

**VALENCY IN CHILD INTERVIEW ON THE YOUTUBE
CHANNEL 'STEVE TV SHOW': SYNTACTIC AND SEMANTIC
ANALYSIS**

THESIS

By:

Linatul Laili Izzah

NIM 18320028



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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THESIS

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By:

Linatul Laili Izzah

NIM 18320028

Advisor:

Dr. Rohmani Nur Indah, M.Pd.

NIP 197609102003122011



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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I state that the thesis entitled **"Valency in Child Interview on the Youtube Channel 'Steve TV Show': Syntactic and Semantic Analysis"** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in references. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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The researcher



Lailatul Laili Izzah

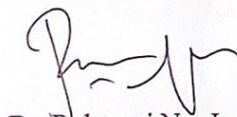
NIM 18320028

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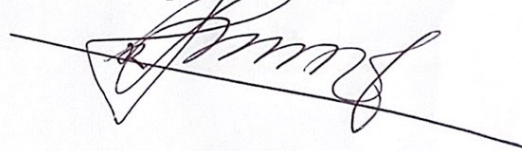
Malang, 21 June 2023

Approved by
Advisor,



Dr. Rohmani Nur Indah, M.Pd.
NIP 197609102003122011

Head of Department of English Literature



Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by

Dean,



Dr. M. Faisol, M.Ag.

NIP 197411012003121004

LEGITIMATION SHEET

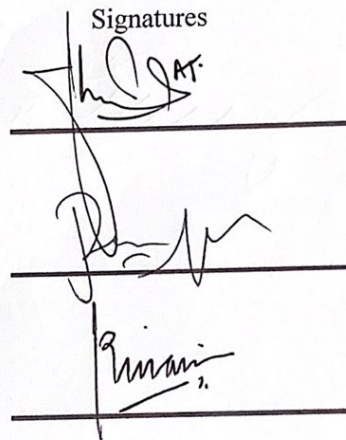
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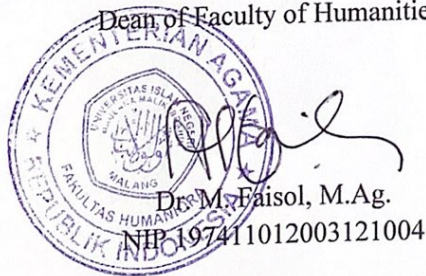
1. Dr. Syafiyah, M.A.
NIP 196609101991032002 (Chair)
2. Dr. Rohmani Nur Indah, M.Pd.
NIP 197609102003122011 (First Examiner)
3. Rina Sari, M.Pd.
NIP 197506102006042002 (Second Examiner)

Signatures



Approved by

Dean of Faculty of Humanities,



Dr. M. Faisol, M.Ag.
NIP 197411012003121004

MOTTO

“You are your thinking”

DEDICATION

This thesis is dedicated to:

Allah SWT who has given me a blessing, knowledge, and health so that I can
complete my undergraduate thesis.

My beloved husband Ahmad Ulul Hazmi, M.Mat. who always supports me every
time, and is always there and accompanies me in my lowest point.

My beloved parents: my father Ainur Rosyid, and my mother Anif Khusniatin, who
have taken care of me ever since was in the womb, and also the person who gives
unconditional love that spills over. They are also the person who financially continues
to support me until now.

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help in making this thesis materialized.

My little angel who was just born in this world who always made my days happy is
my biggest excitement to finish this undergraduate thesis.

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I want to show my deepest appreciation to Dr. Rohmani Nur Indah, M.Pd, as my thesis supervisor, for her extraordinary support and assistance. I feel motivated and encouraged every time I consult with her. Without her support and advice, this thesis would not have been possible. Secondly, I would like to convey my sincerest appreciation to my parents, who always pray for me and provide me with the finest. Thanks also to my husband, who has always been there for me. Also my gratitude goes to everyone who has contributed directly or indirectly to the completion of my thesis.

Finally, I recognize that this thesis is not perfect. Any criticism and suggestions for enhancing this thesis will be accepted. This thesis will hopefully benefit writers and readers, both present and future.

The researcher

Linatul Laili Izzah

ABSTRACT

Izzah, Linatul Laili (2023) *Valency in Child Interview on the YouTube Channel "Steve TV Show": Syntactic and Semantic Analysis*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Rohmani Nur Indah, M.Pd.

Keywords: *Valency, Semantic Roles, Transitivity.*

The topic of verb valency has been extensively examined by scholars to ascertain the manifestation of verb valency in written sentences and spoken discourse. Nonetheless, research on verb valency in verbal discourse among children approximately six years of age is infrequent, thus this research is conducted. The aim of this thesis is to analyze the valency in child interviews conducted on the YouTube channel "Steve TV Show" by utilizing both semantic and syntactic approaches. This study focuses on how child uses verbs with different valencies in her interviews, and how she expresses her thoughts and ideas. In analyzing the field of semantics, it is based on Kreidler's (2013) and Faulhaber's (2011) theories. While in the field of syntax, it is based on Marbun's (2016) and Halliday's (2004) theories. The data for this study is presented in the form of utterances produced by Ariana during the interview process on the "Steve TV Show" YouTube channel. The researcher employs a descriptive qualitative method to comprehend the valency of verbs and their corresponding arguments that are present in the discourse of a 6-year-old informant. The findings of the study show that Ariana uses verbs with different valencies in her interview, and she tends to use verbs with a higher valency more frequently than those with a lower valency. Basically, children tend to use simple sentence structures with one or two arguments, which is expected given their developmental level.

ABSTRAK

Izzah, Linatul Laili (2023) *Valensi dalam Wawancara Anak di Saluran YouTube "Steve TV Show": Analisis Sintaksis dan Semantik*. Tesis Sarjana. Jurusan Sastra Inggris, Fakultas Ilmu Budaya, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Rohmani Nur Indah, M.Pd.

Kata kunci: *Valensi, Peran Semantik, Transitifitas*.

Topik valensi verba telah banyak diteliti oleh para peneliti untuk memastikan manifestasi valensi verba dalam kalimat tertulis dan wacana lisan. Meskipun demikian, penelitian tentang valensi verba dalam wacana verbal pada anak usia sekitar enam tahun masih jarang dilakukan, oleh karena itu penelitian ini dilakukan. Tujuan dari tesis ini adalah untuk menganalisis valensi dalam wawancara anak yang dilakukan di saluran YouTube "Steve TV Show" dengan memanfaatkan pendekatan semantik dan sintaksis. Studi ini berfokus pada bagaimana anak menggunakan kata kerja dengan valensi berbeda dalam wawancaranya, dan bagaimana dia mengekspresikan pemikiran dan idenya. Dalam menganalisis bidang semantik didasarkan pada teori Kreidler (2013) dan Faulhaber (2011). Sedangkan pada bidang sintaksis didasarkan pada teori Marbun (2016) dan Halliday (2004). Data penelitian ini disajikan dalam bentuk ujaran-ujaran yang dihasilkan oleh Ariana selama proses wawancara di kanal YouTube "Steve TV Show". Peneliti menggunakan metode kualitatif deskriptif untuk memahami valensi verba dan argumen terkait yang hadir dalam wacana informan berusia 6 tahun. Temuan penelitian menunjukkan bahwa Ariana menggunakan kata kerja dengan valensi berbeda dalam wawancaranya, dan dia cenderung lebih sering menggunakan kata kerja dengan valensi lebih tinggi daripada kata kerja dengan valensi lebih rendah. Pada dasarnya, anak-anak cenderung menggunakan struktur kalimat sederhana dengan satu atau dua argumentasi, yang diharapkan sesuai dengan tingkat perkembangannya.

مستخلص البحث

عزة، لينة الليل (٢٠٢٣) التكافؤ في إجراء مقابلات مع الأطفال على قناة يوتيوب "برنامج ستيف التلفزيوني": التحليل النحوي والدلالي. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الثقافية، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. المستشار: الدكتورة رحمان نور إيندها الماجستير في التربية

الكلمات المفتاحية: التكافؤ، الدور الدلالي، العبور.

تم بحث موضوع تكافؤ الفعل على نطاق واسع من قبل الباحثين للتأكد من مظهر تكافؤ الفعل في الجمل المكتوبة والخطاب المنطوق. ومع ذلك، لا يزال البحث عن تكافؤ الفعل في الخطاب اللفظي عند الأطفال في سن السادسة تقريباً نادراً، لذلك تم إجراء هذا البحث. الغرض من هذه الأطروحة هو تحليل التكافؤ في مقابلات الأطفال التي أجريت على قناة يوتيوب "برنامج ستيف التلفزيوني" من خلال استخدام منهج دلالي ونحوي. تركز هذه الدراسة على كيفية استخدام الأطفال للأفعال ذات القيم المختلفة في مقابلاتهم، وكيف يعبرون عن أفكارهم وأفكارهم. في تحليل المجال الدلالي، يعتمد على نظرية كريدلر (٢٠١٣) و فولهاير (٢٠١١). في حين أنه يعتمد في مجال النحو على نظرية هاليداي (٢٠٠٤) و ماريون (٢٠١٦). يتم تقديم بيانات البحث في شكل أقوال أريانا خلال عملية المقابلة على قناة "ستيف تي في شو" على اليوتيوب. يستخدم الباحث الأساليب الوصفية النوعية لفهم تكافؤ الأفعال والحجج ذات الصلة الموجودة في خطاب المخبرين البالغين من العمر ٦ سنوات. تظهر نتائج البحث أن أريانا تستخدم أفعالاً ذات تكافؤ مختلف في مقابلاتها، وتميل إلى استخدام الأفعال ذات التكافؤ الأعلى أكثر من الأفعال ذات التكافؤ المنخفض. في الأساس، يميل الأطفال إلى استخدام تراكيب الجمل البسيطة مع واحدة أو اثنتين من الحجج، والتي من المتوقع أن تتناسب مع مستوى تطورهم.

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CHAPTER I

INTRODUCTION

This chapter gives an introduction to the study, including the background of the study, previous research, research questions, scope and limitation, significance of the study, and definitions of key terms.

A. Background of the Study

In general, the word "valency" is more often employed in the field of chemistry, which means the ability of a chemical element to interact with other chemical elements (Cook, 2016). However, in linguistics, the term "valency" is frequently used in the semantic and syntactic disciplines. The word "valency" means the relationship between the parts of a compound, where compound elements are clauses or other parts of a sentence that are added to a language to create syntactic relationships (Damanik & Mulyadi, 2019). In short, valency is the syntactic relationship between a verb and its surrounding elements, including transitivity and the verb's mastery of the surrounding argument.

The valency theory was first proposed by Tesnière in 1959. Nevertheless, many scientists also proposed the theory of valency; one of them was Kreidler. Based on Kreidler (2013), "valency" is a word that describes a predicate's semantic potential in terms of the number and types of arguments that may be used with it. The number of arguments that a verb and other lexical objects have is referred to as their valency. It also relates to the quantity and kind of verbal arguments, which is a subcategorization criterion of every lexical item. In essence, valency is a method of expressing the case that, despite variations in individual verb meanings within a

given language, many verbs exhibit similar morphological and syntactic behaviors, such as accepting the same number of arguments or marking their arguments in the same way (Grossman & Witzlack-Makarevich, 2019).

Valency has been studied extensively by many researchers, including verb valency (Amalia, 2021; Čech et al., 2010; Damanik & Mulyadi, 2019; Zhao & Jiang, 2020), valency lexicon (Passarotti et al., 2016; Urešová et al., 2016), valency changing (Smirnova & Shustova, 2017), valency dictionary (Birtić et al., 2017; Herbst & Klotz, 2017; Przepiórkowski et al., 2016), typology of valency (Dom et al., 2018; Mosel, 1984), valency ambiguity (Iomdin & Iomdin, 2011), and many other valency related studies. However, the researcher decided to employ the verb valency strategy in the current analysis.

Several studies on the topic of verb valency have been conducted. First, Amalia (2021) examines the use of verb valency patterns in monolingual dictionaries of Indonesian learners. Her study investigates the errors produced by BIPA (*Bahasa Indonesia untuk Penutur Asing*, “Indonesian for Foreign Speakers”) to investigate how to transmit grammatical information and intends to build verb patterns that may be utilized as practical grammatical information in monolingual learners' dictionaries.

Second, Kapanadze (1998) analyzed medium-sized multilingual verbal valency lexicons from Georgian, Russian, English, and German analyze the findings of research on the generalization of syntactic and semantic valency patterns. He adopts a multi-hierarchical strategy that focuses on semantic fields.

Specifically, he categorizes verbal content first into semantic fields and then classifies each field syntactically and semantically.

Third, Čech et al. (2010) use the full valency approach to introduce a new approach to analyzing verb valency. Full valency refers to all arguments without distinction between complement and adjunct, meaning that all are taken into account. This is the first study to try to observe and test the properties of full-valency verbs, so the approach is still in its early stages and needs more research.

Fourth, Damanik and Mulyadi (2019) carry out research on the use of verb valency in TOEFL listening comprehension practice. They utilize the referential equivalence method as an approach to data analysis. This approach is used in the TOEFL Listening Comprehension exercise to categorize or classify the valency structure of verbs. The finding revealed that the TOEFL exam practice contains verbs with one, two, and three valencies. In addition to one, two, and three valency verbs, valency reduction occurred, it is used in passive phrases that have optional agents.

Last, Zhao and Jiang (2020) investigated the relationships between verb valency and L2 language proficiency. Their search is not limited to one word or phrase. They looked at each phrase's or clause's verb root and complementation pattern. They used quantitative analysis of Chinese L2 writers' English. It was found that there are verb valency distributional regularities in interlanguage-matched native languages. In addition, valency characteristics show the diversity of valency patterns, the utilization of valencies, and the complexity of complement forms.

Based on those empirical findings, the verb valency is still significant to explore further. The current study is in a position to supplement the findings of previous studies to explore more on the valency of verbs in the context of child speech. Moreover, by supplementing the research's elements, this study extends the framework of the prior study.

Conducting semantics and syntax analysis of valency in child interviews on the YouTube channel "Steve TV Show" is done to gain insights into children's language development. In analyzing verb valency, both semantics and syntax are important, and they are interconnected. Valency refers to the ability of words to combine with other words to form grammatically correct sentences. By analyzing the semantics (meaning) and syntax (structure) of children's speech, the researcher can better understand how children acquire language skills and track their linguistic progress.

The current study utilizes the verb valency approach. However, in the present study, the data and results are different from some previous studies. In this study, verb valency is related to interviews with children. Because from the researcher's point of view, the interview with the child is considered to have a unique linguistic phenomenon when it is associated with verb valency. Children aged six who are normally developing have mastered the syntactic elements of their mother tongue and already have adequate language competence in general. However, the vocabulary is still limited but will continue to grow and increase over time. The current research data is in the form of children's interviews on the YouTube channel "Steve TV Show." In this case, the data that is easily obtained

from the YouTube channel. Therefore, the researcher selected Steve Harvey's YouTube channel, namely "Steve TV Show," which includes interview conversations, and it will be discussed further how the typology of verb valency occurs during the question and answer process in the interview.

B. Research Question

Based on the background of the study explained above, the research questions of this study are:

1. What are the types of valency found and the semantic roles of each type of valency in children's interviews on the YouTube channel "Steve TV Show"?
2. What is the syntactic structure of each valency pattern that is formed?

C. The Significance of the Study

In this research, many contributions are given both theoretically and practically. The results of this study are anticipated to contribute significantly to linguists' knowledge in the field of linguistics. Meanwhile, practically, researchers automatically gain a wider insight into valency science by conducting this research. For the readers, it can increase their knowledge about what valency is. Furthermore, they automatically recognize a variety of valencies, especially in the interview. Additionally, this work can be used as a reference by other researchers to aid in their research.

D. Scope and Limitation

This study focuses on the field of semantics and syntax, which discusses verb valency and focuses on valency patterns. As explained in the background of the research, there are several studies on valency, such as valency lexicon, valency

changing, valency dictionary, etc. In the current study, however, the researcher chooses verb valency approaches. The researcher examines the valency of verbs in child's interviews on the "Steve TV Show" YouTube channel. There have been numerous interviews on the Steve TV Show, but the researcher wants to focus on interviewing a 6-year-old girl named Ariana Jalia, who is a kid writer.

The current study must be limited to active patterns. Passive and interrogative patterns will not be considered only simple sentences will be considered, in which the sentence structure consists of the subject, verb, and complement. Also, compound sentences will not be taken into account. This is to make it easier for researchers to look at the data.

E. Definition of Key Terms

In order to enhance reader comprehension of this study, the researcher has included definitions of key terms:

1. Semantic roles: the deeper relationship between participant and the main verb of the clause which consists of the categories including agent, actor, affected, affecting, associate, effect, location/place, and theme.
2. Valency: a word that describes the number and kinds of arguments that can be used with a predicate to show what it means, that comes in three different forms: monovalent (valency zero), bivalent (valency one), trivalent (valency two).
3. Transitivity: the grammatical property of a verb that determines the number and type of objects that can appear in a sentence along with the verb. **A transitive** verb is a verb that requires one or more objects to complete its meaning, while **an intransitive** verb does not take an object.

CHAPTER II

REVIEW ON RELATED LITERATURE

The researcher will present numerous theories related to this topic's research in this chapter to provide the readers with a thorough understanding of this study issue. They are syntax, semantics, semantic roles, valency, verb valency, and transitivity.

A. Syntax

The comprehension of English syntax is a crucial component of language studies for students. Syntax itself is a constituent element of the field of structural linguistics. The scope of its coverage pertains to English phrases and clauses. According to Tallerman (2011), syntax refers to the process of constructing sentences from individual words. It involves analyzing how words combine to form phrases and sentences as well as examining the relationships between words and phrases to determine their meaning. The focus of syntax study is on describing the rules for forming sentences that are grammatically correct and make sense in a particular language. It includes understanding the relationships between the different parts of speech, such as nouns, verbs, adjectives, and adverbs, and how they are used in combination to create sentences.

Syntax is also the study of the rules and principles that regulate the structure and arrangement of words in a language to construct meaningful sentences. Syntax is concerned with the order of words, the arrangement of phrases, and the connections between the various elements of a sentence. According to Junaid (2018), the discipline of syntax is often regarded as having mathematical

characteristics due to its analytical nature. Thus, the study of syntax is important for a variety of fields, including linguistics. In linguistics, syntax is used to understand the ways in which language is structured and how it is used in communication.

B. Semantics

Semantics is a linguistic component that pertains to the examination of meaning as constituents of language. According to Yule (2010), semantics is a branch of linguistics that studies the meaning of words, phrases, sentences, and texts. It focuses on how linguistic signs and symbols are understood as well as the connections between those signs and the things or ideas they represent. In other words, it explores how words and language convey meaning and how speakers and listeners understand each other. Semantics' goal is to clarify the precise meaning of words and phrases and get rid of any ambiguity that can make the reader think a word could imply several different things (Sidabutar & Zakrimal, 2020).

The study of semantics focuses on the study of meaning, however encompassing not only the meaning of linguistic units such as phrases and incomplete sentences but also full sentences, in which the propositions that make up the meaning of a sentence are its semantic center. According to Hurford et al. (2007), propositions are part of the meaning of declarative sentences that describe several conditions. In semantic analysis, the utilization of simple propositions is imperative as they serve to lucidly convey propositions. The proposition can be comprised of a single predictor and multiple arguments (Kreidler, 2013). Hence, the information presented in this study comprises of basic propositions or

declarative sentences, as the analysis of thematic roles necessitates a logical approach that precludes any ambiguity in propositions.

C. Semantic Roles

Semantic roles are referred to as semantic cases, thematic roles, participant roles, or thematic functions by other linguists (Kreidler, 2013 p. 82). The interpretation of thematic roles pertains to the semantic analysis of language. Specifically, the identification of the functions performed by noun phrases in relation to the events or circumstances described in sentences (Rahmah, 2018). The term is utilized to delineate the role performed by a specific entity in a given occurrence (O'Grady et al., 1997). Semantic roles indicate how the noun phrase's referent contributes to the state, activity, or circumstance that the sentence is describing. Semantic roles may also be used to generalize notions that can be represented by verbs by categorizing the various participants according to their function (Faulhaber, 2011). Therefore, semantic roles must be defined separately from the meaning of the verb in order to allow for generalization.

Basically, there are variations in the names given and the number of semantic roles that various authors have identified. According to Faulhaber (2011), there are some kinds of semantic roles. The following are the types of semantic roles based on Faulhaber (2011).

Table 1. The kinds of semantic roles based on Faulhaber (2011)

Semantic Roles	Explanation
Affected	When we use the verb, this activity is the result of an incident.
Agent	When taking action, the <i>agent</i> does so voluntarily.
Aim	To accomplish <i>aim</i> , we do it.
Basis	What supports our activities.
Beneficiary	The activity is carried out for the benefit of the <i>beneficiary</i> .
Cause	We act in accordance with the <i>cause</i> .
Effected	The consequence or effect of this activity.
Goal	We work toward the <i>goal</i> or toward whatever results in the <i>goal</i> .
Instrument	What we verbally employ in order to.
Location	<i>Location</i> is where the action happens.
Purpose	We perform it for <i>purpose</i> .
Predicative	Describe us or another entity that the activity is concerned with as <i>affected</i> .
Recipient	When we verbalize anything, the <i>recipient</i> either receives it or is supposed to.
Reference	We verb while talking about <i>reference</i> .
Result	The <i>result</i> is the activity's result.
Source	We either have it or get it from a <i>source</i> .
Topic	Our verbing is concerned with or focused on the <i>topic</i> .
Price	It costs <i>price</i> when we verb.

While, according to Kreidler (2013), there are eight different categories of semantic roles. These categories include actor, affected, affecting, agent, associate, effect, location or place, and theme.

Table 2. The kinds of semantic roles based on Kreidler (2013)

Semantic Roles	Explanation	Example
Actor	The role that takes some action without having any impact on other entities.	e.g. <u>Sylvia</u> left (Kreidler, 2013 p. 70)
Affected	The purpose of this argument changes because of an event or because of something else.	e.g. <u>A window</u> broke or Tom broke <u>a window</u> (Kreidler, 2013 p. 70)
Affecting	The function that influences another object even when no action is taken.	e.g. Betty likes <u>opera</u> or <u>Opera</u> delights Betty (Kreidler, 2013 p. 70)
Agent	The purpose of this argument is to influence another entity.	e.g. <u>Tom</u> broke a window (Kreidler, 2013 p. 70)
Associate	The purpose of this argument is to inform the reader about the theme or state of another argument.	e.g. Roger is a <u>student</u> (Kreidler, 2013 p. 70)
Effect	The function of this argument is created by the predicate's action.	e.g. Tillie baked <u>a pie</u> (Kreidler, 2013 p. 70)
Place	The function that identifies the place where the predicate's action takes place.	e.g. The fireman climbed <u>a ladder</u> (Kreidler, 2013 p. 70)
Theme	The function of this argument is the subject of a stative (i.e., non-action) predicate.	e.g. <u>Audrey</u> is a computer expert (Kreidler, 2013 p. 70)

Based on the explanation above, this study will modify a number of semantic roles that Faulhaber and Kreidler's study offered. For the types of semantic roles proposed by Kreidler (2013), the researcher only uses four of the eight categories of semantic roles, including *Agent*, *Affected*, *Associate*, and *Theme*. As for the types of semantic roles proposed by Faulhaber (2011), the researcher adopted at least four of the eighteen types of semantic roles that have been put forth based on his investigations, including *Cause*, *Location*, *Goal*, and *Beneficiary*.

Based on the justification that has been provided, the researcher will use nine kinds of semantic roles that will be used to analyze the data in the next session. The following are the kinds of semantic roles that have been adapted from the study of Faulhaber and Kreidler.

Table 3. The semantic roles adopted from Faulhaber and Kreidler's research

Semantic Roles	Explanation
Agent	The purpose of this argument is to influence another entity.
Affected	The purpose of this argument changes because of an event or because of something else.
Theme	The function of this argument is the subject of a stative (i.e., non-action) predicate.
Associate	The purpose of this argument is to inform the reader about the theme or state of another argument.
Cause	We act in accordance with the <i>cause</i> .
Location	<i>Location</i> is where the action happens.
Goal	We work toward the <i>goal</i> or toward whatever results in the <i>goal</i> .
Beneficiary	The activity is carried out for the benefit of the <i>beneficiary</i> .

D. Valency

Valency refers to the number of arguments or complements that a verb requires in order to form a complete sentence. According to Kreidler (2013 p. 67), valency is a description of the semantic potential of predicates in terms of the number and types of arguments that may occur with them. Valency also means the number of arguments that require a predicate. Different predicates require a different number. In other words, it is the number of noun phrases, pronouns, or clauses that provide necessary information to the verb in order to create a complete and meaningful sentence. For example, consider the verb "eat." The verb "eat"

requires a subject (who or what is eating) and an object (what is being eaten), so it has a valency of two. The subject argument is considered to be the most important argument for a verb, as it specifies who or what is performing the action. The other arguments are considered to be secondary, and their presence or absence can change the meaning of the sentence.

Verbs can have different valencies based on the context in which they are used. For example, some verbs can take only one argument, e.g., "I slept," while others can take multiple arguments, e.g., "I gave the book to my friend." Some verbs can take optional arguments, which means that their presence or absence does not change the meaning of the sentence. Kreidler (2013) states in his book "Introducing English Semantics" that there are three different types of valency:

1. Monovalent (Valency Zero)

Valency zero has no arguments. Usually, monovalent verbs normally require a subject, but it doesn't name anything.

e.g. It is snowing (Kreidler, 2013 p. 68).

Although the subject is it and the verb used is snow in the previous phrase, it doesn't name anything. English requires every sentence to include a subject, but this sentence's subject has nothing to do with the underlying premise. *Snow* is considered a zero-argument verb. Additional zero-argument verbs include the following:

- It's raining (Kreidler, 2013 p. 68).
- It sleeted (yesterday) (Kreidler, 2013 p. 68).
- It has been thundering (in the west) (Kreidler, 2013 p. 68).

It is required in English with weather verbs such as rain, snow, sleet, and thunder, but it has no meaning. These verbs are one of the few in the language that does not require the mention of a reference in the phrase. It is necessary to communicate tense and aspect (rains, rained; is snowing, has been snowing) as well as time and location clues (yesterday, in the west, etc.), but a phrase is complete without naming anything.

2. Bivalent (Valency One)

Valency one has one argument. Usually, bivalent verbs require a subject or a direct object.

e.g. The dog is sleeping (Kreidler, 2013 p. 69).

This sentence has the verb *snore* and a subject *my brother*. A lot of verbs are like snore: they have a subject but no object. They are intransitive verbs or, in our terminology, one-argument predicates.

3. Trivalent (Valency Two)

Valency two has two arguments. Usually, trivalent verbs require a subject, a direct object, or an indirect object.

e.g. Chris is making an omelet (Kreidler, 2013 p. 73).

Most verbs take a subject and an object; they are two-argument predicates. One of them is make, illustrated in the sentence above. *Need* and *use* are two more examples. It can't simply say, "Chris is making," or "I need," or "Sue used." A statement beginning with "make" must contain a mention of who makes and what is made, and likewise with "need" and "use."

In the context of valency, the verb is seen as the most important aspect of a phrase and a critical component in determining its structure. Each sentence has a distinct pattern, as does valency. According to Faulhaber (2011), the following are instances of valency patterns that can be expressed:

- A. [NP] + verb + [0]
- B. [NP] + verb + [NP]
- C. [NP] + verb + [in_NP]

Pattern (A) is an example of a monovalent pattern; it should be applied to the verb "run." In this pattern, [NP] represents a noun phrase complement, and the verb is used in the predicate without a complement, as indicated by the convention [0]. Pattern (B) is a bivalent pattern that includes both nominal sentences and monotransitive phrases, such as "*John is a teacher*" and "*Peter loves Katy*." Pattern (C) is an additional trivalent pattern with a particle complement. [in NP] represents a complement that is preceded by the particle in and followed by a noun phrase (NP), as in the sentence "*He invested in the company*", where the complement is in the "*company*."

In linguistic analysis, the study of valency is an important aspect of syntax, as it provides information about the grammatical structure of a sentence and the relationships between its components. Valency can also help you learn a language because it helps you make sentences that are grammatically correct and understand what new verbs mean.

E. Transitivity

In linguistic terms, "transitivity" refers to the grammatical property of a verb that determines the number and type of objects that can appear in a sentence along with the verb. According to Suryatini (2014) the concept of transitivity is conventionally understood as a grammatical attribute that denotes the presence or absence of a direct object in relation to a verb. A verb that takes a direct object is classified as transitive, while a verb that does not is categorized as intransitive. For example, the verb "eat." In the sentence "She ate the sandwich," "eat" is a transitive verb because it requires the object "sandwich" to complete its meaning. In contrast, in the sentence "She laughed," the verb "laughed" is intransitive because it does not take an object.

According to Halliday (2004), there are three components in the transitivity process, including the participants, the process itself, and the circumstance. *Participants* are the people or entities involved in the action described by the clause. There are three types of participants including the actor, the target, and the experiencer. *Process* refers to the action or event that is taking place. There are six types of processes, including material process, mental process, relational process, verbal process, existential process, and behavioral process. Temporary, the *circumstance* refers to the context or situation in which the action is taking place. It can include information about time, place, manner, reason, and other details.

Based on Halliday (2004), there are six types of processes in transitivity, including; *Material process*: the action of a verb and describes an event involving a transfer of matter or energy, e.g.: "She baked a cake." *Mental process* refers to

mental events such as thinking, perceiving, and feeling, for example: "She realizes that she forgot her keys." *Relational process* refers to the state or relationship between two entities, without any transfer of matter or energy, for example: "She is the manager." *Behavioral process* refers to actions or events that are performed by a person or animal. Example: "She danced gracefully." *Verbal process* refers to events that involve communication, such as speaking, writing, or signaling, for example: "She wrote a letter." *Existential process* refers to the existence or presence of something, for example: "There is a cat on the mat." These processes help to describe the nature of events and actions in sentences, providing important information about what is happening and who or what is involved.

Apart from transitivity theory of Halliday (2004), Marbun (2016) stated that each participant would be different depending on the context of the process. Table 4 summarized are the types of processes as well as their participation.

Table 4. Types of Processes Category and the Participants According to Marbun (2016)

Types of Process	Category of Meaning	Participants
Material: - Action - Event	Doing - Doing - Happening	Actor, Goal
Behavioral	Behaving	Behaver
Mental: - Perception - Affection - Cognition	Sensing - Seeing - Feeling - Thinking	Senser, Phenomenon
Verbal	Saying	Sayer, Target
Relational - Attribution - Identification	Being - Attributing - Identifying	Carrier, Attribute Token, Value
Existential	Existing	Existent

Halliday's theory incorporates the notion of transitivity as a grammatical framework that serves as a powerful instrument for examining the meaning conveyed in clauses. That way it's easier for readers to understand all procedures in a certain language precisely.

CHAPTER III

RESEARCH METHOD

This section outlines the methodologies used by the researcher and the procedures for gathering and evaluating data. This chapter demonstrates how the researcher uses the theory of Faulhaber (2011) and Kreidler (2013) to choose the various verb valency kinds and semantic roles, as well as Halliday's (2004) and Marbun's (2016) theory to determine the syntactic structure present in child interviews.

A. Research Design

The present study aims to investigate the valency exhibited in child interview featured on the YouTube channel "Steve TV Show". The present study adopts a descriptive qualitative methodology as its primary objective is to enhance comprehension of the phenomena under investigation, which is to find out the types of valency and semantic roles of each type of valency based on Faulhaber's (2011) and Kreidler's (2013) theory, and using Halliday's (2004) and Marbun's (2016) theory to determine the syntactic structure of each valency pattern formed in children's interviews on the YouTube channel "Steve TV Show."

According to Rahardjo (2020) the qualitative research method is essentially the interpretation and analysis of phenomena or symptoms, including the actions of the individual responsible and the outcomes of those actions. While the descriptive qualitative method is a label used in qualitative research for studies that are descriptive in nature (Kim et al., 2017). Qualitative research methods are typically employed when the researcher seeks to obtain a comprehensive comprehension of

a particular occurrence or phenomenon from the perspective of the agent involved, rather than elucidating the event in terms of interconnected variables (Rahardjo, 2020). Therefore, this investigation includes descriptive qualitative research because it involves the collection, classification, evaluation, and drawing of conclusions based on data analysis without making comprehensive generalizations.

B. Research Instrument

This investigation uses a qualitative approach. The qualitative research approach is a way to understand a phenomenon from the perspective of both the actor and the thing that is being studied (Rahardjo, 2020). In qualitative research, the researcher plays a key role in understanding the phenomena that the study participants are experiencing, and the approach's findings are subsequently conveyed in written form. It can be inferred that the researcher is the research instrument in this study since she completed all of the elements that contributed to the research's success. According to Creswell (2017), in qualitative research, the researcher is the primary tool for collecting data through analysis, observation, or interview. All parts of the investigation, including data observation, examination, and interpretation, were thoroughly monitored by the researcher.

C. Data and Data Source

The data in the study presented in the form of utterances produced by Ariana Jalia, a 6-year-old girl who is a child writer, during a dialogue with Mr. Steve Harvey in a children's interview on the YouTube channel "Steve TV Show." The interview was uploaded to YouTube on March 1, 2019, by the Steve TV Show channel. The video interview is 15 minutes long and has the title "Steve's Top 3 Kid

Interviews." The three children include Ariana Jalia, Jaequan Faulkner, and Austin. The researcher chose Ariana as the data source because Steve and Ariana's conversation was more conversation than the other two children's. Apart from that, the other two children were accompanied by their families so the one who often had dialogue was their companion. Therefore, the conversation between Steve and the other two kids was very little. While the duration of the interview with Ariana is in the first four minutes of the video. There have been 9.3 million views of the video and 5,1 thousand comments. Here is a link to the interview's video: <https://youtu.be/UINjO8CJhI0>.

D. Data Collection

Since the data collected from video interviews on a YouTube channel, the researcher conducted a visual analysis. The following are the steps taken by the researcher: First, the researcher downloaded the video interview between Ariana Jalia and Mr. Steve Harvey from the Steve TV Show channel on YouTube. Second, the researcher watched or listened to as well as made a transcription of the dialogue produced by the two characters. Finally, the researcher identified the dialogues generated by Ariana. It starts by determining the types of valency as well as the semantic roles of each type of valency based on Faulhaber's (2011) and Kreidler's (2013) theory, and using Halliday's (2004) and Marbun's (2016) theory to determine the syntactic structure on transitivity of each valency pattern formed in children's interviews on the YouTube channel "Steve TV Show."

E. Data Analysis

After data collection, the researcher began to analyze the data according to the research focus. First, the researcher classified each utterance according to the type of valency based on Kreidler's (2013) theory. The types of valency include valency zero, valency one, and valency two. After classifying the types of valency, the researcher determines the semantic roles of each type of valency. In determining this semantic role, the researcher identified based on the theories of Faulhaber (2011) and Kreidler (2013), both of which have been modified by the researcher in order to obtain ten kinds of semantic roles that used in this study, including agent, affected, theme, associate, cause, location, goal, and beneficiary. Second, the researcher analyzes the syntactic structure of each valency pattern formed based on Halliday's (2004) and Marbun's (2016) theories on transitivity. After categorizing the data, the researcher recorded the findings of the data analysis in order to respond to the research questions. Then, the researcher finally drew a conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter has two parts: the results of the research and a discussion of how the data were analyzed. The section on findings addressed two research questions which focused on the types of valency and what the semantic role of each type of valency. It also focuses on the syntactic structure of each type of valency pattern. The data came from Ariana Jalia's utterances in child's interviews on the YouTube channel "Steve TV Show." Meanwhile, the analysis of the research findings was covered in the part of the discussion.

A. Findings

The researcher found a number of utterances that were employed for data analysis obtained from the interview dialogue between Ariana Jalia and Steve Harvey. From the utterances obtained, the researcher explained the types of valency as well as the semantic role contained in the dialogue. After that, she discussed the syntactic structure of each existing valency pattern.

After eliminating the data according to the previously mentioned limitations, the researcher found nineteen utterances generated from the interview dialogue by Ariana Jalia as a resource person. From the nineteen data points, the researcher will group the utterances according to the types of valency based on Kreidler's theory (2013), in which there were three types of valency proposed by him: 1. valency zero (monovalent) 2. valency one (bivalent); and 3. valency two (trivalent). After categorizing the types of valency, the researcher determines the semantic roles of each type of valency.

1. The Types of Valency Found and Semantic Roles of Each Type of Valency

The first finding concerned the types of valency as well as the semantic role contained in each type of valency in children's interviews on the YouTube channel "Steve TV Show." It identified the types of valency used in this study. These include valency zero (monovalent), valency one (bivalent), and valency two (trivalent). While the types of semantic roles covered eighteen semantic roles, which include affected, agent, aim, basis, beneficiary, cause, effected, goal, instrument, location, purpose, predicative, recipient, reference, result, source, topic, price. It also involved eight distinct semantic roles, including actor, affected, affecting, associate, effect, location/place, and theme. Based on these findings, the researcher classified semantic roles into eight categories: agent, affected, theme, associate, cause, location, goal, and beneficiary.

Based on the examination of the data, it was determined that Ariana's utterance has multiple types of valency and semantic roles for each type of valency. The researcher discovered the three categories of valency among the data findings that were analyzed. Here is Ariana's representation of the data for valency types and semantic roles for each type of valency formed.

Table 5. Valencies Produced by Ariana Jalia

Valency Types	Datum	
Valency Zero (Monovalent)	<i>None</i>	
Valency One (Bivalent)	Datum 14: <i>And I know how to play go fish.</i>	Datum 19: <i>One Red Nose at a time. I feel very lucky to be a part of the day</i>

Valency Two (Trivalent)	Datum 1: <i>Well you see Mr. Harvey, I have been working on my third book. I launched my online store. And I also wrote a song for my mommy “butterfly.”</i>	Datum 2: <i>Well you see Mr. Harvey, I have been working on my third book. I launched my online store. And I also wrote a song for my mommy “butterfly.”</i>
	Datum 3: <i>Well you see Mr. Harvey, I have been working on my third book. I launched my online store. And I also wrote a song for my mommy “butterfly.”</i>	Datum 11: <i>I just had to give it some character which is Mr. Mustachio and the reason I put you in the book is because you are smart, ...</i>
	Datum 13: <i>... last I may saw you, we were going to talk those terms about the business and we never got to do that ...</i>	Datum 17: <i>You’re right. It was amazing. I even got to do a campaign for Red Nose Day.</i>
	Datum 18: <i>I even got to do a campaign for Red Nose Day. It’s where everyone comes together to get rid of child poverty.</i>	

Actually, there were nineteen data utterances produced by Ariana. However, there were only nine data included in the valency category. Based on the examination of the data, in Ariana's utterances, there is not a single type of valency zero (monovalent). Ariana's utterance has two types of valency including valency one (bivalent) and valency two (trivalent) based on semantic roles that are formed. Two categories of valency and their semantic roles are summarized in table 6.

Table 6. Valency and Semantic Roles Produced by Ariana’s Utterances

No	Utterances	Valency Type	Semantic Roles
1	I've been working on my third book.	Trivalent	Agent–V–Theme
2	I launched my online store.	Trivalent	Agent–V–Affected
3	I also wrote a song for my mommy ‘butterfly’.	Trivalent	Agent–V–Theme–Beneficiary
4	I just had to give it some character which is Mr. Mustachio.	Trivalent	Agent–V–Theme

5	Last I may saw you, we were going to talk those terms about the business.	Trivalent	Agent–V–Theme–Beneficiary
6	And I know how to play go fish.	Bivalent	Agent–V–Theme
7	I even got to do a campaign for red nose day.	Trivalent	Agent–V–Theme–Goal
8	It ' s where everyone comes together to get rid of child poverty.	Trivalent	Theme–V–Associate
9	I feel very lucky to be a part of the day.	Bivalent	Agent–V–Goal

It can be seen from the table above that of the nine utterances there were only two patterns of valency one (bivalent) with the different patterns based on the semantic roles that formed each sentence. While there were seven distinct valency two (trivalent) patterns based on the semantic role formed in each sentence. Here's an explanation.

a. Valency One (Bivalent)

Valence one (bivalent) is one type of valency generated by Ariana during child interviews as a resource person. Valency one happened when there was only one argument. Usually, a bivalent (valency one) sentence contained a subject or a direct object. In analyzing the data, there were several sentences that seem to have two arguments. However, it was not an argument but only a complement. Based on the results of the data analysis, there were only two patterns of bivalent valency found in Ariana's speech, with different patterns based on the semantic roles that make up each sentence.

Two such patterns included (Agent + Verb + Theme) which can be seen in datum 14. And there was one pattern of (Agent + Verb + Goal) which can be seen

in datum 19. The following are speech data samples demonstrating valency one in Ariana's utterances.

Steve : “*You know how to count cards, playing cards?*”
Ariana : “*And I know how to play go fish*”. (Datum 14)

This dialogue occurs when Mr. Steve asks Ariana about her ability to count cards as well as play them. Then Ariana replied in her teasing fashion that she even knew how to play go fish. And that made Mr. Steve wonder.

In this case, “*And I know how to play go fish*” indirectly does not show any valency. Where valency refers to the number and types of arguments the verb takes in a sentence. In this particular sentence, the verb "know" is used intransitively, meaning it doesn't take a direct object. The prepositional phrase "how to play go fish" here is just a sentence complement indicating known information or knowledge. However, in this sentence, there is the pronoun "I" as the subject or agent so the sentence only has one valency.

Sentence	<i>I</i>	<i>know</i>	<i>how to play go fish</i>	(Datum 14)
Semantic Roles	Agent	Verb	Theme	

In the sentence "I know how to play go fish," the semantic roles can be identified as follows: The pronoun "I" represents the agent in this sentence, indicating the person who performs the action. The verb "know" represents the action performed by the agent. It indicates the mental state of knowing. The prepositional phrase "how to play go fish" functions as theme of the sentence, which indicates the information or knowledge that is known. In this case, it refers to the understanding of how to play the card game "go fish."

Another data sample demonstrates valency one in Ariana's utterances.

Steve : “I heard you walked in your first red carpet the other day?”

Ariana: “You’re right. It was amazing. I even got to do a campaign for Red Nose Day. It’s where everyone comes together to get rid of child poverty. One Red Nose at a time. **I feel very lucky to be a part of the day.** I think it is very important we help the children in need” **(Datum 7)**

This dialogue occurred when Mr. Steve asked Ariana about Ariana's experience for the first time walking on the red carpet. And Ariana confirmed the question that experience was amazing. In fact, she had to do a campaign for a red nose day, which is where everyone gathers to get rid of children's poverty. And she also felt very fortunate to be a part of that day.

The sentence “*I feel very lucky to be a part of the day*” indirectly does not show any valency. Valency refers to the number of arguments or complements a verb requires or permits in a sentence. In this case, the sentence does not contain a verb that takes direct objects. The sentence expresses a personal feeling (“I feel very lucky”) and states a condition or circumstance (“to be a part of the day”). It does not involve a verb that assigns or requires specific valency roles. However, in this sentence, there is the pronoun “I” as the subject or agent so the sentence only has one valency. Here are the types of semantic roles contained in the sentence.

Sentence	<i>I</i>	<i>feel very lucky</i>	<i>to be a part of the day</i>	Datum 19
Semantic Roles	Agent	Verb Phrase	Goal	

In the sentence “*I feel very lucky to be a part of the day*” there are several semantic roles that can be identified: The pronoun “I” represents the agent in this sentence. The agent is the entity that performs the action or experiences the feeling. The verb “feel” is the verb in this sentence and it is the main action. “Very lucky” describes the state or quality of the experiencer (i.e., “I”). It functions as an attribute

of the experiencer. The prepositional phrase "to be a part of the day" is the goal or purpose of the feeling. It indicates what the experiencer desires or considers fortunate. In this case, being a part of the day is the desired state.

b. Valency Two (Trivalent)

Ariana's speech also produced a valency two (trivalent). Valency two happened when there were two arguments. A trivalent (valency two) sentence contained a subject, a direct object, or an indirect object. Based on the results of the data analysis, there were seven types of trivalent valency found in Ariana's speech, with different patterns based on the semantic roles that make up each sentence. Seven such patterns included (Agent + Verb + Theme) which can be seen in datum 1 and 11. There was one pattern in the structure of (Agent + Verb + Affected) which can be seen in datum 2. There were also two patterns in the structure of (Agent + Verb + Theme + Beneficiary) in datum 3 and 13. Then, there was a pattern in the structure of (Agent + Verb + Theme + Goal) in datum 17. Last, there was a pattern in the structure of (Theme + Verb + Associate) in datum 18. The following is a speech data sample demonstrating valency two in Ariana's utterances.

Steve : *"Wow, what you've been doing since I last saw you?"*

Ariana: *"Well you see Mr. Harvey, **I have been working on my third book. I launched my online store. And I also wrote a song for my mommy 'butterfly'.**"*
(Datum 1, 2, & 3)

This dialogue occurred when Mr. Steve asked Ariana about what Ariana had been doing since the last time they met. Then Ariana replied in her casual style that she was working on her third book. She also launched an online store to sell her creations. And she also wrote a song for her mother entitled "Butterfly."

In datum 1 there is the sentence “*I have been working on my third book*”. In this sentence the main verb is "working," which is an intransitive verb that doesn't require any direct object or complement. However, it's not always, that way depending on the context as it is in this sentence. The sentence "I've been working on my third book" describes the act of working and shows who is doing and what is being done, so the sentence has two valences where "I" is the agent and "my third book" is the theme. Here are the types of semantic roles contained in the sentence.

Sentence	<i>I</i>	<i>have been working</i>	<i>on my third book</i>	Datum 1
Semantic Roles	Agent	Verb or Verb Phrase	Topic	

The sentence "I've been working on my third book" can be analyzed in terms of semantic roles as follows: The pronoun "I" represents the agent in this sentence, indicating the person who performs the action. The verb "working" represents the action performed by the agent. It indicates the ongoing or continuous nature of the action. The prepositional phrase "on my third book" functions as the theme of the sentence. It specifies the direct object of the action and provides additional information about what the agent is working on.

In datum 2 there is the sentence “*I launched my online store*”. The sentence “*I launched my online store*” clearly indicates a certain valency because it contains a verb that takes an object. In this sentence, the verb "launched" requires an object to complete its meaning. If we simply said "I launched", the sentence would be incomprehensible. Surely we need an object to know the meaning of the sentence clearly. So the noun phrase "my online store" is needed in this sentence structure, and the phrase can be interpreted as an indirect object. In this case, the verb valency

"launched" is two namely "I" and "my online store" (subject + indirect object). Here are the types of semantic roles contained in the sentence.

Sentence	<i>I</i>	<i>launched</i>	<i>my online store</i>	Datum 2
Semantic Roles	Agent	Verb	Affected	

In the sentence "*I launched my online store*," the semantic roles can be identified as follows: The pronoun "I" represents the agent in this sentence, which is the person or entity performing the action. The verb "launched" is the main action being performed. The noun phrase "my online store" represents the affected which is the entity that undergoes the action or is affected by it. In this case, it refers to the online store being created or set up.

In datum 3 there is the sentence "*I also wrote a song for my mommy 'butterfly'.*" In this sentence, the main verb is "wrote," which is an intransitive verb that doesn't require any direct object or complement. However, it's not always, that way depending on the context as it is in this sentence. The sentence "*I also wrote a song for my mommy 'butterfly'.*" describes the action and shows who is writing and what is being written, so the sentence has two valencies where "I" is the agent and "a song" is the theme. Here are the types of semantic roles contained in the sentence.

Sentence	<i>I</i>	<i>wrote</i>	<i>a song</i>	<i>for my mommy 'butterfly'</i>	Datum 2
Semantic Roles	Agent	Verb	Theme	Beneficiary	

In the sentence "*I also wrote a song for my mommy 'butterfly'.*", the semantic roles can be identified as follows: The pronoun "I" represents the agent in this sentence, which is the person performing the action of writing a song. The verb "wrote" is the action performed by the agent. The noun phrase "a song" functions

as the theme of the sentence. It specifies the direct object of the action, which indicates the object that is being written. The prepositional phrase "for my mommy" functions as the beneficiary of the sentence, which indicates the recipient or beneficiary of the action. In this case, the song is intended for the speaker's mother.

2. The Syntactic Structure of Each Valency Pattern Formed

The last finding is about the syntactic structure of each valency pattern that was formed in the interview dialogue produced by Ariana as a resource person. In this section, finding was categorized based on the transitivity of that clause. Transitivity is defined as a grammatical feature that indicates that if a verb expresses an action and is followed by an object, it is referred to as transitive. And a verb is called intransitive if it is not followed by a direct object (there is no word in the sentence that says who or what is receiving the action).

To identify the type of transitivity system process in Ariana's utterance, several steps were needed. According to (Halliday, 2004) there were three components in the transitivity process, including the participants, the process itself, and the circumstances. The transitivity system was made up of numerous sorts of processes as well as the structures that enabled these processes to take place. In determining the type of participation and process, the researcher employed Marbun's theory (2016) which stated that each participant will vary depending on the context of the process. Meanwhile, the researcher applied Halliday's theory to determine the element of circumstance. According to Halliday (2004), there were eight elements of circumstance, including time, place, manner, cause, accompaniment, role, matter, and angle.

Based on data examination, it was found that Ariana's utterance only had one form of transitivity based on determining the components in the transitivity process. The researcher used Marbun's theory to determine the type of participation and its process and also used Halliday's theory to determine its circumstance. The following is a representation of Ariana's data for determining the components in the transitivity process.

Table 7. Transitivity Produced by Ariana Jalia

No	Utterances	Participant	Process
1	I've been working on my third book.	Actor - Goal	Material Process
2	I launched my online store.	Actor - Goal	Material Process
3	I also wrote a song for my mommy ' <i>butterfly</i> '	Actor - Goal - Experiencer	Material Process
4	Well, I am in third grade.	Carrier, Attribute	Relational Process
5	You see when I was two.	Senser, Phenomenon	Mental Process
6	I was in kindergarten.	Carrier, Attribute	Relational Process
7	My favorite subject is science cuz I really wanna be scientist inventor and invents a machine that I call my EST....	Carrier, Attribute	Relational Process
8	It thinks like a human.	Senser, Phenomenon	Mental Process
9	You are the keeper of the key.	Carrier, Attribute, Experiencer	Relational Process
10	And your muscle is pretty handsome.	Carrier, Attribute	Relational Process
11	I just had to give it some character which is Mr. Mustachio.	Actor - Goal	Material Process
12	The reason I put you in the book is because you are smart, hilarious, and a good businessman.	Token - Value	Relational Process
13	Last I may saw you, we were going to talk those terms about the business.	Senser, Phenomenon/ Sayer, Target	Mental Process Verbal Process

14	And I know how to play go fish.	Senser, Phenomenon	Mental Process
15	You ' re right.	Token - Value	Relational Process
16	It was amazing.	Token - Value	Relational Process
17	I even got to do a campaign for red nose day.	Actor - Goal	Material Process
18	It ' s where everyone comes together to get rid of child poverty.	Carrier, Attribute	Relational Process
19	I feel very lucky to be a part of the day.	Senser, Phenomenon	Mental Process

Based on the table of data above, there were nineteen utterances produced by Ariana Jalia. From the nineteen utterances, there was only one pattern of transitivity, which is transitive with various patterns based on determining the components in the transitivity process. Below are some of the patterns that formed in each of Ariana's utterances, sorted by the type of process.

Material Process

One of the most prominent types of processes is the material process. Material process is a transitive process that describes actions that involve physical or material changes. In other words, it describes actions that result in a transformation of some kind of material, substance, or object. For example, "The chef cut the vegetables." In this case, the verb "cut" is transitive and takes a direct object, "vegetables." The verb describes an action that results in a change in the direct object. In this process, Ariana's utterances produced several patterns as follows:

<i>I</i>	<i>' ve been working</i>	<i>on my third book</i>	(Datum 1)
<i>I</i>	<i>Launched</i>	<i>my online store</i>	(Datum 2)

Actor	Material Process	Goal
-------	------------------	------

Clauses containing a material process must contain a doing (process) and a doer (participant). The entity that performs an action is the actor. While the goal is most similar to a direct object. However, the number of participant in a sentence is not necessarily always two, there are also three, as in the following example.

<i>I</i>	<i>also wrote</i>	<i>a song</i>	<i>for my mommy 'butterfly'</i>	(Datum 3)
Actor	Material Process	Goal	Experiencer	

Basically, there are three components in the transitivity process. But, In the material process, there are two components that must exist: participation and process. So that circumstance does not always exist in every sentence structure. However, in several sentences, the circumstance element appears in various circumstances, such as role and event.

<i>I</i>	<i>just had to give</i>	<i>It</i>	<i>some character which is Mr. Mustachio</i>	(Datum 11)
Actor	Material Process	Goal	Role	

<i>I</i>	<i>even got to do</i>	<i>a campaign</i>	<i>for red nose day</i>	(Datum 17)
Actor	Material Process	Goal	Event	

Relational Process

The relational process is one of the three main types of processes in transitivity, the other two being material and mental. The relational process is used to describe the relationship between two or more participants without necessarily

indicating any specific action or event. The relational process typically involves a verb that expresses a state of being or a relationship, such as be, have, appear, seem, or look. Occasionally, the relational process states that something "is, was, or will be"; thus, the relational process is frequently referred to as the process of being.

According to Halliday (2004), there are two distinct types of relational processes: attributive and identifying. They are categorized based on whether they are used to identify something (identifying) or assign a quality to something (attributive). Some characteristics are ascribed or attributed to an entity in the attributive mode. During identification mode, identities are assigned to certain entities. Relational processes can be characterized further based on whether they are intensive (X is Y), possessive (X has Y), or circumstantial (X is at Y; "is at" stands for "is at, in, on, for, with, around, along, etc.).

Table 8. The major types of relational processes

Type \ Mode	Attributive	Identifying
Intensive	Hasna is kind	My husband is a headmaster: A headmaster is my husband
Possessive	Hasna has a beautiful voice	My sister has a new bag: A new bag is my sister's
Circumstantial	A campaign is on Saturday	The deadline is on Friday: Friday is the deadline

Based on the table above, it can be concluded that the difference between attributive mode and identifying mode is that identifying can be reversed so that X and Y can be exchanged: "My husband is a headmaster" becomes "A headmaster is my husband." While the attributive cannot be reversed, there is no form kind is

Hasna. In the relational process, Ariana's utterances produced several patterns as follows.

Here is the form of the relational process of attributive:

<i>...I</i>	<i>Am</i>	<i>in third grade</i>	(Datum 4)
<i>I</i>	<i>Was</i>	<i>in kindergarten</i>	(Datum 6)
Carrier	Attributive: Circumstantial	Attribute	
<i>And your muscle</i>	<i>Is</i>	<i>pretty handsome</i>	(Datum 10)
Carrier	Attributive: Intensive	Attribute	
<i>It</i>	<i>'s</i>	<i>where everyone comes together</i>	<i>to get rid of child poverty</i> (Datum 18)
Carrier	Attributive: Intensive	Attribute	Reason
<i>The reason I put you in the book</i>	<i>Is</i>	<i>because you are smart, hilarious, and a good businessman.</i>	(Datum 12)
<i>You</i>	<i>'re</i>	<i>Right</i>	(Datum 15)
<i>It</i>	<i>Was</i>	<i>Amazing</i>	(Datum 16)
Token	Attributive: Intensive	Value	

There was attributive circumstantial on datum 4 and 6, which consists of two participants: the carrier and the attribute. There was also attributive intensive on datums 10, 18, 12, 15, and 16. At datum 10, there were two participants: the carrier and the attribute. Datum 18 consists of two participants' carrier and attributes, as well as reason as circumstance. At datum 12, 15, and 16, it consists of two participants: a token and a value.

Here is the form of the relational process of identifying:

<i>My favorite subject</i>	<i>Is</i>	<i>Science</i>	<i>cuz I really wanna be scientist inventor and invents a machine that I call my EST....</i>	(Datum 7)
Carrier	Identifying: Intensive	Attribute	Cause	

<i>You</i>	<i>Are</i>	<i>the keeper</i>	<i>of the key</i>	(Datum 9)
Carrier	Identifying: Intensive	Attribute	Experiencer	

There was identifying intensive on datum 7 and 9. Datum 7 consists of two participants including carrier and attribute and cause as circumstances. At datum 9 consists of three participants: carrier, attribute, and experiencer.

Mental Process

The mental process is a type of verb that describes mental activities such as thinking, knowing, feeling, and perceiving. Examples of mental process verbs include "think," "believe," "know," "understand," "like," "love," "hate," "remember," "forget," "imagine," "perceive," "sense," and "feel." In a transitive clause, there are typically three core elements: senser, mental process, and phenomenon. In a mental process clause, senser is the person performing the mental activity, mental process represents the mental activity being performed, and phenomenon is the thing that the mental activity is being performed on.

According to Halliday (2004), mental process is categorized into four groups, including cognition, affection, perception, and desirability. Cognition is a verb that means to think, know, understand, etc. Affection is a feeling verb, like

liking, fearing, etc. Perception is a verb that refers to seeing, hearing, etc. Desirability refers to the speaker's intentions or desires. The process of wanting, wishing, intending, etc. In the mental process, Ariana's utterances produced several patterns, as follows:

<i>You</i>	<i>See</i>	<i>when I was two</i>	(Datum 5)
<i>...I</i>	<i>may saw</i>	<i>You</i>	(Datum 13)
<i>...I</i>	<i>Know</i>	<i>how to play go fish.</i>	(Datum 14)
Senser	Mental: Perception	Phenomenon	
<i>It</i>	<i>Thinks</i>	<i>like a human</i>	(Datum 8)
Senser	Mental: Cognition	Phenomenon	
<i>I</i>	<i>Feel</i>	<i>very lucky</i>	<i>to be a part of the day</i> (Datum 19)
Senser	Mental: Affection	Phenomenon	Role

In mental processes, Ariana produced mental perception, mental cognition, and mental affection. Mental perception was contained in datum 5, 13, and 14, which consist of two participants: senser and phenomenon. Mental cognition was found in datum 8, which consists of two participants: senser and phenomenon. Mental affection in datum 19 consists of two participants, including senser and phenomenon, and causes as circumstances.

Verbal Process

The verbal process is the act of saying, or more precisely, gesturing symbolically. Sayer is the main participant in the verbal process. However, there are two other possible participants in the verbal process: the recipient and the target. The recipient is the person addressed by the utterance, while the target is the entity

addressed by the speech process. In the verbal process, Ariana's utterances produced only one pattern. At datum 13, there was also a verbal process with two participants, the sayer and the target.

<i>We</i>	<i>were going to talk</i>	<i>those terms about the business</i>	(Datum 13)
Sayer	Verbal Process	Target	

B. Discussion

In this section, the researcher presents the discussion of research findings concerning with the types of valency and the semantic roles in the children's interview based on Kreidler's (2013) and Faulhaber's (2011) theories, as well as the syntactic structure of each valency pattern formed based on Marbun's (2016) and Halliday's (2004) theories about transitivity. Types of valency based on Kreidler's theory (2013) include valency zero (monovalent), valency one (bivalent), and valency two (trivalent). The types of semantic roles are based on Faulhaber's (2011) and Kreidler's (2013) theory, which has been modified.

Faulhaber (2011) identified eighteen semantic roles, which include affected, agent, aim, basis, beneficiary, cause, effected, goal, instrument, location, purpose, predicative, recipient, reference, result, source, topic, and price. Meanwhile, Kreidler (2013) proposed eight distinct semantic roles, including actor, affected, affecting, associate, effect, location or place, and theme. However, based on the finding, the researcher classified semantic roles into eight categories including agent, affected, theme, associate, cause, location, goal, and beneficiary.

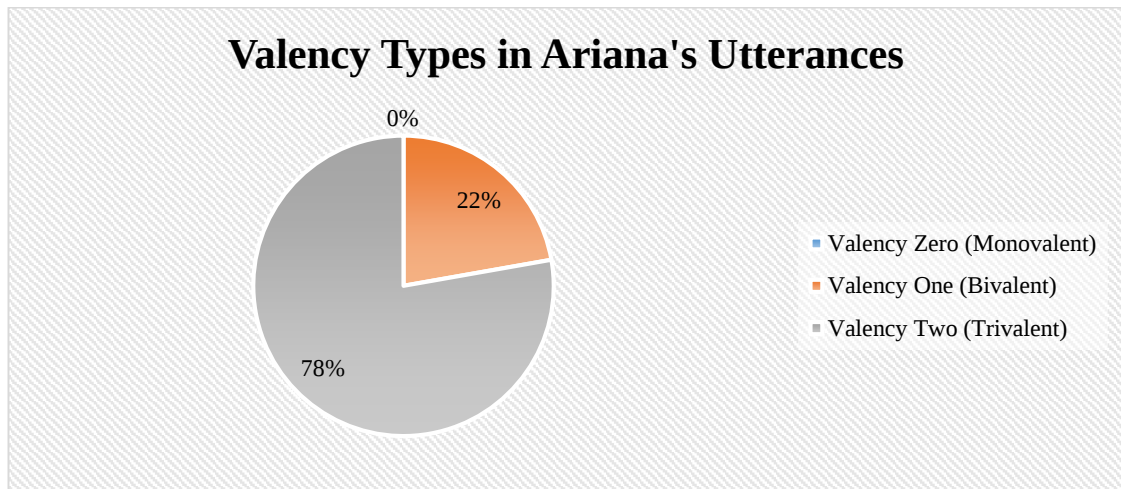


Figure 1. Verb valency produced by Ariana

Based on the chart above the results of the current study found that there were two types of valency used by Ariana, a child interviewed on the YouTube channel "Steve TV Show." The types of valency found were valency one (bivalent), and valency two (trivalent). There were two distinct valency one (bivalent) patterns. In addition, there were seven patterns of valency two (trivalent) with several different patterns based on the semantic roles that formed each sentence. The type of valency that often appears is the valency two (trivalent).

For the syntactic structure, the researcher employed Marbun's (2016) and Halliday's (2004) theories of transitivity. Transitivity includes both transitive and intransitive verbs. In determining each type, it took several processes, including the participants, the process itself, and the circumstances. In determining the participants, each participant will vary depending on the context of the process. Participants in material processes are both actors and goals. For relational processes, the participants are [carrier, attribute] and [token, value]. In mental processes, the participants are senser and phenomenon. In the verbal process, the

participants have a sayer and a target. Then, for the behavioral process, the participants are behavior. And finally, the participant's existential process is existent. The process itself has several types, such as material, mental, relational, behavioral, verbal, and existential processes. Besides that, there are also circumstances, of which there are several types, such as time, place, manner, cause, accompaniment, role, matter, and angle.

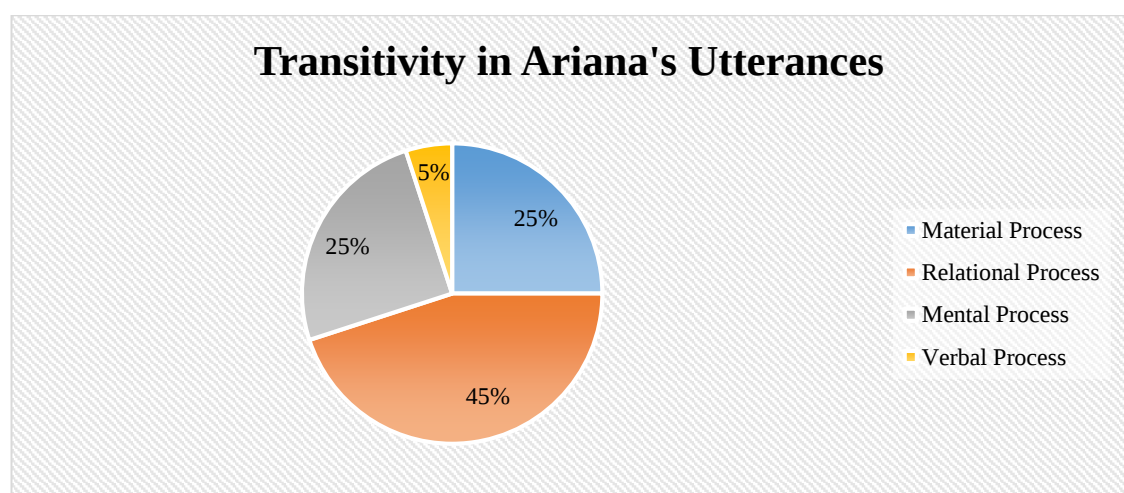


Figure 2. Types of process produced by Ariana in transitive verb

After conducting the second analysis, the researcher gives an overview regarding the second finding that can be seen in the chart above. The results knew that all utterances produced by Ariana are in the form of transitive verbs. In determining the transitivity process, the researcher found several kinds of processes in the utterances produced by Ariana which include material process, relational process, mental process, and also verbal process.

Regarding the implications of verb valency in children, the outcomes of this investigation are contradictory to the scholarly inquiry presented by Zhao and Jiang (2020). As per their assertion, there is a decline in the count of verbs exhibiting a

simple (monovalent) valency structure with increasing levels of academics. Meanwhile, complicated verbs, encompassing both bivalent and trivalent forms, are frequently employed among students in advanced academic levels, with the lowest level being junior high school, where the average age of students is 12 years. It shows an inverse relationship with current research. At the tender age of six, Ariana shows a limited capacity for generating monovalent structures, thereby depending largely on the utilization of complex verbs that possess both bivalent and trivalent properties. Nonetheless, given her age of six years, she occasionally shows a failure to employ verbs in their appropriate valency structure. Occasionally, a verb's valency may exceed or fall short of its expected number due to insufficient mastery and control.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestions given by the researcher. The conclusion was based on the data analysis from the previous chapter. The analysis contains the types of valency as well as their semantic role. In addition, the syntactic structure of the valency pattern in transitivity aspects. Based on the result of the data analysis, the researcher concludes and suggests future studies.

A. Conclusion

The researcher has drawn conclusions from the data analysis based on the research findings and discussion presented in chapter four. The primary research aim of this investigation was to ascertain and categorize the forms of verb valency present in child. Researchers examined the valency of verbs found in interviews with six-year-olds on the "Steve TV Show" YouTube channel. The child is named Ariana Jalia, a child writer. The interviews conducted with Ariana yielded two distinct types of verb valence namely bivalent and trivalent. The most dominant type used in child speech is trivalent.

Valency one (bivalent) happened when there was only one argument. Usually, a bivalent (valency one) sentence contained a subject or direct object. However, in this case, in Arian utterances, the argument is mostly the subject and not the direct object. There are two patterns in the bivalent type, as in (Agent + Verb + Theme) and (Agent + Verb + Goal) patterns. Meanwhile, valency two happened when there were two arguments. Usually, this type contained a subject, a direct

object, or an indirect object. There were seven types of trivalent valency found in Ariana's speech, with different patterns based on the semantic roles that make up each sentence such as (Agent + Verb + Theme), (Agent + Verb + Affected), (Agent + Verb + Theme + Beneficiary), (Agent + Verb + Theme + Goal), and (Theme + Verb + Associate).

As the first finding, the researcher concludes that Ariana Jalia produces several types of verb valency. First, Ariana produces an utterance consisting of only one argument. Exactly the sentence contains a subject so it is called bivalent (valency one). Second, Ariana produces an utterance consisting of two arguments. The sentence contains a subject, an object, or indirect object so it is called valency two.

The second objective of this study is to explain the syntactic structure of each valency pattern that is formed. In the speech produced by Ariana, only one type of transitivity is found, namely transitive verbs based on determining the elements in the transitivity process. In determining the transitivity process, the researcher found several kinds of processes in Ariana's speech. There are material processes, relational processes, mental processes, and a verbal process. It can be seen that the most dominant type of process produced in child's speech is a relational process.

B. Suggestion

The present investigation centers on the examination of verb valency in the context of child's interviews conducted on the YouTube channel "Steve TV Show". This can offer valuable insights into the linguistic behavior of children in informal

and conversational contexts, as well as their ability to formulate sentences utilizing diverse verb structures to convey their thoughts and concepts. The present study provided novel results, indicating the necessity for additional research.

The researcher intends to clarify several areas for further investigation afterward to the completion of this study. After the completion of this study, the researcher intends to provide recommendations for future research projects. The finding of this study would serve as a valuable resource for readers to facilitate future investigations. Therefore, available investigations should definitely involve developments in the investigation of verb valency in children in regard to other possibilities. The researcher suggests that upcoming investigations should examine verb valency in children from different perspective points, encompassing both syntactic and semantic analysis.

From a syntactic perspective, it is possible to conduct a comprehensive examination of verb valence patterns in the language of children. This entails examining the verbs employed, their arguments, and the syntactic structure of their application. Recurrent or particular patterns in children's verb usage can be identified, including the generalization of certain patterns or the under-use of others. Additionally, it is possible to conduct a comparative analysis of verb valency patterns among various age groups or interview participants, while also examining the potential influence of age or other variables on their syntactic skills.

In the area of semantic analysis, one may examine the contextual significance of a verb and its relationship with other lexical units and syntactic structures within a given sentence. Afterward, an examination of the correlation

between the syntactic and semantic characteristics of verbs and their impact on the comprehensive communicative intent of children's language can be implemented. In general, there exist numerous possibilities for further examination of verb valency in children. The effectiveness of a research attempt is dependent on the appropriate methodology and matching of research objectives with available resources. Consequently, it is anticipated that this study will make valuable contributions and novel insights into the existing body of literature, particularly in areas that are less explored.

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CURRICULUM VITAE



Linatul Laili Izzah was born in Lamongan on May 21, 2000.

She lives in Pegundan village, Bungah, Gresik, East Java. She

graduated from MA Al - Ishlah Bungah in 2018. To continue

her education, she started her higher education in 2018 at the

department of English Literature UIN Maulana Malik Ibrahim

Malang and finished her study in 2023.

APPENDIX

Interview Dialogue

S: Wow, what you've been doing since I last saw you?

A: Well you see Mr. Harvey, ***I have been working on my third book. I launched my online store. And I also wrote a song for my mommy 'butterfly'.*** (Datum 1, 2, & 3)

S: You launched? You launched an online store?

A: Yeah

S: What'd you sell it?

A: Well the books in a charm line, what you see right there.

S: A charm line? You say you wrote a song for your mommy.

A: Yes

S: Oh won't you sing it for me?

Song

From the day I was born

I know it's in your eyes and felt your sweet love

I knew here in the one when I have opened my eyes and her from apart

I'll be there you fly and I'll be there in the end

I'll be there away

My butterfly one day of fly

My butterfly

S: I mean you all feeling like you said your children somehow. (Talk to the audience)

You are really bright for a six-year-old. What grade you in?

A: ***Well I am in third grade.*** So you see.... (Datum 4)

S: Hah? In the third grade?

A: Yeah, *you see when I was two. I was in kindergarten. My favorite subject is science cuz I really wanna be scientist inventor and invents a machine that I call my EST* it stands for (Emotional Sensory Toy) cuz it has a sensor in the eye and uses AI. So, *it thinks like a human*. So it understands what it sees and then I'll use that sensor to look at the child's face and notice feeling and then it'll do something to try and come to town like a child was lonely, am I planking with it. It's just like a bunny inside a toy. (Datum 5, 6, 7, & 8)

S: Arianna the miracle, said they told me that you put me in one of your new books. Did you?

A: What you see Mr. Harvey? *You are the keeper of the key. And your muscle is pretty handsome. I just had to give it some character which is Mr. Mustachio. And the reason I put you in the book is because you are smart, hilarious, and a good businessman.*, last I may saw you, *we were going to talk those terms about the business.* And we never got to do that and I thought since I'm writing the books and illustrating the pictures and you brought your name into the book we're gonna have a lot of sales on that one, maybe we're gonna need a good publisher. I was thinking maybe you could bring your publisher to the table. (Datum 9, 10, 11, 12, & 13)

S: This will I see you in the book. I can introduce you all to my publisher. They could do a big deal. Let me....

A: Hey, What of the meaning?

S: Of course

A: Video Las Vegas?

S: Have a meeting in Las Vegas? You know how to count cards, playing cards?

A: *And I know how to play go fish.* (Datum 14)

S: Okay, this person thought I hated this about you. I heard you walked in your first red carpet the other day.

A: *You're right. It was amazing. I even got to do a campaign for Red Nose Day. It's where everyone comes together to get rid of child poverty.* One Red Nose at a time. *I feel very lucky to be a part of the day.* I think it is very important we help the children in need. (Datum 15, 16, 17, 18, & 19)