. (2017b). Gender in EFL classroom: Transitivity analysis in English textbook for Indonesian students. *Indonesian Journal of Applied Linguistics*, 7(1), 206–214. <https://doi.org/10.17509/ijal.v7i1.6877>
- Fontaine, Lise. (2013). *Analyzing English Grammar A Systemic Functional Introduction*. Cambridge.
- Ginanjari, B., Purnanto, D., Widyastuti, H., & Widyastuti, C. S. (2021). KOHESI GRAMATIKAL REFERENSI PRONOMINA PERSONA DALAM TEKS PARIWISATA PADA PESONAINONESIA.KOMPAS.COM. *GRAMMATICAL COHESION OF PERSONAL PRONOUNS IN THE TOURISM TEXT ON PESONAINONESIA.KOMPAS.COM*. 33(2). <https://doi.org/10.29255/aksara.v33i2.498.285-298>
- Halliday, M. A. K. (2013). *The Language of Early Childhood*. (Webster (Editor), Ed.). Continuum.
- Halliday, M. A. K. (2014). *Halliday's Introduction To Functional Grammar* (4th Matthiessen (Editor), Ed.). Routledge.
- Homepage, J., & Sihura, M. (2019). 79-85 Systemic Functional Grammar. *International Journal of Systemic Functional Linguistics*, 2(2), 79–85. <https://doi.org/10.22225/ijlsl.2.2.1480.79-85>
- Ketut Suardana, I. (2021a). VERBAL GROUP COMPLEXES APPLICATION IN PALANG TAMAK TEXT SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE. *International Journal of Linguistics and Discourse Analytics*, 2(2).
- Ketut Suardana, I. (2021b). VERBAL GROUP COMPLEXES APPLICATION IN PALANG TAMAK TEXT SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE. *International Journal of Linguistics and Discourse Analytics*, 2(2).
- Leong, A. P. (2022a). Thematic and Rhematic Progression in Scientific Writing: A Pilot Study. *Journal of Language and Literature*, 22(1), 238–254. <https://doi.org/10.24071/joll.v22i1.4117>

- Leong, A. P. (2022b). Thematic and Rhematic Progression in Scientific Writing: A Pilot Study. *Journal of Language and Literature*, 22(1), 238–254. <https://doi.org/10.24071/joll.v22i1.4117>
- Martin, J. R. (1992). *Text System and Structure*. John Benjamins Publishing Company. .
- Martin, J. R. and D. rose. (2009). *Genre Relations Mapping Culture*. . Equinox. .
- Muttaqien, M. Zainal. et. al. (2019). Systemic Cohesion In Social Media Conversations: Cases on Facebook and Twitter. *Indonesian Journal Of Applied Linguistics*. , 9(2), 413–423.
- Raharjo, S., & Nirmala, D. (2016). Generic Structure and Cohesive Devices: A Study on the Final Project Report Presentation of the Accounting Students of Polines Semarang. *Journal of Linguistics and Education*, 6(2), 27–40. <https://doi.org/10.14710/parole.v6i2.16885>
- Rizki Perdiana, D. (2022). The Use of Narrative Text on Students' Reading Comprehension Ability. *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 62(2), 2686–5106. <https://doi.org/10.32585/ijelle.v4i2.2935>
- Semadi, Y. P. (2021). International Journal of Systemic Functional Linguistics Behavioral Process in Text of I Durma Anak Lara: Systemic Functional Linguistics. *License International Journal of Systemic Functional Linguistics*, 3(2), 64–71. <https://doi.org/10.22225/ijl.v3i2.3723>
- Setiawan, F. (2021). COHESION AND COHERENCE IN WRITTEN TEXTS OF HEALTH MEDICAL LABORATORY STUDENTS. *Indonesian EFL Journal*, 7(1), 59. <https://doi.org/10.25134/ieflj.v7i1.3991>
- Sihura, M. (2019). 79-85 Systemic Functional Grammar. *International Journal of Systemic Functional Linguistics*, 2(2), 79–85. <https://doi.org/10.22225/ijl.v2i2.1480.79-85>
- Suardana, I. K. (2021). *Konteks Sosial Teks "I Tuung Kuning" Perspektif Linguistik Fungsional Sisemik*. . Mitra Cendikia Media. .
- Suardana, I. Ketut. (2022). *Klausua Sudut Pandang Systemic functional Linguistics (2nd ed)*. . Swasta Nulus.
- Suwija, I. Nyomen. etc. (2019). *Kumpulan Satwa Dongeng Bali*. Pelawa Sari.
- Wiratno, Tri. (2018). *Pengantar Ringkas Linguistik Sistemik Fungsional*. . Pustaka Pelajar.
- Yusuf, A. Muri. (2014). *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Penamerdeka Group