



## Exploring Experiential Metafunction of *They Have Cut Down the Pines* by Marry Lisle

Zohaib ur Rehman<sup>1</sup>, Zumer Rubab<sup>2</sup> & Sadiq Khan<sup>3</sup>

<sup>1</sup>Lecturer, Federal Urdu University Islamabad (FUUAST), Email: [zohaiburrehman119@gmail.com](mailto:zohaiburrehman119@gmail.com)

<sup>2</sup>Lecturer, Federal Urdu University Islamabad (FUUAST), Email: [zumerrubab5@gmail.com](mailto:zumerrubab5@gmail.com)

<sup>3</sup>Lecturer, Federal Urdu University Islamabad (FUUAST), Email: [khansadiqii0024@gmail.com](mailto:khansadiqii0024@gmail.com)

### ARTICLE INFO

#### Article History:

Received: March 04, 2025  
Revised: April 25, 2025  
Accepted: May 04, 2025  
Available Online: May 08, 2025

#### Keywords:

transitivity analysis, Halliday, mixed-method, fifteen clauses, experiential metafunction, processes, close reading, purposive sampling, ideology, nature

#### Corresponding Author:

Zohaib ur Rehman

#### Email:

[zohaiburrehman119@gmail.com](mailto:zohaiburrehman119@gmail.com)

### ABSTRACT

The study investigates “*They Have Cut Down the Pines*” by Marry Lisle employing Transitivity Analysis proposed by M.A.K Halliday (1980). Basing on the mixed-method approach, this study undertakes “*Toward an Eco-pedagogy of Children’s Environmental Literature*” a theory proposed by Greta Gaard (2008). Carrying clause as a basic unit of meaning, the scholar has initially split the text into fifteen clauses to bring out the bottom line meaning of its own. For the scholar has decontextualized overall experiential metafunction implied through the patterns of mental, material, existential and relational attributive processes. In order to attempt on the text, the scholar adopts close reading technique and purposive sampling as part of method. After unveiling deep inside ideology of preserving nature, the scholar, at the end, for future scholars, has given significant gaps to be explored by applying M.A.K. Halliday’s (1994) approach on the similar text.



## Introduction

The researcher has undertaken a study on a poem titled *They have Cut Down the Pines* by Marry Lisle. According to a website *perfect24u*, there are four stanzas each with four lines that mainly reflect on the destruction of nature through the cutting of the pines. *They Have Cut Down the Pines* is a poem that describes the shocking down of the pine trees and the impacts that it has on the environment. Furthermore, the author expresses melancholy and sadness for the huge loss that happen to the trees, as a result it has brought inevitable changes in the natural world. This merciless action of the human beings makes the author feel sad and melancholic greatly, as it is harmful to the significance of the forest, depicted through the lines of the poem. Going through

the lines, initially the text describes the pines trees depicted as taller and beautiful. The author recollects the lost beauty that the trees used to have in the past but now as they are being cut down that remains no more. There is an imagery that shows that trees once used to be part of the landscape. But now being greedy, humans have already exploited this natural resource by only aiming at it as a great gain at human, while avoiding the impacts on the environment. Ideally, the text reflects that the nature is always changing yet the speaker depreciates the attitude hum beings extend toward it. On the whole, there is an advice to the agents that not to harm the nature by any means, rather it should be appreciated by always keeping it from worst conditions.

Ecolinguistic studies are first introduced by Einar Haugen in his article entitled —Ecology of Language in 1972. From the various terms used in this study, Haugen chooses the term "language ecology" over others. The selection is due to the wide coverage therein, the linguists may work together with other kinds of social sciences in understanding the interaction of Haugen language (in Fill & Muhlhausler 2001: 57).

Ecolinguistics explains how ecology and language are connected. (environment). A method of studying language led by Halliday (1990) as a new and easily recognizable subfield of ecological humanities in which he inspired linguists to consider the ecological context and effects of language. "The connection between language on the one hand, and growthism, classism, and speciesism that, reprimanding applied linguists not to ignore the role of their object of study in the growth of environmental problems" was one of Halliday's main points (Fill, 1998:43). Therefore, Ecolinguistics focuses on critiquing language forms that contribute to ecological destruction and assisting in the search for new language forms that inspire people to protect the natural world (Stibbe, 2015:1).

This study was first introduced by Einar Haugen (1972) in his article entitled Ecology of Language. Haugen prefers the term "ecology of language" to other terms associated with this research. The selection is because it covers a wide range of topics. Linguists can collaborate with various types of other social sciences in understanding interactions between languages (Haugen in Fill & Muhlausler, 2001: 57).

Michael Halliday's (1990) paper —New ways of Meaning: the challenge to applied linguistics is often credited as a seminar work which provided the stimulus for linguists to consider the ecological context and consequences of language. The challenge posed by Halliday included, among other things, making linguistics relevant to larger contemporary issues, particularly the widespread destruction of ecosystems that support life. Halliday (in Fill & Muhlausler, 2001) criticize how language systems affect user behavior in managing the environment. In his article entitled "New Ways of Meaning", he also explains that language and environment are two things that influence each other.

According to Mackey in Fill and Muhlhausler (2001: 67), ecology is basically the study of a system's interdependence. In the ecology of language, the concept of ecology combines environment, conservation, interaction and systems in language (Fill, 2001: 43). This scientific discipline examines the interrelationships between language and the human/social and natural environment. The term ecolinguistics (language ecology) is related to the word 'ecology', which is the study of the interaction between organisms and their environment and others. According to Muhlhausler (2001:3), who is the author of Language Ecology and Environment, there are four aspects that enable the relationship between language and environment: (1) language stands and forms itself; (2) language is constructed by nature; (3) nature is constructed by language; and (4)

language is interconnected with nature and both construct each other, although they rarely stand alone (eco-linguistics).

The text is given below:

<p>1.  <i>They have cut down the pines where they stood;                  They wind will miss them_____the rain,                  When its silver blind is down.                  They have stripped the bark from the wood_____</i></p>	<p>2. <i>The needly boughs and the brown                  Knobby nuts trodden into the ground.                  The kind and friendly trees,                  Where all small winds sound,</i></p>
<p>3. <i>And all day long the sun                  Plays hide and seek with shadows                  Till the multiplying shadows turn to one                  And the night is here</i></p>	<p>4. <i>They have cut down the trees and ended                  now                  The gentle colloquy of bough and                  bough.                  They are making a fence by the creek,                  And have cut down the pines for the                  posts.</i></p>

According to the model approach of M.A.K Halliday’s *Systemic Functional Grammar*, it was formally brought in 1994 under the *Martin School of Thought (1970)*. Mainly, it searches for meaningful language in both *the context of culture* (studied under genre domain) as well as in *the context of situation* (studied under the register domain). Keeping in view the context situation, this approach is mainly concerned with clause and divides it, as a basic unit of meaning, into three major metafunctions such as *experiential*, *interpersonal* and *textual*. Where the former is sought through transitivity patterns implied by *process*, *participant* and *circumstance*, in order to fully give an ideational meaning, and mainly it comes with the line *who does what to whom*. The middle one is sought through interaction that in what manners a communicative event is shaped, and the involved language metafunction is shaped some element such as *mood block* (*subject and finite as well as modal adjunct*), *Residue block* (*predicator, complement and residue adjunct*) and *modality* with its own language metafunction sought through *probability*, *certainty*, *usuality*, *typicality*, *obligation* and *inclination*. While the last one is classified into *Theme* (*marked and unmarked*) sought through three types of themes such as *textual*, *interpersonal* and *topical themes*) and *Rheme* which just comes after the *theme* part of the clause. As per the work of the scholar, which is only on the *experiential metafunction* of *Systemic Functional Linguistics (1994)*, that is furthered below: Halliday classifies the *processes* into six types: *material*, *mental*, *relational*, *behavioral*, *verbal* and *existential*. To begin with, *material processes* represent ‘happening’ or ‘doing’, and typically involve two participants: the actor—the one who does the action—and the goal—the one to whom the action is directed. *Mental processes* signify cognition, perception and affection. They also occupy two participants: a sensor carrying out the process and a phenomenon—what is thought, perceived or felt by the sensor. *Relational processes* realize relationships of ‘having’ or ‘being’ between the participants. *Verbal processes* embody the act of ‘saying’. Usually it contributes to the creation of narratives by setting up distinctive dialogues and reported speech. However, they may include any form of meaning exchange, like ‘*The book tells us how to write an essay*’ or ‘*The clock says ten*’. The *verbal process* also engages mainly two participants: the sayer—one who utters—and the target—the one who is addressed, whereas what is said is termed ‘verbiage’ (Iwamoto, 2007). There are three participants of the verbal process which include Sayer (the addresser), Receiver (the addressee, or the entity targeted by the saying), and Verbiage (the content of what is

said or indicated); hence, the verbal process consists of saying verbs such as *sayer*, *verbiage*, *receiver*, *target*. *Behavioral processes* ‘represent outer manifestations of inner workings, the acting out of processes of consciousness and physiological states’ (Halliday, 1994). In simple terms, they represent psychological or physiological behavior and fall between the material and mental processes. However, the behavioral process typically engages a single participant called the *behavior*. *The existential process*, as the name implies, realizes that something exists. The process usually takes the word ‘there’ as a dummy subject. This process also involves a single participant called the *existent*, referring to what exists. As noted, the study of transitivity patterns helps us understand *what kinds of action a text involves* (represented through different processes distinguished on the basis of whether they represent physical actions, speech, states of mind or states of being); *how actions are represented* (that is, who is carrying them out or who is the agent); and *to whom the actions are being directed* (that is, who is being affected by the actions of others). Precisely, studying transitivity patterns in a text has helped to unravel the ideological positioning of two contested entities in relation to each other such as humans and nature in the present study’s context. As a result we get a pertinent analytical tool to answer the three research questions of the study. By keeping scholarly studies in view, hence delimiting the study merely to the *experiential metafunction* (personal experience that we get in the physical world as well as from the world of consciousness, i.e. our perception or worldview), the text of *They Have Cut Down the Pines* by *Marry Lisle* is only interpreted till what certainly comes under the domain of the former metafunction. In that sense, transitivity pattern is the main system of grammatical choice to articulate the experiential meanings in a clause (Halliday, 1994, p. 53). Transitivity involves three elements, namely the *processes* (essentially realized in the verbal group, hence it is the nucleus of the experiential clause), *participants* (in the noun group, hence it seeks who are participating in these processes) and *circumstances* (these are attendants to the process, can be found in the prepositional phrases as well as adverbial group), for example: [Participant] the wild rabbits [Process] in the open glade [Circumstance] danced with their shadows [circumstance] (Halliday & Matthiessen, 2013).

### **Research Objectives**

- To identify patterns of processes through the text “*They Have Cut Down the Pines*” by *Marry Lisle*
- To understand how ideological influence is constructed throughout the text “*They Have Cut Down the Pines*” by *Marry Lisle*
- To unveil pedagogical significance of the text “*They Have Cut Down the Pines*” by *Marry Lisle*

### **Research Questions**

- What are the patterns of processes being employed into the text “*They Have Cut Down the Pines*” by *Marry Lisle*?
- What ideological meaning is packaged in the text “*They Have Cut Down the Pines*” by *Marry Lisle*?
- How the text *They Have Cut Down the Pines* by *Marry Lisle* is pedagogically significant?

### **Statement of the Problem**

The poem *They Have Cut Down the Pines*” by *Marry Lisle* is a rich source to be traced and has much yet to discover. The scholar has attempted on identifying processes, participants and circumstantial elements i.e. overall he has approached to answer who does what to whom, which

before has never been brought under consideration by any past time researchers. Particularly, the veiled processes patterns develop an intricate web to finalize the ideology of preserving nature. Deep inside going into it, the study has addressed this problem by applying M.A.K Halliday's SFG approach on text of "*They Have Cut Down the Pines*" by Marry Lisle.

### **Significance of the Study**

The study "*They Have Cut Down the Pines*" by Marry Lise is the rigorous source of analysis. Many scholars have undertaken for various purposes by applying different models. However, none of the scholars have touched upon this text from M.A.K Hallidayan model of *Systemic Functional Grammar* (*ibid*). Significantly, the scholar through this study has attempted only on the *experiential metafunction* of the text, and has tried to unveil potential message that "*They Have Cut Down the Pines*" by Marry Lisle conveys to its readers. Broadly, after a thoroughly clausal analysis of the text, the scholar has approached on answering the research questions in unique way; hence the future readers can find themselves at ease. On the whole, this study gives a satisfactory interpretation for those who wish to understand the hidden meaning of "*They Have Cut Down the Pines*" by Marry Lisle that the lens of SFL unveils.

### **Methodology**

#### **Overview**

This study has mainly focused on the poem "*They Have Cut Down the Pines*" by Marry Lisle, by keeping in view M.A.K Halliday *Systemic Functional Grammar* (*ibid*) as a tool of analysis.

#### **Research Paradigm**

Throughout this study qualitative paradigm is used by keeping in mind the discourse model *Systemic Functional Grammar* in view proposed by M. Halliday (*ibid*). According to Creswell (2014), qualitative study is a method wherein which solution to human problems is understood and explored, where emerging questions and procedures are involved, and data are collected through natural setting and inductive way of analysis is used for analyzing and interpreting the meaning of the data. According to Kumar (2011), qualitative study is an approach in which situation, phenomenon, problem, or event is described and nominal or ordinal are used for measurement of variables. It is qualitative in nature as it uses research questions exploring and describing the model of discourse.

#### **Technique of the Study**

Close reading technique is the tool with which the researcher has tried to collect the data.

According to Payumi and Hartati, (2018), close reading has a grave influence in comprehending texts. A reader goes through texts with the help of scanning and skimming of the texts. According to Brown (2013), the study of close reading has five levels Close reading as a technique mindfully requires a conscious reading of a reader. Viewing the study of the Elder-Paul (2003), he further gives five levels of close reading technique with specific behaviors for each; level first is to paraphrase a text sentence by sentence, level second is about summarizing the text paragraph wise, level third involves analyzing the text, level fourth involving evaluation of the text and level fifth is about placing readers in the position of the author.

## **Sampling**

Purposive sampling is used as a selecting criterion for the selection of the data. Data have been picked up as per using judgment of the researcher. According to Kumar (ibid), purposive sampling or judgmental sampling primarily relies on one's own judgment. Judgment of the researcher has throughout the study been the main consideration in purposive sampling.

## **Theoretical Framework**

Greta Gaard's concept of eco-pedagogy is a valuable framework for research in environmental literature, particularly in understanding how literature can be used as a tool for environmental education and activism. Here are some key aspects of Gaard's eco-pedagogy that can be applied in research:

A) **Interdisciplinary Approach:** Gaard supports an interdisciplinary approach that integrates social justice studies, environmental studies, and literature. Literary works can be studied to see how they address ecological issues and how they affect social justice.

B) **Critical Analysis of Texts:** Researchers can analyze environmental literature through the lens of eco-pedagogy, examining how narratives shape our understanding of ecological relationships, human-animal interactions, and the impact of colonialism on the environment.

C) **Promoting Ecological Awareness:** Studies can focus on how specific works of literature promote ecological awareness and inspire readers to engage in environmental activism. This includes looking at sustainability, conservation, and how all living things are connected.

D) **Education and Youth Literature:** Gaard stresses the significance of young adult and children's literature in fostering ecological consciousness. Research can investigate how these texts can be integrated into educational curricula to promote environmental literacy among young readers.

E) **Eco-feminism and Environmental Justice:** Gaard's work often intersects with eco-feminism, highlighting the connections between gender, ecology, and social justice. The ways in which environmental literature addresses these themes and promotes marginalized voices in environmental discourse can be investigated by researchers.

F) **Narrative and Identity:** Investigating how narratives in environmental literature shape individual and collective identities in relation to the environment can provide insights into the role of storytelling in fostering a sense of responsibility and agency.

G) **Community Engagement:** Research can also focus on how eco-pedagogy encourages community engagement and activism through literature, examining case studies where literary works have inspired local environmental initiatives.

Researchers can contribute to a deeper comprehension of the role that literature plays in forming ecological consciousness and promoting sustainable practices by utilizing Gaard's eco-pedagogical framework.

This study has been conducted to find the eco-linguistic appraisal of the poem "*They Have Cut Down the Pines*" by *Marry Lisle*. It is an environmentally tilted text. In order to explicate eco-pedagogical imports, the poem is analyzed at two levels: lexical/structural level, playing a formulaic role; functional level/the content knowledge. Through the later we will be critically understood. The procedural analysis has two dimensions: eco-pedagogy and eco-linguistics. Under

the precedence of Gaard's framework, 'Towards an eco-pedagogy of environmental literature' (Gaard, 2008) the maintenance of anthropocentric worldview and propagating eco-centric values are focused. Overall, it demands to develop an egalitarian or ecological safe environment. Under this dimension, the text is examined at three levels: textual level that reflects on how the nature is depicted; relation developed in the text between human and nature; and the role of human in relation to eco-justice issues. These three aspects have been adopted as the three main research questions of this study. On the other hand, the eco-linguistic dimension has focused on the experiential metafunction. On this part of the study, transitivity patterns adapted from a seminal book 'An introduction to functional grammar' (Halliday, 1994) are studied that are exploited in this poem. Finally, a comprehensive qualitative analysis of the transitivity patterns, by keeping in practice purposive sampling, in the selected text is carried out to answer the research questions of the study.

## **Discussion and Analysis**

Mary Lisle began writing as a child living in the country, where she developed a keen observation and love of nature. She married to a farmer named D. M. Cornish. She wrote *They have cut down the pines* in 1947. In this poem, she discussed that how the nature is destructed by cutting down the pine trees. She described the impact of cutting down the pine trees on the natural world. The speaker of the poem expressed the sadness and mourning due to the loss of trees, reflected through the mental processes *will miss* mentioned in the (clauses 2 and 3). The frequent use of *have cut down* patterned through the (clauses 1, 4, 8, 11 and 15) the speaker enlightens the changes that are brought by cutting these trees to the environment. Pine trees were depicted as tall and majestic in the poem which described that how the pines used to stand tall and proud, but now they have been cut down. This pattern is showing a certain kind of imagery create that reflects a sense of mourning and loss for the trees that were once the part of environment. Likewise, through the same pattern of the *cut down the trees* in the clauses like (1, 4, 11 and 15) reflected on loss of beauty threatened by the human greed in terms how the natural resources are being exploited. It highlighted the negative impact of human actions on the environment. Here, the idea of change in nature is described and showed that how nature is evolving. It is acknowledged that the forest will continue to develop and grow, but the loss of pine trees is still a significant and painful change. The pine trees play a pivotal role in the beauty of the forest.

That is how, in the (clauses 8 and 12), *relational processes* are being used which reflect the idea that trees are important for our health and national development. The *existential Process* lie in the (clause 13) shows that these are so ruthlessly destroyed that they remained with no option other options except being always found vulnerable. These must be preserved, because they are vital for life on this earth. These trees are near and dear friends and they keep our environment healthy for us. The cutting of the trees will affect the environment as well as animal's habitats and lead to pollution and soil erosion which can harm the agriculture on the whole. The main theme of the poem is to preserve the natural world as it adds to the beauty in the environment.

Overall, the poem is reflecting the importance of nature. It serves as a reminder to appreciate and preserve the natural world. The speaker wants to not harm the natural world by our actions and urges the readers to take notice of the beauty and importance of the nature, and to consider the impact of the human actions on the natural world. The human actions are destroying the environment.

## **Conclusion**

To conclude, the researcher has found that there are a total of fifteen processes in which material type of it has frequently been used by the speaker. This pattern is constructed with twelve material processes such as c.10. *Making*, c.11 *have cut down*, c.14. *Seek*, c. 1 *have cut down* c. 4 *have cut down* c.5. *trodden*, c.6. *Plays*,c.7. *plays* c.8. *Have cut down*, c.9. *have ended* and c.15. *cut down*. Deep inside, this also undertook two mental processes, two relational attributive processes and one existential process (such as c.2 *will miss* c.3 *will miss*; i.e. c.8. *have cut down* and c. 12 *is*; and c.13. *lie*, respectively), which show speaker's sympathies for the devastated nature.

Ideologically, the text, as the scholar went through, found that it greatly implies the ideology of the nature preservation. Like the author informs readers about the activities in which human beings are actively involved. It shows that the very human beings have greatly affected natural life by being actively involved in deforestation, overusing natural resources and many other shapes of destructing natural beauty. Speaker restricts the living standard of all the agents, and urges them not to harm nature anymore.

Indeed, the text is a pedagogically rich source which the speaker is using as a tool to construct the budding minds appropriately. The author's effective choice of words is of great importance in academia. Having it as content of compulsory subject, learners are not only studying it to pass an exam but also they by going through the text time and again also get to know how much nature matters for us, which surely signifies nature to be kept from all kinds of harms, especially that the speaker mentions.

Moreover, the future research scholars, while using the same model, can also study the nominalization group and circumstantial elements of which this text is rich. Generally, this text has the other two metafunction i.e. interpersonal and textual as well, which future researchers can also undertake.

## **References**

1. Brown, S. (2013). What is Close Reading. *Retrieved on march, 26*.
2. Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (n.d.). *Using Functional Grammar An Explorer's Guide Second Edition*. National Centre for English Language Teaching and Research Macquarie University.
3. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publication, Inc.
4. Fill, A (1998). Eco linguistics: State of The Art 1998. *Arbeiten aus Anglistik und Amerikanistik*. Vol. 23, No. 1, 1998, pp. 3-16.
5. Fill, A. and Mühlhäusler, P (2001). *The Eco linguistics Reader: Language, Ecology, and Environment*. London: Continuum.
6. Halliday M (1990). *New Ways of Meaning: the Challenge to Applied Linguistics*. In A. Fill and P. Mühlhäusler (eds) (2001). *The Eco linguistics Reader: Language, Ecology, and Environment*. London: Continuum, pp. 175–202.
7. Haugen, Einar, (1972). *The Ecology of Language*. In: Dil, Anwar, S. (Eds.), *The Ecology of Language. Essays by Einar Haugen*. Stanford University Press, Stanford.
8. Stibbe, A. (2015). *Eco linguistics: Language, Ecology and the Stories We Live By*. London: Routledge.
9. ELDER, L., & PAUL, R. (2003). *Critical thinking: the art of close reading* . Critical thinking: the art of close reading part 4. <https://files.eric.ed.gov/fulltext/EJ718574.pdf>

10. GARRD, G. (2008). Toward an Ecopedagogy of Children's Environmental Literature. *Green Theory & Praxis: The Journal of Ecopedagogy*, 4(2).
11. GARRD, G. (ibid). Toward an Ecopedagogy of Children's Environmental Literature. *Green Theory & Praxis: The Journal of Ecopedagogy*, 4(2).
12. Halliday, & MATTHIESSEN. (2013). *Halliday's Introduction to Functional Grammar* (4th ed.). Routledge London .
13. Halliday. (1994). *Halliday's Introduction to Functional Grammar 4rth Edition*. [https://edisciplinas.usp.br/pluginfile.php/4651874/mod\\_resource/content/1/Intro%20to%20FG.pdf](https://edisciplinas.usp.br/pluginfile.php/4651874/mod_resource/content/1/Intro%20to%20FG.pdf). <https://edisciplinas.usp.br/pluginfile.php/4651874/mod>
14. Halliday. (ibid). *Halliday's Introduction to Functional Grammar 4rth Edition*. [https://edisciplinas.usp.br/pluginfile.php/4651874/mod\\_resource/content/1/Intro%20to%20FG.pdf](https://edisciplinas.usp.br/pluginfile.php/4651874/mod_resource/content/1/Intro%20to%20FG.pdf). <https://edisciplinas.usp.br/pluginfile.php/4651874/mod>
15. Halliday. (ibid). *Halliday's Introduction to Functional Grammar 4rth Edition*. [https://edisciplinas.usp.br/pluginfile.php/4651874/mod\\_resource/content/1/Intro%20to%20FG.pdf](https://edisciplinas.usp.br/pluginfile.php/4651874/mod_resource/content/1/Intro%20to%20FG.pdf). <https://edisciplinas.usp.br/pluginfile.php/4651874/mod>
16. KUMAR , R. (2011). In *RESEARCH METHODOLOGY: A STEP BY STEP GUIDE FOR BEGINNERS* (3rd ed.). Story, SAGE LOS ANGELES/LONDON/NEW DEHLI/SINGAPOR/WASHINGTON DC.
17. KUMAR , R. (ibid). In *Research methodology: a step by step guide for beginners* (3rd ed.). Story, sage los Angeles/London/new Delhi/Singapore/Washington DC.
18. M.A.K. Halliday (1994). *An introduction to functional grammar* (second addition).
19. Payumi, C. M., & Hartati, Y. F. (2018). "The Use of Close Reading Technique to Improve Students Reading Comprehension." *PROJECT (Professional Journal of English Education)*, 1 (03). 187-194.
20. perfect24u. (n.d.). <https://www.perfect24u.com/stanza-comprehension-poem-4-they-have-cut-down-the-pines-mary-lisle-class/>. <https://www.perfect24u.com>

## **Appendix A**

### ***They Have Cut down the Pines by Mary Lisle***

*They have cut down the pines where they stood;  
They wind will miss them \_\_\_\_\_ the rain,  
When its silver blind is down.  
They have stripped the bark from the wood \_\_\_\_\_  
The needly boughs and the brown  
Knobby nuts trodden into the ground.  
The kind and friendly trees,  
Where all small winds sound,  
And all day long the sun  
Plays hide and seek with shadows  
Till the multiplying shadows turn to one  
And the night is here  
They have cut down the trees and ended now  
The gentle colloquy of bough and bough.  
They are making a fence by the creek,  
And have cut down the pines for the posts.*

**Appendix B**

- **CLAUSE No.1: They have cut down the pines where they stood;**

Pr: have cut down ← material

Par: They ← Actor

The pines ← goal

Cir: Where they stood ← cir. Of location

- **CLAUSE No. 2: The wind will miss them**

Pr: will miss ← Mental

Par: The Wind ← sensor

Them ← Phenomenon

- **CLAUSE No. 3: The rain (when its silver blind is down) will miss them**

Pr: will miss ← mental

Par: The Rain (when its silver blind is down) ← NG

The rain ← sensor

Them ← phenomenon

Cir: Silver blind is down

- **CLAUSE No. 4: They have stripped the bark from the wood**

Pr: Have stripped ← material (doing)

Par: they ← actor

The bark ← goal

Cir: from the wood ← Cir. Of angle

- **CLAUSE No. 5: The needly boughs, the brown knobby nuts trodden into the ground**

- Pr; trodden ← VG

Trodden ← material

Par: the needly boughs, ← NG

Boughs ← actor

The needly --> (Pre-Modification of noun)

Into the ground ← scope (Prepositional Phrase)

- Pr: trodden into ← VG

Trodden ← material

Par: the brown knobby nuts ← NG

Nuts ← (agent)

Ground ← scope

- **CLAUSE No.6: The kind and friendly trees, where all day small winds sound, and all day long the sun, plays hide and seek with shadows till the multiplying shadows turn to one**

Pr: plays ← material

Par: The kind and friendly trees ← NG

The kind and friendly ← (Pre-modification of the noun trees)

Trees ← actor

Hide and seek ← goal

Cir: where all day small winds sound, and all day long the sun ← Cir. Of location/time  
with shadows ← Cir. Of accompaniment

Till the multiplying shadows turn to one ← Cir. Of extent

• **CLAUSE No.7: The kind and friendly trees play (hide and seek) till the night is here**

Pr: play←Material

Par: The kind and friendly trees←NG

The kind and friendly←pre-modification of the noun Trees

Trees←actor

Hide and seek← goal

Cir: till the night is here← Cir. Of extent/time

• **CLAUSE No. 8: They have cut down the trees**

Pr: have cut down ←Material

Par: they ←actor

Trees-goal

• **CLAUSE No. 9: (They have) ended now the gentle colloquy of bough and bough**

Pr: have ended← material

Par: they ←actor

the gentle colloquy of bough← NG

colloquy← target

• **CLAUSE No. 10: They are making a fence by creek**

Pr: making ←material

Par: they ←actor

Fence←goal

Cir: by creek← Cir. Of location

• **CLAUSE No. 11: (They) have cut down the pines for the posts**

**Pr: Have cut down← Material**

Par: they←actor

The pines←goal

Cir: for the posts← Cir. Of matter

• **CLAUSE No. 12: Wan in the sun light (is) for ghost**

Pr: is ←Relational Attributive

Par: the Sun light ←carrier

Wan ←attribute

Cir: for ghost←Cir. Of matter

• **CLAUSE No. 13: The naked trunk lie**

Pr: lie←existential

Par: the naked trunk←NG

The naked (pre-modification)

Trunk←existent

• **CLAUSE No. 14: A bird nested there will seek in vain**

Pr: will seek← VG

Seek←material

Par: a bird ← NG

Bird ← actor

Cir: in vain ← Cir. Of manner

- **CLAUSE No. 15: They have cut down the pines**

Pr: Have cut down ← VG

Cut down ← material

Par: They ← actor

The pines ← goal

**3.2. Patterns:**

<b>Mental=02</b>	<b>Material =14</b>	<b>Existential=01</b>
c.2 will miss c.3 will miss	c. 1 have cut down c. 4 have cut down c.5. trodden c.5. trodden c.6. plays c.7. plays c.8. have cut down c.9. have ended c.10. making c.11. have cut down c 12. is c.14. seek c.15. cut down	c.13. lie