

APPENDIXES

Appendix 1. Synopsis of *The Witches*

In *The Witches*, the boy, whose name is never mentioned, lived with his grandmother after his parents died. He had a very close relationship with his grandmother, who often told him stories about witches and taught him how to recognize them to stay safe. According to her, witches looked like ordinary women, but they were actually evil creatures who hated children. She also explained some special characteristics of witches, such as being bald, having claw-like hands, and having no toes.

The grandmother also warned the boy about the Grand High Witch, the most powerful and dangerous witch of all. During a vacation at a luxury hotel on the English coast, the boy and his grandmother accidentally discovered a meeting of witches. Hidden inside the meeting room, the boy listened as the Grand High Witch introduced Formula 86, a potion designed to turn children into mice. She planned to hide the potion inside candy and open sweet shops managed by witches. During the meeting, a boy named Bruno Jenkins was transformed into a mouse after eating the potion. Later, the witches also discovered the boy and turned him into a mouse as well.

After the transformation, the boy found Bruno and realized that they still had their thoughts, voices, and personalities even though they had become mice. The boy then created a plan to defeat the witches by stealing the potion and secretly mixing it into the witches' food. His plan worked successfully, and all the witches were transformed into mice. Soon after, the hotel staff and guests destroyed them. When the boy and his grandmother returned home, they planned to continue using the potion to eliminate witches around the world.

Appendix 2. The Segmentation of *The Witches*

1.	The Introduction to the Existence of Witches	
	1a	The existence of witches as a danger for and hater of children despite other ordinary appearance.
	1b	Witches as deceptive appearance despite women.
	1c	The description about witches disguised as ordinary women.
2.	The Boy's Life with Grandma and the Stories about Witches	
	2a	Grandma's introduction of witches.
	2b	The boy's relationship with extended family.
	2c	The boy's parents' car accident.
	2d	Grandma's sympathy for him after his parents' death.
	2e	Grandma as a good storyteller.
	2f	The interesting witches' stories grandma told.
	2g	Grandma as a cautious person.
	2h	The boy as a very honest but slightly distrustful figure.
	2i	The boy's desire for details about the missing children.
	2j	Grandma's thought about kanghild as the first missing child.
	2k	Grandma's story about the Christiansen family in Holmenkollen.
	2l	The Christiansen family's daughter, Solveg.
	2m	Solveg, the second became a duck.
	2n	Birgit Svenson, the third became a large white chicken.
	2o	Harald, the fourth became a granite.
	2p	Leif the last one to turn into a porpoise.
3.	Grandma's Explanation about the Characteristics of Witches	
	3a	The characteristics of a witch in disguise.
	3b	The grandmother's idea of witch's characteristic.
	3c	The description of witches' menacing eyes and disdain.
	3d	The importance of awareness of witches.
	3e	Grandma as a caring person toward her grandson.
4.	The Introduction to the Grand High Witch and the Boy's Encounter with Witches	
	4a	Grandma's reading of the will.
	4b	Grandma as a wise person.
	4c	Grandma's statement about witches transforming children into anything.
	4d	Grandma's knowledge as a witchophile about witches.
	4e	Grandma as a protective person.
	4f	The power of The Grand High Witch.
	4g	The boy's high curiosity.
	4h	The boy's meeting of strange women.
	4i	The boy's fear of gloved women.
	4j	The boy's telling of his grandma about meeting one of the witches.
	4k	Grandma's worry about something happening to her grandson.
5.	Grandma and the Boy's Summer Holiday in Bournemouth	
	5a	Grandma and the boy's excitement for their trip to Norway.
	5b	Grandma's pneumonia and the boy's sadness.
	5c	The boy as a caring person.
	5c	The doctor's warning for the boy to let Grandma rest.
	5d	Grandma and the boy's trip to Bournemouth for the summer.
	5e	Grandma's gift of two mice named William and Mary to the boy.

	5f	Mr. Stringer's role as a chambermaid.
	5g	Mr. Stringer and Grandma's fight over a mouse.
	5h	Grandma and the boy's pathetic state.
	5i	The boy's entry into the witches' meeting room.
	5j	The boys' play with William and Mary.
	5k	The boy as a curious person.
6.	The Boy's Observation of the Witches' Meeting	
	6a	The boy's curiosity and bravery.
	6b	The boy's observance and thoroughness in noticing the witches' behavior.
	6c	The boy's boldness and vulnerability to the dangers he faced.
	6d	The boy's vigilance and caution.
7.	The Grand High Witch Reveals Her True Appearance	
	7a	The boy's curiosity and attentiveness in noticing specific details about witches.
	7b	The Grand High Witch's transformation
	7c	The boy's alertness and analytical approach to the Grand High Witch's transformation.
	7d	The witches' loyalty to the Grand High Witch.
	7e	The boy's curiosity in dangerous situations.
	7f	The boy's vigilance amid threats from witches' transformations.
	7g	The boy's strategies for survival in dangerous situations.
	7h	The Grand High Witch's instructions to other witches.
	7i	The tension caused by the Grand High Witch's anger.
	7j	The Grand High Witch's arrogance and cruelty.
8.	The Witches' Plan Using Formula 86	
	8a	The hatred witches have for children.
	8b	The witch's excitement and cohesiveness with the Grand High Witch.
	8c	The witches' fear of being targeted by the Grand High Witch.
9	The Explanation of Formula 86 Delayed Action Mouse-Maker	
	9a	The introduction of Formula 86 Delayed Action Mouse-Maker.
	9b	The boy's fear of being caught by witches.
	9c	The witches' sensitivity and incisive ability to smell children.
	9d	The Grand High Witch's explanation of the ingredients' purposes.
	9e	The capture of William and Mary by the Grand High Witch.
	9f	The Grand High Witch as a heartless creature.
	9g	The Grand High Witch's explanation of the recipe.
10.	Bruno Jenkins' Transformation into a Mouse	
	10a	Formula 86 experiment.
	10b	Bruno's characterization as a greedy and impulsive person.
	10c	The Grand High Witch's tactics for tricking Bruno.
	10d	Bruno's ignorance of the Grand High Witch's countdown.
	10e	Bruno's transformation into a mouse.
	10f	The effect of Formula 86 Delayed Action Mouse Maker potion.
	10g	Bruno's disappearance.
11.	The Grand High Witch's Control over the Witches	
	11a	The Grand High Witch's display of her power as an absolute leader to the witches.
	11b	The Grand High Witch's scolding of the ancient ones.
	11c	The Grand High Witch's act of giving the ancient ones a potion.

	11d	The Grand High Witch's presentation of the plan to the witches.
	11e	The Grand High Witch's desire to end the meeting.
	11f	The witches' detection of a strange smell.
12.	The Boy's Transformation into a mouse	
	12a	The boy's overwhelming fear and helplessness when trapped.
	12b	The boy's capture by one of the witches.
	12c	The witches' confidence in cornering the boy with no way out.
	12d	The Grand High Witch's full control over the witches to surround the boy.
	12e	The boy's eventual capture and the Grand High Witch's act of giving the potion to him.
	12f	The boy's helplessness in facing the cruelty of the witches.
	12g	The boy's transformation into a mouse.
	12h	A big change in the Boy's personality.
	12i	The Grand High Witch's underestimation of the threat posed by the boy.
13	The Boy and Bruno's Life as Mice	
	13a	The human side of the boy searching for Bruno.
	13b	The boy's important communication skills even in the form of a mouse.
	13c	The boy's acceptance of his new identity as a mouse.
	13d	The unwavering friendship between the boy and Bruno in their mouse forms.
	13e	The boy's acceptance of his reality as a mouse versus Bruno's denial.
	13f	Bruno's egoistic and self-centered nature as a mouse.
14	The Boy's Reunion with Grandma after the Transformation	
	14a	The boy's leadership in a critical situation.
	14b	Bruno's dependency on the boy.
	14c	Grandma's astonishment at the boy's transformation.
	14d	The loving relationship between the boy and Grandma.
	14e	Grandma's complexity as a person.
	14f	Grandma's realization that they were surrounded by enemies.
	14g	Grandma's toughness and quick-thinking nature.
	14h	The boy's trust in Grandma to clarify the situation caused by the witches.
	14i	The boy's account to Grandma of being the first to witness the punishment of the Grand High Witch.
	14j	Grandma's fearless warrior-like nature in protecting her grandchild from danger.
	14k	Bruno's habit of continuing to eat in strange situations.
	14l	Grandma's rational explanation that the boy had changed only physically, not mentally.
	15m	The boy's mental struggle with his new body.
	14n	The boy's plan to find the Grand High Witch's room.
	14o	Grandma's concerns about wanting to protect the boy.
	14p	Grandma's admiration for the boy's idea in a dangerous situation.
	14q	Grandma's counting of the doors to find the Grand High Witch.
	14r	Grandma's courage in taking the boy to the Grand High Witch's balcony.
15	The Boy's Mission to Steal Formula 86	
	15a	Boy and Grandma's mission to prepare against the witches.

	15b	The Grand High Witch's intelligence in hiding her tracks.
	15c	The boy's physical challenges as a mouse.
	15d	The boy's discovery of the formula bottle.
	15e	The boy's pride in his significant achievement.
	15f	The boy's encounter with three frogs affected by the Grand High Witch's evil.
	15g	The Grand High Witch's deadly curiosity on the balcony.
	15h	Grandma's calmness in dangerous situations while fighting the Grand High Witch.
	15i	The boy's fear during his fight with the Grand High Witch.
	15j	The witches' hesitation to enter the Grand High Witch's room.
	15k	The boy's successful escape from the Grand High Witch's room.
	15l	The boy's arrival in Grandma's room with Formula 86-Delayed Mouse Maker.
	15m	The boy's strong bond with Grandma.
	15n	Grandma's admiration for the Grand High Witch's mask.
16	Bruno's Reunion with His Parents	
	16a	Bruno's lazy and selfish nature.
	16b	Grandma's wisdom in managing the situation and returning Bruno to his parents.
	16c	Grandma's responsibility for the boy and Bruno.
	16d	Boy's Observation from Inside the Bag.
	16e	Grandma's Approach to Jenkins Family.
	16f	Mr. Jenkins' reaction showed his skepticism.
	16g	Mr. Jenkins's veiled insult, which emphasized Grandma seriously.
	16h	Grandma despised trying to be patient with Mr. Jenkins' attitude.
	16i	Rejection from Mr. and Mrs. Jenkins over Bruno.
	16j	Mr. Jenkins' madness over Grandma.
	16k	Grandma's revelation of Bruno's condition as a mouse.
	16l	Mr. Jenkins's stubbornness and aggression as a person.
	16m	Grandma acting fast, not bothered by Mr. Jenkins' anger.
	16n	Mrs. Jenkins' extreme reaction over Bruno.
17	Grandma and the Boy's Plan against the Witches	
	17a	Grandma taking the Boy and Bruno out of the bag.
	17b	Bruno's uncaring, childish attitude.
	17c	Grandma discussed Mouse-Maker with the Boy.
	17d	The Boy's reminder about mouse abilities.
	17e	Grandma and Boy's Plan to Overcome Witches.
	17f	Boy's kitchen strategy and disguise as a mouse.
	17g	The Boy's concern about choosing the right food.
	17h	Grandma warned Boy of danger.
	17i	The Boy's confidence in avoiding danger.
	17j	The Boy's attempt to open a bottle with new skills as a mouse.
	17k	Grandma organized a plan for the Kitchen.
	17l	The Boy's instruction to sneak into the kitchen.
	17m	Boy expressed concerns over Grandma.
	17n	Grandma expressed love and support over Boy.
	17o	Bruno joined the Plan against witches.
	17p	Grandma's consideration to take Bruno into the plan.
18	The Mission to Put Formula 86 into the Witches' Food	

	18a	Grandma's realization of the risks and impact of the action.
	18b	The Boy's adaptability and enthusiasm about new tails.
	18c	Grandma's assertive focused attitude.
	18d	The Boy's observation of the Centre Room.
	18e	Grandma's strategic action in the kitchen.
	18f	Grandma's interaction with William as a servant.
	18g	Boy prepared to start mission.
	18h	The witches' appearance as ordinary women.
	18i	Boy infiltration into the Kitchen.
	18j	The Boy's clever use of the tail.
	18k	Boy observations on kitchen activities.
	18l	The Boy's awareness of soup for RSPCC.
	18m	The Boy's courage and agility in the kitchen.
	18n	The Boy's forgetfulness of caution with the chef.
	18o	The Boy's quick adaptation to danger.
	18p	The Boy's interaction by getting into the chef's trousers.
	18q	The boy concealed in the potato sack.
	18r	The Boy as a resolute mouse fighting against witches.
	18s	Grandma as a soft character toward the boy.
	18t	The boy's and grandma observed the witches.
	18u	Introduction of Grand High Witch to Grandma.
19	Mr. Jenkins' Reaction to Bruno's Transformation	
	19a	Mr. Jenkins' extended accusations toward Grandma.
	19b	Grandma's calm response to Mr. Jenkins.
	19c	Mr. Jenkins' disbelief in the existing reality of Bruno.
	19d	Bruno's revelation as a mouse to Mr. Jenkins.
	19e	The Grand High Witch's responsibility for Bruno's transformation into a mouse.
	19f	Mr. Jenkins' underestimation of the threat posed by the Grand High Witch.
20	The Defeat of the Witches	
	20a	Mr. Jenkins' attitude toward the Grand High Witch.
	20b	Mr. Jenkins' arrogance and unawareness of the dangers posed by the witches.
	20c	The Grand High Witch's shock effect caused by the potion.
	20d	Grandma's calmness amidst the chaos caused by the witches.
	20e	The completed transformation by the witches into a mouse.
	20f	The chaos in the dining room caused by the mouse.
	20g	Grandma's search for the Jenkins' family.
	20h	Mrs. Jenkins' panicked reaction to Bruno's new body.
	20i	Grandma and the boy's taxi ride to the station.
	20j	The view of Bournemouth as a relaxed atmosphere.
21	The Boy's Adaption to Life as a Mouse	
	21a	The change in perspective due to the boy's size.
	21b	Grandma's innovation that helped the boy survive.
	21c	Grandma as a caring person for the boy.
	21d	The boy's adaptation to his new body.
	21e	The boy's curiosity about life as a mouse.
	21f	Boy concern for Grandma as a mouse.
	21g	The boy's concern for Grandma as a mouse.
	21h	The deep connection between Grandma and the boy.

22	Grandma and the Boy's Future Plan against Witches	
	22a	Grandma's practical food habits.
	22b	The naive boy's belief that his actions could change things.
	22c	Grandma's focus on results over perfection.
	22d	The boy's curiosity as a mouse at Grandma's smile.
	22e	Grandma's leadership and self-confidence.
	22f	Grandma's ingenuity in imitating a policeman.
	22g	The boy's enthusiasm for Grandma's information.
	22h	Grandma's calm storytelling of all the witches' tales.
	22i	The boy's confidence against the dangers posed by witches.
	22j	Grandma's leadership in preparing the strategy.
	22k	The boy's awareness of the danger through his intelligence.
	22l	Grandma's assertive attitude, eager to hear the boy's ideas.
	22m	The boy's enthusiasm for the plan.
	22n	Grandma's affection for the boy.



Appendix 3. Table of Data Tabulation of *Tri Hita Karana* Values

Sequence/ Subsequences			<i>Tri Hita Karana</i>										
			<i>Parahyangan</i>			<i>Pawongan</i>			<i>Palemahan</i>				
			V	P	I	V	P	I	V	P	I		
1.	A Note About Witches												
	1a	The existence of witches as a danger for and hater of children despite other ordinary appearance.				√							
	1b	Witches as deceptive appearance despite women.				√							
	1c	The description about witches disguised as ordinary women.				√							
2.	Grandma's Boy												
	2a	Grandma's boy's introduction of witches.						√					
	2b	The boy's relationship with extended family.						√					
	2c	The boy's parents' car accident.											
	2d	Grandma's sympathy for him after his parents' death.						√					
	2e	Grandma as a good storyteller.			√								
	2f	The interesting witches' stories grandma told.						√					
	2g	Grandma as a cautious person.						√					
	2h	The boy as a very honest but slightly distrustful figure.						√					
	2i	The boy's desire for details about the missing children.						√					
	2j	Grandma's thought about kanghild as the first missing child.					√						
	2k	Grandma's story about the Christiansen family in Holmenkollen.					√						
	2l	The Christiansen family's daughter, Solveg.									√		
	2m	Solveg, the second became a duck.								√			
	2n	Birgit Svenson, the third became a large white chicken.								√			
	2o	Harald, the fourth became a granite.								√			
	2p	Leif the last one to turn into a porpoise.								√			
3.	How To recognize a Witch.												
	3a	The characteristics of a witch in disguise.				√							
	3b	The grandmother's idea of witch's characteristic.						√					

	3c	The description of witches' menacing eyes and disdain.				√						
	3d	The importance of awareness of witches.						√				
	3e	Grandma as a caring person toward her grandson.						√				
4.	The Grand High Witch											
	4a	Grandma's reading of the will.										
	4b	Grandma as a wise person.						√				
	4c	Grandma's statement about witches transforming children into anything.										
	4d	Grandma's knowledge as a witchophile about witches.			√							
	4e	Grandma as a protective person.						√				
	4f	The power of The Grand High Witch.				√						
	4g	The boy's high curiosity.						√				
	4h	The boy's meeting of strange women.										
	4i	The boy's fear of gloved women.										
	4j	The boy's telling of his grandma about meeting one of the witches.						√				
	4k	Grandma's worry about something happening to her grandson.										
5.	The Summer Holiday											
	5a	Grandma and the boy's excitement for their trip to Norway.						√				
	5b	Grandma's pneumonia and the boy's sadness.						√				
	5c	The boy as a caring person.						√				
	5c	The doctor's warning for the boy to let Grandma rest.						√				
	5d	Grandma and the boy's trip to Bournemouth for the summer.						√				
	5e	Grandma's gift of two mice named William and Mary to the boy.										√
	5f	Mr. Stringer's role as a chambermaid.										
	5g	Mr. Stringer and Grandma's fight over a mouse.				√						
	5h	Grandma and the boy's pathetic state.						√				
	5i	The boy's entry into the witches' meeting room.										
	5j	The boys' play with William and Mary.										√

	5k	The boy as a curious person.							√				
6.	The Meeting												
	6a	The boy's curiosity and bravery.							√				
	6b	The boy's observance and thoroughness in noticing the witches' behavior.											
	6c	The boy's boldness and vulnerability to the dangers he faced.											
	6d	The boy's vigilance and caution.											
7.	Frizzled Like a Fritter												
	7a	The boy's curiosity and attentiveness in noticing specific details about witches.							√				
	7b	The Grand High Witch's transformation											
	7c	The boy's alertness and analytical approach to the Grand High Witch's transformation.											
	7d	The witches' loyalty to the Grand High Witch.						√					
	7e	The boy's curiosity in dangerous situations.							√				
	7f	The boy's vigilance amid threats from witches' transformations.							√				
	7g	The boy's strategies for survival in dangerous situations.											
	7h	The Grand High Witch's instructions to other witches.							√				
	7i	The tension caused by the Grand High Witch's anger.						√					
	7j	The Grand High Witch's arrogance and cruelty.						√					
8.	The Formula 86 Delayed Action Mouse-Maker.												
	8a	The hatred witches have for children.						√					
	8b	The witch's excitement and cohesiveness with the Grand High Witch.						√					
	8c	The witches' fear of being targeted by the Grand High Witch.						√					
9.	The Recipe												
	9a	The introduction of Formula 86 Delayed Action Mouse-Maker.											
	9b	The boy's fear of being caught by witches.							√				
	9c	The witches' sensitivity and incisive ability to smell children.						√					

	9d	The Grand High Witch's explanation of the ingredients' purposes.				√					
	9e	The capture of William and Mary by the Grand High Witch.							√		
	9f	The Grand High Witch as a heartless creature.				√					
	9g	The Grand High Witch's explanation of the recipe.				√					
10.	The disappearance of Bruno Jenkins.										
	10a	Formula 86 experiment.				√					
	10b	Bruno's characterization as a greedy and impulsive person.					√				
	10c	The Grand High Witch's tactics for tricking Bruno.					√				
	10d	Bruno's ignorance of the Grand High Witch's countdown.				√					
	10e	Bruno's transformation into a mouse.				√					
	10f	The effect of Formula 86 Delayed Action Mouse Maker potion.				√					
	10g	Bruno's disappearance.							√		
11.	The Ancient Ones										
	11a	The Grand High Witch's display of her power as an absolute leader to the witches.				√					
	11b	The Grand High Witch's scolding of the ancient ones.									
	11c	The Grand High Witch's act of giving the ancient ones a potion.				√					
	11d	The Grand High Witch's presentation of the plan to the witches.				√					
	11e	The Grand High Witch's desire to end the meeting.									
	11f	The witches' detection of a strange smell.				√					
	11a	The Grand High Witch's display of her power as an absolute leader to the witches.				√					
12.	The metamorphosis										
	12a	The boy's overwhelming fear and helplessness when trapped.					√				
	12b	The boy's capture by one of the witches.					√				
	12c	The witches' confidence in cornering the boy with no way out.				√					
	12d	The Grand High Witch's full control over the witches to				√					

		surround the boy.												
	12e	The boy's eventual capture and the Grand High Witch's act of giving the potion to him.				√								
	12f	The boy's helplessness in facing the cruelty of the witches.				√								
	12g	The boy's transformation into a mouse.				√								
	12h	A big change in the Boy's personality.						√						
	12i	The Grand High Witch's underestimation of the threat posed by the boy.				√								
13.	Bruno													
	13a	The human side of the boy searching for Bruno.						√						
	13b	The boy's important communication skills even in the form of a mouse.						√						
	13c	The boy's acceptance of his new identity as a mouse.						√						
	13d	The unwavering friendship between the boy and Bruno in their mouse forms.						√						
	13e	The boy's acceptance of his reality as a mouse versus Bruno's denial.						√						
	13f	Bruno's egoistic and self-centered nature as a mouse.					√							
14.	Hello, Grandmamma													
	14a	The boy's leadership in a critical situation.						√						
	14b	Bruno's dependency on the boy.						√						
	14c	Grandma's astonishment at the boy's transformation.					√							
	14d	The loving relationship between the boy and Grandma.						√						
	14e	Grandma's complexity as a person.						√						
	14f	Grandma's realization that they were surrounded by enemies.												
	14g	Grandma's toughness and quick-thinking nature.						√						
	14h	The boy's trust in Grandma to clarify the situation caused by the witches.						√						
	14i	The boy's account to Grandma of being the first to witness the punishment of the Grand High Witch.					√							
	14j	Grandma's fearless warrior-like nature in protecting her						√						

		grandchild from danger.											
	14k	Bruno's habit of continuing to eat in strange situations.											
	14l	Grandma's rational explanation that the boy had changed only physically, not mentally.						√					
	14m	The boy's mental struggle with his new body.						√					
	14n	The boy's plan to find the Grand High Witch's room.											
	14o	Grandma's concerns about wanting to protect the boy.											
	14p	Grandma's admiration for the boy's idea in a dangerous situation.						√					
	14r	Grandma's courage in taking the boy to the Grand High Witch's balcony.						√					
15.	The Mouse-Burglar												
	15a	Boy and Grandma's mission to prepare against the witches.						√					
	15b	The Grand High Witch's intelligence in hiding her tracks.					√						
	15c	The boy's physical challenges as a mouse.											
	15d	The boy's discovery of the formula bottle.											
	15e	The boy's pride in his significant achievement.							√				
	15f	The boy's encounter with three frogs affected by the Grand High Witch's evil.					√						
	15g	The Grand High Witch's deadly curiosity on the balcony.											
	15h	Grandma's calmness in dangerous situations while fighting the Grand High Witch.							√				
	15i	The boy's fear during his fight with the Grand High Witch.						√					
	15j	The witches' hesitation to enter the Grand High Witch's room.						√					
	15k	The boy's successful escape from the Grand High Witch's room.											
	15l	The boy's arrival in Grandma's room with Formula 86-Delayed Mouse Maker.							√				
	15m	The boy's strong bond with Grandma.							√				
	15n	Grandma's admiration for the Grand High Witch's mask.											
16.	The meeting of Mr. and Mrs. Jenkins												

	with Bruno.																		
16a	Bruno's lazy and selfish nature.							√											
16b	Grandma's wisdom in managing the situation and returning Bruno to his parents.								√										
16c	Grandma's responsibility for the boy and Bruno.								√										
16d	Boy's Observation from Inside the Bag.																		
16e	Grandma's Approach to Jenkins Family.																		
16f	Mr. Jenkins' reaction showed his skepticism.							√											
16g	Mr. Jenkins's veiled insult, which emphasized Grandma seriously.							√											
16h	Grandma despised trying to be patient with Mr. Jenkins' attitude.								√										
16i	Rejection from Mr. and Mrs. Jenkins over Bruno.							√											
16j	Mr. Jenkins' madness over Grandma.							√											
16k	Grandma's revelation of Bruno's condition as a mouse.																		
16l	Mr. Jenkins's stubbornness and aggression as a person.							√											
16m	Grandma acting fast, not bothered by Mr. Jenkins' anger.								√										
16n	Mrs. Jenkins' extreme reaction over Bruno.								√										
17.	The Plan																		
17a	Grandma taking the Boy and Bruno out of the bag.																		
17b	Bruno's uncaring, childish attitude.								√										
17c	Grandma discussed Mouse-Maker with the Boy.																		
17d	The Boy's reminder about mouse abilities.																		
17e	Grandma and Boy's Plan to Overcome Witches.								√										
17f	Boy's kitchen strategy and disguise as a mouse.																		
17g	The Boy's concern about choosing the right food.																		
17h	Grandma warned Boy of danger.									√									
17i	The Boy's confidence in avoiding danger.									√									
17j	The Boy's attempt to open a bottle with new skills as a																		

		mouse.										
	17k	Grandma organized a plan for the Kitchen.										
	17l	The Boy's instruction to sneak into the kitchen.										
	17m	Boy expressed concerns over Grandma.						√				
	17n	Grandma expressed love and support over Boy.						√				
	17o	Bruno joined the Plan against witches.					√					
	17p	Grandma's consideration to take Bruno into the plan.				√						
18.	The scene set in the kitchen.											
	18a	Grandma's realization of the risks and impact of the action.						√				
	18b	The Boy's adaptability and enthusiasm about new tails.										
	18c	Grandma's assertive focused attitude.						√				
	18d	The Boy's observation of the Centre Room.										
	18e	Grandma's strategic action in the kitchen.					√					
	18f	Grandma's interaction with William as a servant.						√				
	18g	Boy prepared to start mission.						√				
	18h	The witches' appearance as ordinary women.				√						
	18i	Boy infiltration into the Kitchen.										
	18j	The Boy's clever use of the tail.						√				
	18k	Boy observations on kitchen activities.										
	18l	The Boy's awareness of soup for RSPCC.										
	18m	The Boy's courage and agility in the kitchen.						√				
	18n	The Boy's forgetfulness of caution with the chef.						√				
	18o	The Boy's quick adaptation to danger.						√				
	18p	The Boy's interaction by getting into the chef's trousers.										
	18q	The boy concealed in the potato sack.										
	18r	The Boy as a resolute mouse fighting against witches.				√						
	18s	Grandma as a soft character toward the boy.						√				
	18t	The boy's and grandma						√				

		observed the witches.																	
	18u	Introduction of Grand High Witch to Grandma.							√										
19.	The relationship between Mr. Jenkins and his son.																		
	19a	Mr. Jenkins' extended accusations toward Grandma.							√										
	19b	Grandma's calm response to Mr. Jenkins.							√										
	19c	Mr. Jenkins' disbelief in the existing reality of Bruno.							√										
	19d	Bruno's revelation as a mouse to Mr. Jenkins.							√										
	19e	The Grand High Witch's responsibility for Bruno's transformation into a mouse.						√											
	19f	Mr. Jenkins' underestimation of the threat posed by the Grand High Witch.						√											
20.	The victory of the characters.																		
	20a	Mr. Jenkins' attitude toward the Grand High Witch.							√										
	20b	Mr. Jenkins' arrogance and unawareness of the dangers posed by the witches.								√									
	20c	The Grand High Witch's shock effect caused by the potion.							√										
	20d	Grandma's calmness amidst the chaos caused by the witches.											√						
	20e	The completed transformation by the witches into a mouse.							√										
	20f	The chaos in the dining room caused by the mouse.																	
	20g	Grandma's search for the Jenkins' family.																	
	20h	Mrs. Jenkins' panicked reaction to Bruno's new body.								√									
	20i	Grandma and the boy's taxi ride to the station.											√						
	20j	The view of Bournemouth as a relaxed atmosphere.																	√
21.	The essence of a mouse.																		
	21a	The change in perspective due to the boy's size.											√						
	21b	Grandma's innovation that helped the boy survive.																	
	21c	Grandma as a caring person for the boy.											√						
	21d	The boy's adaptation to his new body.											√						
	21e	The boy's curiosity about life as a mouse.											√						

	21f	Boy concern for Grandma as a mouse.						√			
	21g	The deep connection between Grandma and the boy.						√			
22.	The beginning of the work adventure.										
	22a	Grandma's practical food habits.									
	22b	The naive boy's belief that his actions could change things.					√				
	22c	Grandma's focus on results over perfection.						√			
	22d	The boy's curiosity as a mouse at Grandma's smile.						√			
	22e	Grandma's leadership and self-confidence.						√			
	22f	Grandma's ingenuity in imitating a policeman.						√			
	22g	The boy's enthusiasm for Grandma's information.						√			
	22h	Grandma's calm storytelling of all the witches' tales.			√						
	22i	The boy's confidence against the dangers posed by witches.						√			
	22j	Grandma's leadership in preparing the strategy.						√			
	22k	The boy's awareness of the danger through his intelligence.						√			
	22l	Grandma's assertive attitude, eager to hear the boy's ideas.						√			
	22m	The boy's enthusiasm for the plan.						√			
	22n	Grandma's affection for the boy.						√			

Appendix 4. Table of Data Tabulation of *Parahyangan* Values

No	<i>Tri Hita Karana</i> Values	Sub-Character	Appearance in sub-sequences	Frequency	
1	<i>Parahyangan</i>	Violation	The Grand High Witch Hatred of God's Creations	23a,4c,8a,8b,8c	5
			The Grand High Witch Disrespect Towards Life	6b,6c,7b,7f	4
			Bruno's Fearing the Witches More Than God's	10b, 11b	2
		Punishment	The Grand High Witch Loss of Authority and Transformation into a Mouse	9a, 9g, 11e, 11f, 12i, 20d	6
			Bruno's Change into a Mouse Showing his Impurity	10a, 10f,	2
		Internalization	Grandmother's Role in Cultural Guidance	2e, 2f,4d,	3
			The Grandmother and The Boy's Awareness of Mortality	21b,22h	2
			The Boy's Perspective on the Afterlife	22m	1

Appendix 5. Table of Data Tabulation of *Pawongan* Values

2	<i>Pawongan</i>	Violation	The Grand High Witch Deception toward Human	1a, 2m, 11d	3
			The Boy's Stubbornness to His Grandmother	5i, 5k,6b	3
			Bruno's Gluttony for Chocolate	10d, 10e	2
			The Grand High Witch Domination Over Others	11a, 11b, 11c	3
		Punishment	Bruno's Metamorphosis into a Mouse	10b, 10c, 10g	3
			The Boy's Metamorphosis into a Mouse	9b, 12b	2
			The Witches Metamorphosis into Mice as a Result of Their Own Formula	18e, 18g, 20b	3
		Internalization	Grandmother's Affection toward the Boy	2d, 2e, 4e	3
			The Boy's Curiosity About the World	2h, 7a, 7e	3
			The Boy's Courage to Defeat the Witches	14b, 18u, 22j	3
			The Boy's Loving Nature Toward His Grandmother	14j, 14p, 14m, 22g, 22k	5
			Grandmother Intelligence in Planning	14e, 14g, 15a	3
			The Boy's Responsibility to Eliminating The Witches	5b, 22k	2

Appendix 6. Table of Data Tabulation of *Pawongan* Values

3	<i>Palemahan</i>	Violation	The Grand High Witch's neglect of her frog's pet	9e	1
			The Grand High Witch Cruelty Toward William and Mary as Mice	15f	1
			The Grand High Witch Violence Towards the Boy and Bruno as Mice	20j	1
		Punishment	The Grand High Witch loss of her power over other witches	20c, 20d	2
			The Witches transformation into mice	20e	1
		Internalization	The Grandmother loving nature to her grandson mouse	15m, 19a, 22a	3
			Mr. and Mrs. Jenkins acceptance of Bruno	22n	1

