



## Exploring Post-Traumatic Transformation: Transitivity Analysis of the Novel Where the Crawdads Sing by Delia Owens

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### ABSTRACT

The objective of this study is to examine the role of transitivity processes by exploring the post-traumatic transformation of the female protagonist after enduring different life traumas in Delia Owens' novel, *Where the Crawdads Sing*. The study employs Halliday's transitivity analysis as an analytical framework and Richard Tedeschi's post-traumatic growth as a theoretical framework. Transitivity analysis extracted 199 clauses from the novel *Where the Crawdads Sing*. These clauses are further broken down into processes and participants etc. providing a detailed interpretation of how post-traumatic transformation is depicted. The findings indicate that post-traumatic transformation is predominantly portrayed through linguistic choices in the form of transitivity processes. The dominant process is the material process counted as 95. The transitivity processes in the novel unveil the female protagonist as the main participant experiencing traumas and achieving post-traumatic transformation in her life. This study highlights the significance of transitivity analysis to better comprehend the function of language in creating meaning in text.

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## 1. Introduction

This study examines the role of transitivity processes by employing Halliday's transitivity analysis to explore the post-traumatic transformation of the female protagonist after enduring different life traumas in the novel, *Where the Crawdads Sing* (2021) by Owens (2022). In addition to this, it will also analyze how different transitivity processes depict the protagonist's traumas and her positive transformation in the selected text. Individuals communicate their thoughts and ideas by utilizing different forms of language encompassing verbal language and non-verbal, and sign language which enables them to convey messages in a meaningful way. Consequently, when people use language, meanings are created. Therefore, people who use language and study language are interested in finding out how language is used and how it constructs meanings. Language users have different choices of words that are used in a particular context to create particular meanings. Hence, meanings in different texts can be comprehended and created by analyzing and interpreting three metafunctions of language in systemic functional grammar.

According to an Australian Linguist, Halliday et al. (2014), language has three metafunctions: Ideational, Interpersonal, and Textual. Ideational metafunction has two parts: experiential and logical. Experiential metafunction is represented through transitivity analysis which is further classified, as mentioned by Butt (2009) are participants, processes, and circumstances as (range, goal, and beneficiary). Furthermore, these processes are divided into different types such as material, mental, behavioral, verbal, relational, and existential. Interpersonal metafunction is the use of language to share ideas and thoughts and to maintain social interaction in a society. Whereas textual metafunction is the use of language to organize

what is said. Hence, writers or authors use various processes in their writings to convey powerful thoughts and meanings related to different characters. In functional grammar, transitivity refers to a system that describes a clause, however, it cannot be confused with the relationship of a verb with the object in a sentence. The transitivity system entails different types of processes for life events and experiences. These processes are material, mental, behavioral, verbal, relational and existential. Every process has its participants in a clause such as an actor, sensor, behavior, sayers, carrier and existent. Trauma refers to the experiences or events like the loss or death of loved ones or family members, staying in isolation due to specific circumstances, physical, emotional, sexual and domestic violence or abuse of an individual in his life. The after-effects of trauma depend on the person's nature as well as his surroundings including his parents, siblings, relatives, friends, and workplace environment, etc. Encountering trauma leads a person to two completely different situations; one is post-traumatic stress in which people cannot come out of the loss caused by trauma, and another is post-traumatic growth in which people learn and start to grow after the trauma. Post-traumatic growth is a concept used in psychology for the growth, progress and strength gained after experiencing various traumas in life. The term post-traumatic growth is defined by Tedeschi and Calhoun (2004) "as the most used construct to describe positive changes experienced as a result of the psychological and cognitive efforts made to deal with challenging circumstances" (quoted in Zacchaeus (2020)). Post-traumatic growth has five different dimensions according to Tedeschi and Calhoun. It includes personal strength, improved relationships with others, appreciation of life, new paths and possibilities, spiritual change and a new understanding of life.

The existing study after exploring the concept of post-traumatic transformation by analyzing different transitivity processes will make a valuable addition to the exploration of innovative ideas and themes to the area of linguistics. Furthermore, this will also develop different ways to connect linguistics particularly systemic functional grammar with the domain of psychology and psychological theories. In short, the detailed analysis of the selected novel under systemic functional grammar would provide pedagogical implications to the learners and teachers. It would also enhance the significance and scope of Halliday's systemic functional grammar. In short, the primary objective of the study is to analyze texts at the level of experiential metafunction to explore the post-traumatic transformation of the protagonist. The existing study analyzes text linguistically by employing Halliday's transitivity analysis and also to identify the prevalent transitivity processes that lead to the exploration of the post-traumatic growth of the protagonist in the text *Where the Crawdads Sing*.

### **1.1. Statement of Problem**

The present study through Halliday's transitivity analysis explores the post-traumatic transformation of the protagonist of the novel, *Where the Crawdads Sing*, by Owens (2022). A considerable amount of research work has been done on different literary texts using transitivity analysis or experiential analysis as a research tool however, it is worth noting that the focus of these articles varies significantly. Many scholars like (Manggala, 2017; Yahya & Nirmala, 2021; Zahoor & Janjua, 2016), etc. have worked on transitivity analysis by focusing on the character construction and representing anxiety of female characters respectively. These articles primarily focus on individual aspects such as hardships, fears, and anxiety, without exploring the personal growth and development that can arise after overcoming challenges and adversities. Therefore, to bridge this gap, this research will employ experiential analysis to explore how Kya's challenges and conflicts empowered her and transformed her into a resilient and independent woman in society, rather than submitting to post-traumatic stress and anxiety. Hence, this research aims to examine how the linguistic choices of the writers reflect the transformation of the protagonist of the selected novel after encountering various life traumas and challenges, using Halliday's transitivity analysis approach.

### **1.2. Research objectives**

This research will achieve the following objectives after analysis:

1. To examine the role of transitivity processes in unveiling the post-traumatic transformation of the protagonist in the selected novel.
2. To identify the dominant transitivity processes that show the post-traumatic transformation of the protagonist.

### 1.3. Research questions

The following research questions will be answered at the end of the existing research.

1. How do the transitivity processes used in the selected novel help in unveiling the post-traumatic transformation of the protagonist?
2. What are the dominant transitivity processes which show the post-traumatic transformation of the protagonist?

### 1.4. Significance of study

After thoroughly analyzing the selected novel, this work will enhance the understanding of analyzing a text under systemic function grammar, specifically the experiential function of language by applying Halliday's transitivity analysis. With this understating in mind, the readers and writers will better comprehend the use of different words and their contribution by constructing meaning in texts and communication. Additionally, exploring the concept of post-traumatic transformation by analyzing different transitivity processes will make a valuable addition to the exploration of innovative ideas and themes to the area of linguistics. Furthermore, this will also develop different ways to connect linguistics particularly systemic functional grammar with the domain of psychology and psychological theories. In short, the detailed analysis of the selected novel under systemic functional grammar would provide pedagogical implications to the learners and teachers.

## 2. Literature Review

Transitivity analysis have been conducted on various genres of literature like short stories, poems, novels, etc. Zahoor and Janjua (2016) in their research article analyzed Malala's character in the song "I Am Malala", with the help of transitivity analysis. The findings of their analysis of participants and processes of the song demonstrate that Malala alone endured physical and psychological troubles but she was hopeful and in need of support from other girls and women to bring change in the world. Similarly, Manggala (2017) worked on the characterization of Tam in the story "The Story of Tam and Cam". She has employed transitivity analysis and explored different patterns of participants, processes, and circumstances for different qualities such as diligent, obedient, and kind of Tam. Apart from this, Yahya and Nirmala (2021) have examined the short story "The Things Around Your Neck" to explore the main character's anxiety. The analysis revealed mental processes particularly those depicting distress and anxiety in the story instead of hope and a positive attitude. However, this particular study will analyze the chosen texts from a new perspective i.e., post-traumatic transformation by using (Halliday et al., 2014) transitivity analysis.

Furthermore, Ahmad and Hussain (2022) have employed transitivity analysis as a research tool to explore how Nadia Hashmi constructs experiential meanings in her novel *When the Moon Is Low*. They analyzed the novel and their analysis revealed that the material process is the frequently used process in the text that specifically describes what is happening and what is being done by the characters. Their findings proved that transitivity analysis is an effective tool for disclosing experiential meaning in the texts. Likewise, Amelia (2023) has examined transitivity analysis in J.D. Salinger's short story "A Perfect Day for Bananafish" by aiming to know what processes are used by the writer to show the mental state of the protagonist in the story. The findings of his study indicate that four types of processes i.e. verbal, mental, material and relational are employed by the author. However, verbal processes are mostly used by the author which show the character has experienced a mental disorder that is known as post-traumatic stress disorder. Apart from transitivity analysis, a considerable amount of research work has been done on the concept of post-traumatic growth after traumas like war, breast cancer, child abuse domestic violence and intimate partner violence, etc. For Instance, Woodward and Joseph (2003) in their research have explored three main themes of post-traumatic growth: the inner drive toward growth, vehicles of change, and psychological changes after thoroughly analyzing the narratives of various respondents regarding various childhood abuse and growth following different sufferings. Similarly, Kroo and Nagy (2011) in their study on traumatized Somali refugees in Hungary examined the significant accounts of post-traumatic growth relating to hope, religiosity, social support and optimism using Tedeschi's post-traumatic growth inventory scale.

Likewise, Beck and Watson (2016) have employed the theory of Calhoun and Tedeschi in their research study by examining various women who had suffered from birth trauma. They

have identified growth in four domains: opening oneself up to a new present, achieving a new level of relationship nakedness, fortifying spiritual-mindedness, and forging new paths after birth trauma in women. The first domain relates to openness and preparedness for new trauma because they have gone through a whole process which makes them strong. The second domain of relationship nakedness means that women develop deep connections and communicate openly with their partners, friends, and children. The fortifying spiritual-mindedness domain includes a stronger faith and belief of women in God after a traumatic birth. The fourth domain of forging new paths is the opening of new possibilities by joining nursing schools.

A significant body of literature has delved into the concept of post-traumatic growth, emphasizing its significance in the context of positive transformation following trauma and distress. Simultaneously, extensive research has been conducted on various texts employing Halliday's transitivity analysis. Most of the attention of previous studies is on character construction or identification of the most prevalent processes in the text. Apart from this, no work has been done on the selected texts from the perspective of transitivity analysis and post-traumatic transformation. In this way, there seems a clear gap where transitivity and post-traumatic growth intersect. Therefore, there is a need to add a new and fresh perspective to the existing body of linguistic research particularly to transitivity analysis. Hence, this research will provide a new angle to the study of transitivity analysis by exploring writers' choice of words in the novels depicting the post-traumatic growth of the character.

### **3. Methodology**

The present study has selected a novel *Where the Crawdads Sing* by Delia Owens. A total of 198 clauses are extracted from the selected novel to identify the prevalent transitivity processes that lead to the exploration of the post-traumatic growth and transformation of the protagonist in the selected text. The existing study analyzes texts linguistically by employing Halliday's transitivity analysis. This study has adopted a mixed methodological approach that utilizes a quantitative and qualitative method. To fulfill the objectives of the study, quantitative data has been presented in the form of tables to analyze extracted clauses from the selected novels. The qualitative data will be in the form of a description and interpretation of the extracts in the table. To conduct an analysis, the text has been split into different clauses (see Appendix A) pertaining to the protagonist's traumas, distress, struggles and growth. After that, participants and processes like material, mental, behavioral, verbal and relational are identified in the selected clauses of the texts. At the end, instances are mentioned in the form of tables (see Appendix B) to clarify the division of participants and different processes.

### **4. Theoretical Framework**

The existing study has adopted Halliday's framework of transitivity analysis to explore the post-traumatic transformation of the protagonist's Kya in the novel *Where the Crawdads Sing*. The transitivity system entails different types of processes for life events and experiences. These processes are material, mental, behavioral, verbal, relational and existential. Every process has its participants in a clause such as an actor, sensor, behavior, sayers, carrier and existent. The material process is the process of doing and happenings and it also represents a concrete action in a clause (Eggins, 2004; Halliday et al., 2014). This process is realized by a verbal group in a clause. There are two main participants of the material process; one is the actor who acts whereas another is the one who receives the act. The participant who acts is known as the 'actor'. The one who receives or to whom the action is directed is termed 'goal' in the clause. The mental process is the "process of sensing" and experiences of our conscious world (Halliday et al., 2014). It has one participant a 'sensor' and it must be a conscious human that perceives, thinks, and feels something. In the mental process clause, a 'phenomenon' is what is thought of, perceived, wanted and felt by sensor. Halliday and Matthiessen defined a behavioral process as the one that shows the psychological and physiological behaviors of human beings. It neither shows material nor mental action rather it is the amalgamation of both processes. The actor of the behavioral process is the conscious being known as the 'behavior'. The verbal process is the process of saying and verbal action (Eggins, 2004; Halliday et al., 2014; Thompson, 2013). The participant of the verbal process is known as a 'sayer' who is responsible for what is said. There is another part in the verbal clause known as 'receiver' that receives what is being said by the sayer. The verbal clause consists of another entity 'verbiage' in the form of a nominal group that is a statement of verbal process.

Relational process, according to (Butt, 2009) defines a participant's description and its attribute in a clause. It has two types; relational attributive and relational identifying. The relational attributive process relates a participant in a clause to its attribute or characteristic and its participant is known as a 'carrier' quality is known as an 'attribute' in a clause. Whereas relational identifying relates a participant to his role, meaning or identity and its participant is known as a 'token or identifier'. A relational identifying clause has two participants namely 'token' and 'value'. A 'token' is the one "that is being defined" and a 'value' is "that which defines" (Eggins, 2004). The existential process is the process that shows the happening or existence of something (Halliday et al., 2014). The existential process clause typically starts with 'there' and has only one participant 'existent'. The word 'there' in the clause structure has no specific name and function except it is used for the indication of or existence of new information.

One after another, this research will be built on the concept of "post-traumatic growth" for which alternative expression can also be used, as suggested by Ramos and Leal (2013). This particular term was coined in 1995 and was first used by Tedeschi and Calhoun in 1996 (quoted in Ramos and Leal (2013)). Tedeschi and Calhoun defined post-traumatic growth "as the most used construct to describe positive changes experienced as a result of the psychological and cognitive efforts made to deal with challenging circumstances". Richard Tedeschi's concept of post-traumatic growth consists of four main coping mechanisms. The first coping mechanism is relating to others which involves primarily interpersonal behavior, self-disclosure and willingness to accept others' help to heal from the previous trauma. The next mechanism is the new possibilities characterized by changes in goals and opportunities that were not present before trauma. Personal strength is also one of the coping mechanisms which includes a change in identity and a greater understanding of the negative consequences of trauma and the capabilities to deal with future challenges. Spiritual journey and appreciation of new life is the fourth coping mechanism that signifies a change in some aspects of the belief system or experiencing trauma leads a person to develop a stronger faith in a higher religious entity.

## 5. Data Analysis and Interpretation

The novel *Where the Crawdads Sing* by Delia Owens is the text selected for the analysis of the study. The total number of clauses selected from the novel is 198. These clauses are further labeled according to the respective processes and participants. To achieve the research objectives, the following sub-section consists of the analysis of different processes and participants.

### 5.1. Material Processes

The analysis of the extract of the text *Where the Crawdads Sing* reveals that the writer has mostly used material processes. There are 95 material processes out of 199 processes. All these processes reveal Kya's everyday happenings and doings, her traumas as well as her post-traumatic transformation. The author uses words like *looked up, found, go turned, step, come, boiled, walked out, returned, etc.* ( see appendix B) which indicate the everyday happenings and doing of Kya, Pa, Jodie, etc. The writer also uses words for instance, *waited, cook, washed, leave, left, harassed, attack, run and hide, went, etc.* ( see Appendix B). These processes show how Kya was traumatized in her childhood. Similarly, the author of the novel uses other material processes such as *walk, turn, made, threw, publish, surviving, sold, suggested, hugged, thank you, lived, raised, educated, etc.* ( see Appendix B). All these processes in the text show the post-traumatic transformation of Kya throughout her life. Following are some of the extracted clauses (see Appendix B) having material processes that indicate Kya's post-traumatic transformation.

**Table 1**

and Kya	Boiled	turnip greens	from Ma's garden	for breakfast, lunch, and dinner
Actor	Material process	Goal	Circumstance: place	Circumstance: purpose

**Table 2**

and Kya	Boiled	turnip greens	from Ma's garden	for breakfast, lunch, and dinner
Actor	Material process	Goal	Circumstance: place	Circumstance: purpose

**Table 3**

Buying her own gas and groceries	surely made	her a grown-up
Actor	Material process	Beneficiary

**Table 4**

Life	Had made	her an expert	at mashing feelings into a storable size
Actor	material process	Beneficiary	Range

**Table 5**

Maybe I	oughta walk	To town
Actor	Material process	Range

**Table 6**

and turn	myself	in to the authorities
Material process	Actor	Range

**Table 7**

At least they	'd give	me	food and send me to school
Actor	Material process	Beneficiary	Range

**Table 8**

a little girl	surviving	on her own	in a swamp, hungry and cold,
Actor	material process	Goal	Circumstance: place

**Table 9**

she	educated	herself	and became a well-known naturalist and author
Actor	Material process	Beneficiary	Range

The author through her use of material processes and words has shown how Kya a protagonist of the novel had experienced trauma throughout her life and how those traumas ultimately became a catalyst for her growth in her life. At the very start of the novel, Kya's emotional trauma is in the form of her mother, then her siblings and her father leaving home without thinking about her. The writer unintentionally used material processes and employed some domains of Richard Tedeschi's concept of post-traumatic growth in her narrative by using material processes. The instance of accepting and depending on others is seen when she was trying to get an education and she wished to hold herself to some authorities because they would send her to school such as *Maybe I oughta walk to town and turn myself in to the authorities. At least they'd give me food and send me to school* (see appendix A and B). Ultimately, this leads her to another domain i.e. new life paths and possibilities (Tedeschi and Calhoun, 1996 cited in (Tedeschi & Calhoun, 2004)). With the help and support of Tate, Kya started reading books and one day she became the author of her books. It can be seen in the clause such as *she educated herself and became a well-known naturalist and author* (see appendix A and B). This new life path and possibilities have changed her life from being the one who was left alone by her family, hated by the people of the town, and tortured and harassed by a boy named Chase to a well-known naturalist and author.

## 5.2. Mental Processes

The mental process is the second most dominant process the writer uses in the novel. There are almost 52 mental processes identified out of 199 processes in the extracted text. The author used processes and words like *wanted, knew, think, need, wondering, wished, believed, hate*, etc. (see Appendix B). The words 'She, Kya, and I' (see appendix B) are used 36 times as a sensor for Kya in the extracted clauses of the selected text. Other sensors include 'he, dad, you, they' (see appendix B) whose actions pointed towards her in the clauses. The writer has again very tactfully proved the post-traumatic transformation through the use of her choice of words like *wanted, liked, need, urged, wished, thought, hate, recognize*, etc. (see Appendix A and B). Kya shows her "new life path and possibilities" according to Tedeschi and Calhoun (1996) cited in Tedeschi and Calhoun (2004) as a path toward post-traumatic transformation when she expresses her wish to get an education for instance, "but she wanted to learn to read" (see appendix A and B). This desire became fulfilled when she started wishing for someone to be friends with. When she was convinced by her friend Tate to provide him with some of the samples

she had collected, this ultimately changed her priorities and that made her the author of several books. So, her positive relations with others and accepting their support make her successful and popular, and her acceptance of support is depicted in instances like "You know better than anybody that the reference books for this area are almost nonexistent" and She finally agreed that he could take some samples (see appendix A and B). The following extracted clauses listed in appendix B labeled as mental process and are related to Kya's journey post-traumatic transformation.

**Table 10**

But she Senser	Wanted Mental process	To learn to read Projected clause
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**Table 11**

A need Mental process	to be with someone Projected clause
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**Table 12**

a chance to talk with a woman friend Projected clause	Urged Mental process	Her Senser	Towards them Circumstance: time
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**Table 13**

Just as she Senser	had figured out Mental process	most things Range
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**Table 14**

Kya Senser	figured out Mental process	how to become a woman on her own Phenomena
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The above extracted clauses labeled as mental process demonstrate Kya's transformation following traumatic experiences in her life and all these given instances illustrate her growth as a response to her challenges.

### 5.3. Behavioral Processes

Transitivity analysis of the extracted clauses of the text shows that the author has used 29 behavioral processes out of 199 processes. The participant of the behavioral process is known as the behavior. So, in this novel, the behavior of the behavioral process is mostly Kya herself. The pronoun 'she' and the noun 'Kya' are used as behavior for Kya in the text. Other behaviors like he, I, they (see Appendix B) are used in some clauses for other characters of the novel. Kya experiences positive psychological and physiological changes which are depicted by the behavioral processes i.e. "never cried, learned, read, laughed, breathed and smiled" (see Appendix B). All these processes are linked with the concept of post-traumatic growth of Tedeschi and Calhoun as she gradually transforms from a lonely individual to someone who desires and develops relationships, education and resilience in her life. Below are some of the instances of behavioral processes enlisted in Appendix B that demonstrate Kya's post-traumatic transformation.

**Table 15**

Over the next few days Circumstance: time	Kya Behavior	Learned Behavioral process	From the mistakes of the others and perhaps more from the minnows, how to live with him Phenomena
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**Table 16**

She Behaver	Had no notion behavioral process	how to talk to kids, certainly not to a teacher Phenomena
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**Table 17**

she Behaver	was supposed to learn Behavioral process	from them not them from her Phenomena
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**Table 18**

she Behaver	breathed Behavioral process	without pain Phenomena
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**Table 19**

How did you Behaver	learn Behavioral process	to read Range
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Behavioral process such as 'learned and never cried, breath' (see Appendix A and B) shows her 'personal strength' according to Tedeschi and Calhoun (2004) because her trauma reveals her inner strength of; living without people who do not care about her, self-study and her observation of nature. Kya interest and determination to get an education make her the author of several published books. Kya's determination for education and being insulted on the very first day in a classroom led her to a strong and successful woman. Behavioral processes in clauses like *She had no notion how to talk to kids, certainly not to a teacher. still, she tried. she was supposed to learn from them, not them from her* (see appendix A and B), shows despite knowing nothing she sets in a classroom and seven tried her best to answer what her teacher asked. But unfortunately, what she spelled was wrong and all the students made fun of her. All these instances of behavioral processes indicate how much resilience and strength she has shown despite being insulted in a classroom.

#### 5.4. Verbal Processes

There are a total of 23 verbal processes used in the extracted clauses of the selected text. In the selected text mostly Kya is the participant and is labeled as a sayer of the verbal processes. The pronoun she (see appendix B) is used at the sayer position for Kya in the novel. Processes like *said, talk, called, and asked* (see Appendix B) are used to convey thoughts and ideas at different points in the text. Below are the examples of verbal processes from Appendix B indicating how Kya has transformed after enduring various life distress and traumas.

**Table 20**

I Sayer	SAID Verbal process	GET OUT OF HERE Verbiage
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**Table 21**

As the sky and clouds struggled overhead Circumstance: place	She Sayer	Said Verbal process	Out loud Circumstance: quality	I have to do life alone Verbiage
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**Table 22**

Please	Don,t talk Verbal process	to me about isolation
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**Table 23**

No one	has to tell Verbal process	Me Target	how it changes a person
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**Table 24**

No Verbiage	she Sayer	said out loud Verbal process
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**Table 25: Transitivity analysis of *Where the Crawdads Sing***

Process type	Frequency
Material	95
Mental	52
Behavioral	29
Verbal	23
Total no of processes	199

One aspect of post-traumatic growth that is 'personal strength' (Tedeschi and Calhoun, 2004) is seen when the writer writes i.e. As the sky and clouds struggled overhead, she said out loud, and I have to do life alone (see Appendix A and B). This clause depicts that she has accepted her reality of living life alone which ultimately becomes her source of strength and resilience. Similarly, her strength is revealed at that point when Kya refuses to talk to Tate and asks him to go. For instance clauses i.e. Why should I talk with you and "I SAID, GET OUT OF HERE!, No,"



she said out loud. "I cannot fall for him again" (see Appendix A and B) clearly shows her strength and agency by setting boundaries and protecting her emotional health. Hence, verbal processes have also played an important role in determining the strength, resilience and post-traumatic transformation of Kya's character. The following table shows the occurrence of different transitivity processes in the novel.

## 6. Conclusion

The analysis of the text *Where the Crawdads Sing* by Delia Owens has shown that the writer has employed almost all the transitivity processes in the text. All the identified processes play their role in unveiling the hidden meaning of the text but the material process is the one which is dominant among all the transitivity processes. There are five transitivity processes i.e. material, mental, behavioral, verbal and relational used by the writer. All the processes except the relational process help in identifying the traumas and post-traumatic transformation of the Kya in the text. In short, transitivity analysis in general and material process, in particular, explore the post-traumatic transformation of the female protagonist in the selected novel. This in-depth analysis of the transitivity processes of the novel would provide significant pedagogical implications by enhancing the teaching and learning experience of teachers and students. A future study can also be conducted on the transitivity analysis of different texts by exploring the post-traumatic transformation of male and female protagonists in a text. This can help readers to understand how narrative and language represent the traumas, resilience and agency of the male and female characters.

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