



RESEARCH ARTICLE

Section: *Literature, Linguistics & Criticism***Unpacking logical meaning in disability-themed children's books: A Systemic functional linguistic analysis**Muhammad Yusuf^{1*}, T. Thyrhaya Zein¹, Nurlela¹, Fikry Prastya Syahputra¹ & Rafizah Mohd Rawian²¹Universitas Sumatera Utara, Medan, Indonesia²Universiti Utara Malaysia, Kedah, Malaysia*Correspondence: yusuf_my@usu.ac.id**ABSTRACT**

This study investigates the realization of logical meaning in disability-themed children's books through the lens of systemic functional linguistics (SFL). Employing a qualitative descriptive design, the data consist of clauses extracted from 5 selected children's books that explicitly address disability themes. The analysis focuses on the types of clause-complex relations, particularly parataxis and hypotaxis, as well as the logico-semantic relations of expansion and projection. The findings reveal that clause-complex constructions are predominantly realized through paratactic relations. Out of 80 identified clause complexes, 72 instances (90%) are parataxis, while only 8 instances (10%) are hypotaxis. This dominance indicates a preference for equal-status clause relationships, reflecting a tendency toward simpler, more linear information organization. Such structuring aligns with the cognitive and linguistic accessibility required for child readers. Furthermore, in terms of logico-semantic relations, expansion types (elaboration, extension, and enhancement) occur in relatively limited proportions compared to projection, which emerges as a more prominent strategy in the texts. These findings suggest that disability-themed children's literature tends to prioritize clarity, directness, and dialogic representation, potentially to facilitate comprehension and engagement.

KEYWORDS: children book, children literature, clause complex, disability education, logical function

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1. Introduction

Children are introduced to books from a very young age, as books help them develop basic language skills and expand their vocabulary (Dickinson et al., 2012; Niklas et al., 2016; Pane et al., 2025; Parvin, 2025; Umek et al., 2003), thereby enhancing their ability to communicate and interact with others. A solid foundation in reading skills can pave the way for the next stages of reading development. Reading aloud to children can help them develop cognitive skills that support their cognitive development (Braid & Bernstein, 2015; Kalb & Van Ours, 2014; Schoonover, 2021). The availability of children's storybooks for children with disabilities in Indonesia is crucial given the significant number of children with disabilities.

According to data from the Central Statistics Agency (BPS), in 2020 there were approximately 5.6 million children with disabilities in Indonesia. Nevertheless, the literature on storybooks for children with disabilities remains limited. Children with disabilities certainly require specialized books that can help them to understand about disability and to support the learning process (Gilmore & Howard, 2016; Mujahidah et al., 2025; Pennell et al., 2018; Prater et al., 2006; Sinar et al., 2024). Storybooks intended for children with disabilities are expected to depict situations or activities related to the children's experiences.

Children's storybooks featuring characters with disabilities play a vital role in efforts to promote inclusion and representation of children with disabilities in children's literature (Gilmore & Howard, 2016; Schoonover, 2021; Tejero Hughes & Talley, 2026). These books serve not only as a source of entertainment but also as a tool for educating, fostering empathy, and challenging negative stereotypes about disabilities. Those books also have a vital role in promoting inclusion (Hayden & Prince, 2023; Pardeck & Musick, 2002; Prater et al., 2006; Wilkins et al., 2016), shifting perspectives, and raising awareness about the importance of valuing the differences. A distinctive feature of children's books featuring characters with disabilities in Indonesia is the effort to portray the lives and experiences of children with disabilities in a positive light. Authors and illustrators often create strong, inspiring characters who overcome obstacles in admirable ways. This aims to inspire readers to believe in themselves and appreciate differences. Additionally, children's books about disabilities in Indonesia frequently explore themes of friendship, courage, and equality (Dewi et al., 2025; Hakim, 2020; Kristanti, 2016; Rachmawati, 2025; Sugiarto, 2020; Ulya et al., 2025). In their stories, authors often emphasize that despite having disabilities, these children possess extraordinary abilities and potential that deserve recognition and appreciation from society.

Systemic functional linguistics (hereinafter referred to as SFL) is a linguistic theory that can be used to analyze texts, including those found in children's storybooks. This theory emphasizes the use of language in social contexts and its communicative functions (Bartlett & O'Grady, 2017; Eggins, 2004; Hajar & Sinar, 2019; Halliday & Matthiessen, 2014). In the context of this study, the LFS theory helps to simplify and understand textual structure and function, which contains information on how texts function within social, cultural, and environmental contexts.

In conveying the meaning of a story, this naturally involves the use of language to organize the text. Therefore, storybooks have a structure that organizes a story using logical meaning, particularly in forming compound and complex sentences, where the sentence structure is not complicated and is easily understood by children. Logical meaning is represented by using specific conjunctions to connect one clause to another (Eggins, 2004; Hajar & Sinar, 2019; Halliday & Matthiessen, 2014; He, 2019; Hoang, 2025; Zhou & Bin Zainol Abidin, 2023). The relationship between one clause and another is analyzed to enhance the reader's understanding of the information they are reading.

Halliday & Matthiessen (2014) describe these relationships in terms of clause complexing, which involves two interrelated dimensions: taxis and logico-semantic relations. Taxis distinguishes between parataxis, in which clauses have equal status, and hypotaxis, in which one clause is dependent on another. Logico-semantic relations, meanwhile, describe how one clause relates semantically to another through expansion—including elaboration, extension, and enhancement—or projection, including locution and idea. Through these resources, writers can organize events sequentially, add or specify information, establish temporal and causal relationships, and represent speech or thought. In children's literature, such choices are particularly relevant because the organization of clause complexes contributes to how events, character interactions, and experiences are presented and connected within a narrative.

Logical meaning can help us understand how authors structure stories for children with disabilities

to achieve specific communicative goals. It provides a means of identifying how linguistic choices shape the organization and development of meaning in children's texts, including narratives that represent disability and the experiences of children with disabilities. It is important because it relates to whether the text has a complex linguistic structure or not. Complex sentence structures in a text will make it difficult for children to understand the text (Sorenson Duncan et al., 2021; Yusuf et al., 2021; Zipoli, 2017), especially for children who are not yet able to comprehend complex sentences or clauses. Since clauses are represented in storybooks, SFL theory can be used to analyze storybooks for children with disabilities. So, this study investigates the realization of logical meaning in disability-themed children's books through the lens of systemic functional linguistics (SFL).

2. Method

This study employed a qualitative approach using content analysis, supplemented by some descriptive quantification. This approach was chosen because it allows the researcher to gain a deep understanding of how the stories are constructed and the messages conveyed in these books. Qualitative procedures were used to determine categories of words or lexical and functional items and to determine categories of clause ranking in the text. All analyses were conducted from the LFS perspective.

The data collection was conducted in two stages. First, the researcher selected children's storybooks featuring characters with disabilities for analysis. The selection was based on specific criteria, such as the diversity of disabilities represented, the popularity of the books, and their availability in Indonesia. Second, after the books were selected, the researcher collected textual data from them for further analysis. Based on the criteria above, the data sources in this study were five books in a series about children with disabilities.

The data were then analyzed according to SFL approach proposed by Halliday and Matthiessen (2014). The data for the first research question consisted of complex clauses found in the five books. The data were grouped and categorized based on taxis (which includes parataxis and hypotaxis) as well as logico-semantic relations, which encompass expansion (elaboration, extension, and enhancement) and projection (locution and idea). The patterns identified are a combination of taxis and logico-semantic relations.

3. Result and Discussion

3.1. Expansion

Expansion refers to a type of logico-semantic relation in which one clause expands the meaning of another by providing additional information (Eggins, 2004; Halliday & Matthiessen, 2014), adding new information, or specifying circumstances surrounding an event. In systemic functional linguistics, expansion is realized through three major relations: elaboration, extension, and enhancement. In the disability-themed children's books examined in this study, these expansion relations show how authors organize and develop information across clause complexes. The following subsections present the realization of expansion through elaboration, extension, and enhancement, with attention to their realization through paratactic and hypotactic relations.

3.1.1. Elaboration

Elaboration involves restating, clarifying, or specifying information presented in the initiating clause; extension adds new information to or contrasts with the information in another clause; and enhancement provides circumstantial information such as time, cause, condition, or manner.

Paratactic Elaboration

Paratactic elaboration occurs when two clauses are related through equal-status coordination, with the second clause providing further specification, clarification, or restatement of information presented in the first clause. In the data, this relation is realized through clauses in which the second element expands the meaning of an element or proposition introduced in the initiating clause. Four instances of paratactic elaboration were identified in the five children's books. The following examples illustrate how this relation is used to provide additional information while maintaining a relatively straightforward clause relationship.

T1-03 *Sebelum memulai latihan, Coach Aruna menjelaskan pada teman-teman bahwa Hira memiliki keterbatasan dalam mendengar.*

(Before starting the practice, Coach Aruna explained to her friends that Hira had hearing limitations).

1 *Sebelum memulai latihan, Coach Aruna menjelaskan pada teman -teman* (Before starting the practice, Coach Aruna explained to her friends)

=2 *bahwa Hira memiliki keterbatasan dalam mendengar* (**that** Hira had hearing limitations).

The data T2-33 shows this clause complex is included in the parataxis clause. In terms of taxis, the first clause (1) is called as the initiating clause, and the second clause (2) is the continuing clause. The second clause (2) intends to give additional information to the first clause (1). In addition, there is clause that shows the characteristics of the dependent clause and continues the first clause. The clauses are considered to have an equal status. On the other hand, this clause complex is indicated as elaboration in the term of logico-semantic relation. The continuing clause causes (2) *bahwa Hira memiliki keterbatasan dalam mendengar*, elaborates the initiating clause (1) *Sebelum memulai latihan, Coach Aruna menjelaskan pada teman – teman*. The second clause elaborates the information to Hira's friend that she cannot hear well. It can be concluded that this clause complex can be called as paratactic elaboration.

T2-017 *Di hari pertama sekolah, murid- murid harus membawa barang yang bisa membuat bahagia.*

(On the first day of school, students must bring something that can make them happy)

1 *Di hari pertama sekolah, murid- murid harus membawa barang*

(On the first day of school, students must bring something)

=2 *yang bisa membuat Bahagia*

(that can make them happy)

The data T2-017 is indicated into clause complex that is categorized as the paratactic clause. There are two clauses that have equal status. The first clause is called as the initiating clause, meanwhile the second clause are called as the continuing clause. The second clause cannot stand alone without the first clause because it has incomplete meaning. In addition, this clause complex uses the conjunction 'yang' can be replace as 'that' refers to the characteristic of paratactic term.

Hypotactic Elaboration

Hypotactic elaboration occurs when a dependent clause provides further specification or clarification of information presented in a dominant clause (Eggins, 2004; Halliday & Matthiessen, 2014). Unlike paratactic elaboration, the clauses in a hypotactic relationship have unequal status, with the dependent clause relying on the dominant clause for its interpretation. Two instances of hypotactic elaboration were identified in the data. These constructions primarily function to provide additional descriptive information about a participant or entity introduced in the dominant clause, thereby making the referent more explicit for the reader.

T2-25 *Keiko bercerita tentang boneka tangannya yang berupa katak.*

(Keiko tells about her hand puppet which is a frog).

α *Keiko bercerita tentang boneka tangannya*

(Keiko tells about her hand puppet)

=β *yang berupa katak*

(**which** is a frog)

The data T2-25 is categorized as clause complex which is included into hypotactic clause. The two clauses have unequal status. The first clause (α) *Keiko bercerita tentang boneka tangannya*, called as the independent clause. And, the second clause (β) *yang berupa katak*, called as dependent clause. The second clause cannot stand alone without the first clause. It is caused it has incomplete meaning. In term of logico-semantic relation, this clause complex is called as elaboration type. It is proven by the second clause elaborates the first clause. It can be seen from (β) *yang berupa katak* or *which is a frog*, intends to elaborate *boneka tangannya* or *hand puppet* in the first clause (α).

3.1.2. Extension

Extension is a logico-semantic relation in which one clause extends the meaning of another by adding new information, presenting an alternative, or introducing a contrast (Eggins, 2004; Halliday & Matthiessen, 2014). Unlike elaboration, which provides further specification of information already presented, extension contributes additional content to the clause complex. In the present study, extension is realized through paratactic relations, while no instances of hypotactic extension were identified. The paratactic extension patterns are primarily realized through coordinating expressions that connect an additional action or information to the preceding clause. The following examples illustrate how extension contributes to the development of information in the disability-themed children's books.

Paratactic Extension

Paratactic extension occurs when an additional clause is coordinated with another clause and the two clauses have equal status. In the data, this relation is identified through the use of coordinating expressions such as *dan* 'and' and *kecuali* 'except', which connect additional or contrasting information to the preceding clause. Three instances of paratactic extension were identified.

T1-09 *Kejadian itu membuat wasit meniup peluit dan berkata "Foul!"*.

(The incident made the referee blow the whistle **and** say "Foul!".)

1 *Kejadian itu membuat wasit meniup peluit*

(The incident made the referee blow the whistle)

+2 *dan berkata "Foul!"*.

(and say "Foul!").

T1-09 represents a paratactic clause complex comprising two equal-status clauses, with the first functioning as the initiating clause and the second as the continuing clause. The relationship is marked by the coordinating conjunction *dan* 'and', which links the two clauses. In terms of logico-semantic relations, the construction realizes extension, as the second clause adds information to the first by introducing an additional action. Thus, T1-09 is categorized as a paratactic extension.

T1-12 *Hira mengumpulkan konsentrasi dan mulai menembakkan bola*.

(Hira gathered her concentration **and** started shooting the ball).

1 *Hira mengumpulkan konsentrasi*

(Hira gathered her concentration)

+2 *dan mulai menembakkan bola*

(**and** started shooting the ball).

T1-12 represents a paratactic clause complex in which the two clauses have equal status, with the first functioning as the initiating clause and the second as the continuing clause. The coordinating conjunction *dan* 'and' links the two clauses and marks the paratactic relationship. From a logico-semantic perspective, the second clause extends the first by adding new information, specifically an additional action. Thus, the construction is categorized as a paratactic extension.

3.1.3. Enhancement

Enhancement is a logico-semantic relation in which one clause enhances the meaning of another by providing circumstantial information, such as time, cause, condition, or manner (Eggins, 2004; Halliday & Matthiessen, 2014). In the disability-themed children's books, enhancement is realized through both paratactic and hypotactic relationships. The data show that enhancement is more frequently realized through hypotaxis than parataxis, particularly when the texts express causal and temporal relationships between events. In total, three instances of paratactic enhancement and six instances of hypotactic enhancement were identified. The following examples illustrate how enhancement contributes to the organization of events and circumstances in the narratives.

Paratactic Enhancement

Paratactic enhancement occurs when circumstantial information is presented through clauses or clause-like elements that are interpreted as having an equal relationship within the clause complex. In the data, paratactic enhancement is realized through expressions that provide temporal or circumstantial information about an event.

- T1-05 *Setelah latihan beberapa bulan, Hira bisa bermain dengan baik dan bekerja sama dalam tim.*
(After she trains for several months, Hira was able to play well and work together in a team).
x2 *Setelah latihan beberapa bulan,*
(After she trains for several months,)
1 *Hira bisa bermain dengan baik*
(Hira was able to play well)
+3 *dan bekerja sama dalam tim*
(and work together in a team)

T1-05 represents a paratactic clause complex consisting of three equal-status clauses, with the first and third functioning as continuing clauses and the second as the initiating clause. The first clause, marked by *setelah* ‘after’, enhances the second clause by providing temporal information, while the third clause further extends the preceding information through the coordinating conjunction *dan* ‘and’. Thus, the clause complex realizes both enhancement and extension, with temporal enhancement expressed through *setelah* and additive extension through *dan*.

Hypotactic Enhancement

Hypotactic enhancement is realized when a dependent clause provides circumstantial information that enhances the meaning of a dominant clause. In the data, hypotactic enhancement is primarily used to express cause and time, with the dependent clause specifying the circumstances under which an event occurs or the reason why an event takes place. Six instances of hypotactic enhancement were identified. These constructions demonstrate how subordinate clauses establish explicit temporal and causal relationships between events in the narratives.

- T2-16 *Saking sukanya, Asa tidak ingin meniupnya karena takut.*
(Due to her happiness, Asa didn’t want to blow it because he was afraid)
 α *Saking sukanya, Asa tidak ingin meniupnya*
(Due to her happiness, Asa didn’t want to blow it)
 $x\beta$ *karena takut*
(because she is afraid)

T2-16 represents a hypotactic clause complex in which the two clauses have unequal status, with the first functioning as the independent clause and the second as the dependent clause. The dependent clause is marked by the conjunction *karena* ‘because’ and provides causal information that enhances the independent clause, *Asa tidak ingin meniupnya*. From a logico-semantic perspective, the construction realizes enhancement, as *karena takut* specifies the cause underlying Asa’s action. Thus, T2-16 is categorized as a hypotactic enhancement.

3.2. Projection

Projection is a logico-semantic relation in which one linguistic unit represents another linguistic unit as a proposition or a locution. In systemic functional linguistics, projection can be realized through locution, which represents an utterance or verbal expression, and idea, which represents a thought, belief, or other mental content (Eggins, 2004; Hajar & Sinar, 2019; Halliday & Matthiessen, 2014). Projection may also be realized through paratactic or hypotactic relations, depending on the relationship between the projecting and projected elements. In the present study, projection constitutes the most prominent logico-semantic pattern in the data. The analysis identifies 61 instances of paratactic locution (76.25%), whereas hypotactic locution and both paratactic and hypotactic idea are not identified. The dominance of paratactic locution is largely associated with

the extensive use of direct speech in the children's books, where characters' utterances are represented explicitly through quotation structures.

3.2.1. Locution

Locution refers to the projection of an utterance, in which one clause represents what is said, asked, exclaimed, replied, or otherwise verbally expressed by a participant. In the data, locution is consistently realized through parataxis (Eggins, 2004; Hajar & Sinar, 2019; Halliday & Matthiessen, 2014). The projecting element typically contains a verbal process such as *sapa* 'greeted', *jawab* 'replied', *kata* 'said', *ucap* 'uttered', *tanya* 'asked', while the projected element represents the character's actual utterance. This pattern is particularly prominent in the narrative dialogues, where direct speech is used to present interactions among characters.

Paratactic Locution

Paratactic locution occurs when the projected utterance and the projecting clause are treated as having an equal relationship. In the analyzed books, the projected element is predominantly realized as direct speech enclosed in quotation marks, followed or preceded by a verbal reporting clause. This structure allows the characters' voices to be presented directly rather than being reformulated by the narrator.

T1-04 *"Angkat tangan kalian jika ingin meminta bola dari Hira. Hira juga akan mengangkat tangannya jika ia meminta bola," jelas Coach Aruna.*

 ("Raise your hands if you want to ask Hira for the ball. Hira will also raise her hands if she asks for the ball," Coach Aruna Explained.)

"2 *"Angkat tangan kalian jika ingin meminta bola dari Hira. Hira juga akan mengangkat tangannya jika ia meminta bola"*

 ("Raise your hands if you want to ask Hira for the ball. Hira will also raise her hands if she asks for the ball,")

1 *jelas Coach Aruna*
(Coach Aruna Explained)

The data T1-04 represents paratactic clause complexes in which the first clause functions as the initiating clause and the second as the continuing clause. The initiating clause projects the continuing clause, which is realized as direct speech and accompanied by verbal processes such as *sapa*, *jawab*, *jelas*, *kata*, *sorak*, and *ucap*, marking the locution relationship. Thus, these clause complexes are categorized as paratactic locution.

T2-23 *"Balonku tinggal empat..." Ibu menyahut*
(*"I only have four balloons left..." Mom replied.*)

"1 *"Balonku tinggal empat..."*
(*"I only have four balloons left..."*)

2 *Ibu menyahut*
(Mom replied.)

T2-29 *"Kuning, kelabu, merah muda, dan biru. Mana balon hijaunya?" Keiko bertanya-tanya.*

"1 *"Kuning, kelabu, merah muda, dan biru. Mana balon hijaunya?"*

2 *Keiko bertanya-tanya*

The data above also represent paratactic locution, as the projected elements are realized as direct speech enclosed in quotation marks. The first clause functions as the initiating clause and projects the second clause as the continuing clause, with verbal processes serving to represent the locution. The two clauses may also occur in a reversible order without changing their projection relationship. Therefore, these clause complexes are categorized as paratactic locution.

3.3. Discussion

The findings demonstrate that logical meaning in the selected disability-themed children's books is predominantly constructed through paratactic clause relationships and, more specifically, through paratactic locution. Of the 80 clause complexes identified, 72 (90%) are realized through parataxis, whereas only 8 (10%) involve hypotaxis. This distribution indicates that the texts predominantly organize information through equal-status relationships between clauses rather than through hierarchical dependency. From an SFL perspective, this pattern suggests that the narratives favor clause-complex structures that present information in a relatively direct and sequential manner (Erisyerico & Luardini, 2025; Fasya & Sari, 2023). Such organization is particularly relevant to children's narrative texts, in which events, actions, and interactions are commonly developed progressively rather than through heavily embedded or subordinated structures (Nicolopoulou, 2008; Shin-Mei, 2015).

The predominance of parataxis is also evident across the expansion relations. Elaboration is realized through four instances of paratactic elaboration and two instances of hypotactic elaboration. The paratactic patterns generally provide additional specification of participants, objects, or propositions, whereas the hypotactic patterns provide descriptive information that depends on a dominant clause (Martin, 2017; Sarip et al., 2020; Yaqub & Shakir, 2019). This distribution suggests that clarification and specification are more frequently presented through equal-status relationships. For example, paratactic elaboration is used to provide further information about Hira's hearing limitation, the characteristics of objects, and the identity of participants. These constructions allow information to be introduced and subsequently specified without requiring extensive hierarchical structuring. The relatively limited number of elaboration instances, however, indicates that clarification is not the primary strategy used to organize information in the texts.

A similar tendency is found in extension. The analysis identifies four instances of paratactic extension and no instances of hypotactic extension. Extension is therefore realized exclusively through coordination in the analyzed data. The use of coordinating expressions such as *dan* 'and' allows the narratives to add actions or information sequentially, while expressions such as *kecuali* 'except' introduce additional or contrasting information. The absence of hypotactic extension suggests that the addition of new information is generally achieved without creating a dependent relationship between clauses. This finding reinforces the broader dominance of paratactic organization and indicates that the narratives tend to accumulate information through coordination rather than subordination.

Enhancement presents a somewhat different pattern. While paratactic enhancement occurs three times, hypotactic enhancement occurs six times, making hypotactic enhancement the most frequent expansion subtype. The dependent clauses primarily express causal and temporal relationships through conjunctions such as *karena* 'because' and *ketika* 'when/while'. These constructions provide circumstances that explain why an event occurs or when it takes place. Unlike elaboration and extension, therefore, enhancement more frequently relies on an unequal relationship between clauses. This suggests that when the narratives need to establish explicit causal or temporal connections, they are more likely to use dependent clauses. Such relations are important in narrative development because they help readers understand connections between events rather than simply presenting events as a sequence.

Paratactic locution accounts for 61 instances, representing 76.25% of all identified clause complexes. In contrast, no instances of hypotactic locution or idea projection were identified. This substantial dominance indicates that the representation of spoken language is a central organizational feature of the selected texts (Hajar & Sinar, 2019). The frequent use of direct speech, marked by quotation structures and verbal processes such as *berkata* 'said', *jawab* 'replied', *tanya* 'asked', and *ucap* 'uttered', enables characters to express their own utterances directly. Consequently, the narratives are not constructed primarily through narrator-mediated descriptions but through interactions among characters.

The prominence of paratactic locution is particularly meaningful in disability-themed children's literature because direct speech gives characters' textual space to express their experiences, responses, emotions, and intentions. Rather than presenting characters' experiences exclusively through external narration, the texts allow those experiences to emerge through dialogue. This dialogic organization also contributes to the progression of the narrative, as interactions between characters frequently introduce events, problems, responses, and resolutions. The finding therefore connects the linguistic organization of the texts with their narrative function: direct speech simultaneously represents interpersonal interaction and advances the storyline.

Taken together, the findings indicate that logical meaning in these disability-themed children's books is characterized by a strong preference for direct and coordinated clause organization. The 90% occurrence of parataxis, combined with the 76.25% occurrence of paratactic locution, shows that equal-status clause relations and direct speech are central resources for organizing information. Expansion relations provide additional specification, new information, and circumstantial meanings, but they occur far less frequently than projection. The overall pattern suggests that the books construct meaning through a combination of sequential event organization and direct character interaction. Thus, the logical organization of these texts is not merely a grammatical feature; it contributes to the narrative presentation of disability-related experiences by making events, relationships, and characters' voices relatively explicit and accessible within the stories.

4. Conclusion

This study demonstrates that logical meaning in the selected disability-themed children's books is predominantly realized through paratactic clause relations and paratactic locution. Of the 80 clause complexes analyzed, 72 (90%) involve parataxis and only 8 (10%) involve hypotaxis, indicating a strong preference for equal-status clause organization. Among the logico-semantic relations, paratactic locution is particularly dominant, accounting for 61 instances (76.25%), while hypotactic locution and idea projection are absent. This pattern highlights the central role of direct speech in representing character interaction and advancing narrative development.

The expansion relations reveal a more differentiated pattern. Elaboration and extension are predominantly realized through parataxis, whereas enhancement occurs more frequently through hypotaxis, particularly for expressing causal and temporal relationships. These patterns indicate that the texts employ coordination to add or specify information, while dependent clauses are used more selectively to establish explicit circumstantial relations between events.

Overall, the findings suggest that the logical organization of these disability-themed children's books relies primarily on sequential clause organization and direct character discourse. Paratactic structures facilitate the accumulation of actions and information, while paratactic locution provides characters with direct textual space to express experiences, responses, and intentions. The study therefore contributes to the understanding of how SFL resources of logical meaning function in disability-themed children's literature, showing that clause-complexing choices are closely connected to the narrative representation of character interaction and disability-related experiences. These findings also demonstrate the value of SFL for examining how linguistic choices contribute to the construction of meaning in children's literature.

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