

How Clause Relationships in Narrative Relieve Children from the Covid-19 Crisis

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Abstract. This study aims to discover how a clause-complex system supports information delivery in a children's narrative story. It emphasizes interdependence and semantic-logico relations. This study debates how clause relationships can help children, whose lives are being impacted by covid-19 pandemic, maintaining their mental health and their language and communication skills while reading. Using the descriptive qualitative method, data from a closed reading were extracted and classified into complex-clause taxis based on Halliday and Matthiessen's theory. The semantic-logico was described, showing how the narrative plot was systematically structured to create an imaginative world. The results show that Anderson's *The Little Match Girl* creates its fictional world using 25 complex clauses in interdependence relationships. There are 15 parataxis and 10 hypotaxis. The parataxis clauses depict three types of logico-semantic relations: 12 enhancements, 1 elaboration, and 2 extensions, whereas the hypotaxis clauses describe two types: 8 enhancements and 2 extensions. The findings indicates that these clause-complex relationships drive the narrative flow of events in the fictional world; the narrative clauses play as persuasive tools that bring children to imagination. The implication of this study is that imaginations from the fictional world help children cope with the covid-19 crisis while also maintaining their mental health and their language and communication skills.

1. Introduction

Before the pandemic, schools assisted children in developing critical communication and language skills through learning. When we are experiencing Covid 19, things are different. Children had to learn by online classes on their own, with fewer direct interactions. Covid-19 has had an impact on the lives of our children. As a result of the limitation, children experienced emotional difficulties during COVID-19. During the pandemic, depression, anxiety, loneliness, and other emotional issues are common. [1] The emotional difficulties caused by virus prevention factors; they can't freely interact with their friends, they have to wear masks, and they have to spend more time in learning using technological tools [2]

The factors above affect their mental health also the communication and language skill. During the Covid crisis, reading is one of activity that lightens the difficulties that children had and builds the skills. The stimulation of reading the book improved powers of concentration, increased confidence and self-esteem, improved communication skills. [3]

When the children reading a book they take in the sense of each language unit (letters, symbols, etc.) The largest language unit that writers use in their stories is clause which they use to convey messages. The clause is constructed to form a meaning that is understandable to human logic. Clauses, according to Halliday [4][5], are language units that are interconnected and create logical meanings. According to Wiratno, a logical-semantic relationship is one that contains the logical meaning evoked by the interdependence relationship between one sub clause and the other [6]

Clauses are used in the creation of literary works to convey the message, such as fairy tale stories. Hans C. Andersen wrote fairy tale story *The Little Match Girl* and Jean Hersholt translated this Danish fairy tale into English. As an overview, this tale is about a poor little girl who sells matches on New Year's Eve. The slippers came off at that point and were picked up by a boy. She was selling matches barefoot, trembling with hunger and cold then she went to a house, where she was discovered dead the next morning. The clause complex that the writer used to describe the fictional world shows the variety of complex clauses that can be examined further using the Halliday and Matthiessen theory of semantic logic. It will answer how Hans Andersen's narrative structure is formed.

1.1 Interdependence

An interdependence relationship is one that exists between two clauses that are mutually dependent. The use of a conjunction (hyphen) can reveal this interdependence relationship. There are two types of interdependence relationships: parataxis and hypotaxis.

The parataxis relation is the two clauses with equivalent relationship conjunction that used to show this relation are and, or, so, neither, either. [7] Paratactic relationship represented by numbers (1, 2)

The hypotaxis relation is relation a clause to other clause that unequal. It represented by Greek alphabet (α, β). The hypotaxis relation can be identified by the using of these pronouns and conjunction:

- a. Adjoining pronouns: who, which, that, whose (which)
- b. Hypotactic conjunctions: When, If, Where, As, and so on. Before, Because, Except, Even if...
- c. Verbal conjunctions; phrases such as supposing that, granted that, provided that (expect that), and seeing that
- d. In non-finite clauses, other markers are typically prepositions such as, to, for. For instance, he revved the engine to get away, and she paid the price for walking home alone.

1.2 Logical Semantic

According to Halliday [4][5], clauses are linked to each other through some kind of logic-semantic relationship to form complex clauses representing sequences of numbers (or movements) presented as textually related messages.

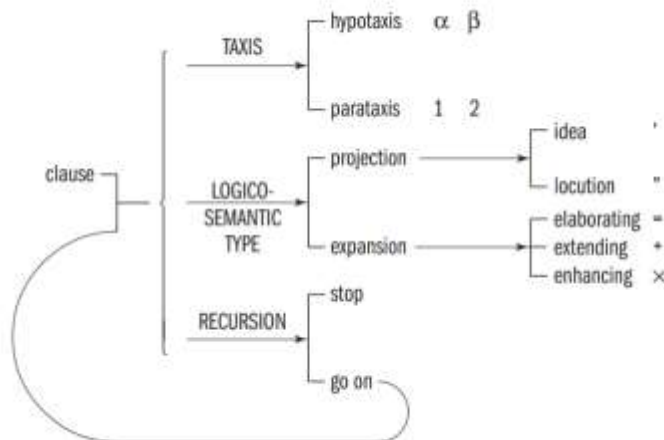


Figure 1. Halliday's Taxis and Logical semantic (2014:438)

As illustrated in Figure 1., Halliday [4][5] distinguishes two types of semantic logic: expansion and projection. According to Wulansari [8], the logical relationship of expansion (expansion) is further subdivided into three relationships based on the conjunction used, namely elaboration marked with (=), extension (addition) marked with (+), and enhancement (folding) marked with (+). (x). [9] Expansion links the process to additional information, and there are three possible relationships:

- Elaboration (=): detailing, restating, examples, and comments like 'i.e.' and 'e.g.'
- Extension (+): extends the meaning of a single clause by using conjunctions such as and, but, or.
- Enhancement (x): Involves an indirect relationship in which indirect information is encoded as a new clause rather than within an existing clause. It could be temporal, conditional, causal, conceptual, or spatial.

A locutionary projection marked with (") and a connecting projection marked with (') comprise the logical relationship of projection. Clauses are linked to having one process projected through another, either quoting or reporting. It is possible to project meaning (ideas) and wording (locution). Mental (thought, desire) and verbal projection both occur (said, that).

2. Method

The method employed is descriptive qualitative, with the results of the analysis demonstrating semantic logic relationships in Hans Andersen's short stories outlined. The technique used for analyzing the relationship of clause taxis is parataxis and hypotaxis, which is then, analyzed using Halliday's semantic logic. The data used complex clause found in the story of the little match girl, determined based on sentences consisting of more than one clause. Gerot and Wignell propose the following steps for analyzing clause complexes: Write each clause down the page vertically, lettering each clause complex (A, B, C, etc.) and numbering each clause in the clause complex (i, ii, iii, etc.) • Place analysis on the left side of the text [9]

3. Result and Discussion

3.1 Result

The data shows a wide range of relationships between taxis and semantic logic based on the 25 clauses found in the story of The Little Match Girl. This demonstrates how the story writer describes and organizes the sequence of events into a logical narrative so that it can be understood.

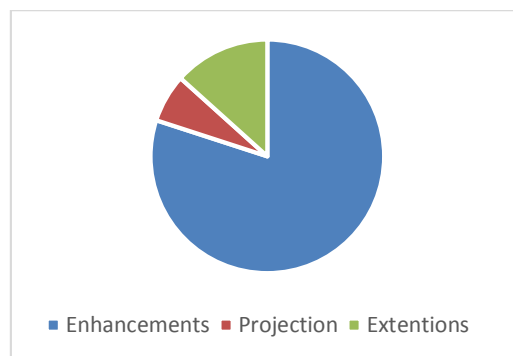


Figure 2. Paratactic logical semantic relation

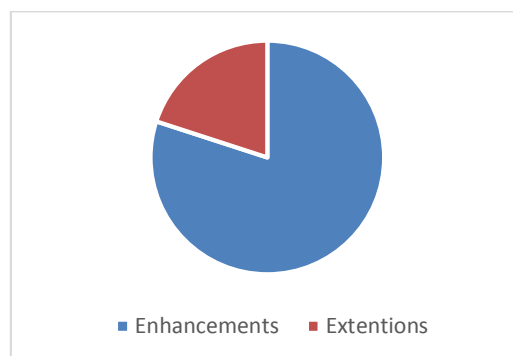


Figure 3. Hypotactic logical semantic relation

There are twenty-five clauses, each with 15 paratactic relationships: 12 enhancements, 1 projection, and 2 extensions. Meanwhile, 10 semantic logics were discovered in the hypotaxis relationship, consisting of 8 enhancements and 2 extensions. The semantic logic relationship of paratactic enhancement is the most common clause relationship.

3.2 Discussion

Complex Clause 1:

There are two paratactic enhancement relationships and two hypotactic enhancement relationships in the first complex clause. The writer uses paratactic enhancement to describe the main cast condition to build imagination of reader (.). In the form of elaboration, he refers to the main character, a little girl, in the form of hypotactic enhancement.

“Shivering with cold and hunger, she crept along, a picture of misery, poor little girl!”

- i. 1 (She was) Shivering with cold and hunger
- ii. $\alpha 2$ She crept along
- iii. $=\beta \alpha$ a picture of misery
- iv. $=\gamma$ Poor little girl

Table 1. Taxis and Logical Semantic 1

Taxis and Logical Semantic Type	Logical semantic Category
Paratactic Enhancement	Conditional
Paratactic Enhancement	Manner
Hypotactic Elaboration	Role
Hypotactic Elaboration	Role

Clause Complex 2:

The relationship between one clause and the other clause in this clause is equivalent. The semantic logic in the first clause is the condition of the main character, i.e. she feels more and more cold, and the semantic logic in the second clause is that even if he wanted to, she dares not go home in the category of semantic logic relations is a mental category showing psychology condition of the main character [20]. The third clause and fourth clause which is 'she had sold no matches, nor earned a single cent' the reason she didn't dare to go home the two clauses classified into the causal category of reason.

She was getting colder and colder, but did not dare to go home, for she had sold no matches, nor earned a single cent, and her father would surely beat her.

- i. x1 She was getting colder and colder
- ii. "2 but did not dare to go home
- iii. x3 for she had sold no matches
- iv. +4 nor earned a single cent
- v. x5 and her father would surely beat her.

Table 2. Taxis and Logical Semantic 2

Taxis and Logical Semantic Type	Logical semantic Category
Paratactic Enhancement	Conditional
Paratactic Projection	Mental
Paratactic Enhancement	Causal: Reason
Paratactic Extention	Additive
Paratactic Enhancement	Causal

Clause Complex 3:

As previously stated, the author employs parataxis to create sequential events by employing conjunctions (;) and. The author describes what happens in the story using events in sequence. These clauses' logical relationships are interconnected to provide information.

The youngster stretched out her feet to warm them too; then the little flame went out, the stove vanished, and she had only the remains of the burnt match in her hand.

- i. 1 The youngster stretched out her feet to warm them too;
- ii. x2 then the little flame went out,
- iii. x3 the stove vanished,
- iv. x4 and she had only the remains of the burnt match in her hand.

Table 3. Taxis and Logical Semantic 3

Taxis and Logical Semantic Type	Logical semantic Category
Paratactic Enhancement	Manner
Paratactic Enhancement	Time

Paratactic Enhancement

Circumstantial

Paratactic Enhancement

Cause: result

Clause Complex 4:

This clause has a parataxis and hypotaxis relationship. Clause one has a causal relationship with the clause in the previous sentence, and the second clause adds that in the bright glitter of light, his grandmother came to accompany him, so he has a logical relationship explaining who the incident happened with. The third clause explains how her grandmother stood.

It became bright again, and in the glow the old grandmother stood clear and shining, kind and lovely.

- | | | |
|------|-----|--|
| i. | x1 | It became bright again, |
| ii. | +α2 | and in the glow the old grandmother stood clear and shining, |
| iii. | =β | kind and lovely. |

Table 4. Taxis and Logical Semantic 4

Taxis and Logical Semantic Type	Logical semantic Category
Paratactic Enhancement	Causal: Result
Paratactic Enhancement	Accompaniment
Hypotactic Enhancement	Manner

Clause Complex 5:

This complex clause contains two paratactic enhancements, two parataxis extensions, two hypotactic enhancements, and two hypotactic extensions.

She took the little girl in her arms, and both of them flew in brightness and joy above the earth, very, very high, and up there was neither cold, nor hunger, nor fear-they were with God.

- | | | |
|------|-----|--|
| i. | 1 | She took the little girl in her arms, |
| ii. | +α2 | and both of them flew in brightness and joy above the earth, |
| iii. | xγα | very, |

- iv. $x\beta$ very high,
- v. $x\alpha\beta$ and up there was neither cold,
- vi. $x\beta$ nor hunger,
- vii. $x\gamma$ nor fear-they were with God.

Table 5. Taxis and Logical Semantic 5

Taxis and Logical Semantic Type	Logical semantic Category
Paratactic Enhancement	Manner
Paratactic Extention	Extention
Hypotactic Enhancement	Degree
Hypotactic Enhancement	Degree
Paratactic Enhancement	Conditional
Hypotactic Extention	Additive
Hypotactic Extention	Additive

Clause Complex 6:

The complex clause's head clause is in clause two, which states a girl's condition, and clause two has a logical relationship as a clause describing the location in the second clause. The third clause describes the incident's timing.

But in the corner, leaning against the wall, sat the little girl with red cheeks and smiling mouth, frozen to death on the last evening of the old year

- i. $x\beta$ But in the corner, leaning against the wall,
- ii. $x\alpha$ sat the little girl with red cheeks and smiling mouth,
- iii. $x\gamma$ frozen to death on the last evening of the old year

Table 6. Taxis and Logical Semantic Clause 6

Taxis and Logical Semantic Type	Logical semantic Category
Hypotactic Enhancement	Spatial
Hypotactic Enhancement	Condition
Hypotactic Enhancement	Time

4. Conclusion

Hans Andersen added more new clauses to the story than he added new information in the main clause. The combination of clauses into complex clauses embodies the meaning more closely, make the clause became a sequence of event, and the total events that comprise the whole in a narrative. As a result, when children read they feels lighten via memories or emotions evoked by the story that Hans Andersen described to makes the children imaging the plot.

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