

HALAMAN PENGESAHAN SKRIPSI

GRAPHOLOGICAL AND LEXICOGRAMMATICAL ANALYSIS OF
NARRATIVE TEXT WRITTEN BY 6th SEMESTER STUDENTS OF
ENGLISH DEPARTMENT AT HKBP NOMMENSEN UNIVERSITY

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool for expressing ideas, feelings, information, and instructions to others. It enables us to interact with others, form social relationships, and better understand the world around us. English is a global communication medium, facilitating effective interaction among people from different regions.

English is an international language that plays a crucial role in modern global communication. Its status as a world language is due to the need for a universally understood means of communication. English is widely regarded as a relatively simple language, making it a popular choice for foreign language education.

In the context of "writing," English involves the formation of letters, characters, or symbols on a surface to convey information or ideas. Writing in

English is a complex skill that combines the physical act of forming letters with the ability to formulate and communicate ideas clearly and effectively using grammatical structures, vocabulary, style, and organization.

Writing and other skills, such as listening, speaking, and reading, must be mastered. Not everyone enjoys writing due to their limited vocabulary. However, writing can enhance English skills, including language, grammar, and sentence structure. In the writing process, we can be encouraged to use multiple words and phrases correctly and pay attention to correct sentence structure to produce coherent and easy-to-understand writing. (Park, 2013:4) writing is a powerful tool for self-discovery, identity formation, and knowledge construction.

Apart from that, writing skills are also fundamental in strengthening communication skills in English. Students must have good writing skills to effectively communicate and use English as an international language in the era of globalization. However, many students struggle with writing in English. Therefore, it is important to conduct graphological and lexicogrammatical analyses to examine the general structures, grammatical errors, and strengths and weaknesses of students' writing skills. This analysis provides valuable insight into students' writing abilities and helps identify areas for improvement. The information gathered can be used to create more effective teaching methods and enhance the overall quality of students' writing skills.

Narrative writing is an important skill for English Language Education (PBI) students. Narrative writing allows students to demonstrate their ability to tell stories, apply grammar knowledge, and use vocabulary creatively. By

developing these abilities, students can improve various language skills, increase creativity and imagination, and prepare themselves in multiple fields. Narrative text is a form of writing that aims to convey or tell a series of events or human experiences based on their development over time (Remini, 2007: 32).

Although several previous researchers conducted similar research, what was different was that they only studied lexicogrammatical; for example, research conducted by Hasibuan & Simatupang (2018: 1) entitled “Students Errors In Using Lexicogrammatical Features In Writing Recount Text (A Study at the X Grade Students of SMA Negeri 4 Padang Sidempuan 2016/2017 Academic Year”. The research focuses on lexicogrammatical features and analyzes how students utilize grammar and vocabulary in their writing. This aligns with the necessity to comprehend how students construct meaning through their language choices in narratives. Next, the research was conducted. Next, research was conducted (Adegbenro, 2022: 2) entitled “An Analysis of Graphological Errors In the English Essays of Selected SS 2 Students of Mayflower School, Ikenne, Ogun”. This research aims to analyze students' composition errors, mostly concentrating on grammatical mistakes, without ignoring graphological errors. This research uses Corder's theory, which is error analysis. This research uses judgmental sampling research methodology through the West African School Certificate Examination (WASCE), May 2020 questions, and the Corder's Error Analysis framework. The results of this research were that there were clear manifestations of unforgivable graphological errors in punctuation, capitalization, spelling, syllabification, and paragraphing.

Next, the research conducted by Jelimun et al. (2020: 4) entitled "Lexicogrammatical Analysis of Narrative Texts Written by First Semester Students at Unika St. Paul Ruteng." They found that students mainly used material processing (focusing on action) and lacked variation in mood structure. This research also focuses on telling simple stories using complex modalities or sentence structures.

Although there have been previous researcher who studied graphological and lexicogrammatical studies, this research was different from previous studies. The difference with previous research is that the research analyzed graphological and lexicogrammatical in narrative texts for sixth-semester English Department students at HKBP Nommensen University, where the researcher focuses on graphological has sentences and subsentences. In contrast, lexicogrammatical has clauses and clause complexes.

Although there have been previous researcher who studied graphological and lexicogrammatical studies, this research was different from previous studies. The researcher carried out an analysis of students' narrative texts using graphological and lexicogrammatical analysis. Graphological and lexicogrammatical analysis refers to a combination of handwriting analysis (graphological) with analysis of language structure and the use of vocabulary (lexicogrammar) to understand texts, primarily narrative texts written by students in this study.

Based on the background of this research, this researcher analyzed the graphological and lexicogrammatical narrative writing of 6th-semester students of

the English Department of HKBP Nommensen University, namely to find out the graphological and lexicogrammatical narrative texts written by 6th-semester students at HKBP Nommensen University. This research also analyzes the relationship between graphological and lexicogrammatical constituency in students' narrative texts.

1.2 The Problem of Research

The problem of this research is: How is the analysis of graphological and lexicogrammatical in the narrative text of the 6th-semester students at HKBP Nommensen University?

1.3 The Objective of Research

This research aims to find out the Graphological and Lexicogrammatical of narrative texts written by 6th-semester students at HKBP Nommensen University. This research also analyzes the relationship between graphological and lexicogrammatical constituency in students' narrative texts. This objective included understanding how writing style and other aspects of graphological and lexicogrammatical can influence the use of language and sentence structure in the narrative texts of 6th-semester students at HKBP Nommensen University.

1.4 The Significance of Research

The significance of this research is as follows:

a. Students

Through graphological and lexicogrammatical analysis of their narrative texts, this research provided an understanding of the narrative writing abilities of 6th-semester students of the English Department program at HKBP Nommensen

University. This will help identify their strengths and weaknesses in narrative writing.

b. Lecturers

Lecturers can use information from this research to design more effective teaching strategies to improve students' narrative writing skills.

c. Researchers

This research can be used as a reference in the development of science, especially for graphological and lexicogrammatical research. It can be a reference for the development of science, especially in English.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

This research uses the theory of Halliday & Matthiesen (2014: 6-10). In completing this research, several theoretical explanations related to this research are needed. Therefore, the theoretical framework is intended to provide a clear conceptual framework for this research.

2.1.1 Systemic Functional Linguistics

Language allows us to communicate with others, creates meaning, and fulfills social functions. In language production, language has no meaning without a structural function. Specifically, it covers the possible meanings of a sentence.

Systems Functional Linguistics (SFL) is a linguistic theory that views language as a social semiotic resource that people use to achieve goals by expressing meaning in context. It emphasizes the relationship between language, text, and context and focuses on the functional use of language rather than its structural ones. SFL is useful for understanding how language is used in everyday life, including professional settings, classrooms, and language assessments.

Systemic Functional Linguistics (SFL) is a comprehensive descriptive language and language use model developed over the years. Language is still evolving as applied linguists continue to study and think about how people use language to create meaning in social contexts. This approach was developed by Michael Halliday, inspired by the systems concept in systems thinking, which emphasizes a holistic approach to understanding complex systems. Halliday's work in SFL emphasizes the importance of viewing language as a socio-semiotic system, treating language as a system of systems that constitute the totality of linguistic resources.

In SFL, system concepts are essential to understanding how the language works. Language is seen as a system of systems; each system is related to other systems in a hierarchical structure. This perspective makes it possible to describe languages at various levels of detail, from general to specific, and to understand how language users make decisions about the systems that make up the language. This approach emphasizes the functional nature of language, highlighting that language develops in response to the functions it must perform. These functions are believed to have influenced the structure and organization of all language levels through meta-functions. Metafunction refers to the organization of a functional framework around a system or decision-making and is considered crucial for understanding how language operates.

SFL is utilized in various fields, including educational linguistics, a scientific discipline that merges linguistics and education to enhance understanding of language and its use and to further the professional responsibilities of educators and linguists. This approach is also used in computer modeling, multilingual and multimodal research, and language description and text analysis development. In summary, Systemic Functional Linguistics, as described by Halliday and Matthiessen, is a comprehensive model of language and language use that emphasizes the social semiotic nature of language, the importance of systems in understanding language, and the functional nature of language in its use for communications.

2.1.1.1 The Key Elements of SFL

Systemic Functional Linguistics (SFL) dissects language through the lens of its function in social contexts. In SFL, These elements are divided into context, semantics, lexico-grammar, and phonology. The context plays a vital role in the entire process of meaning creation and is

therefore considered a significant concern. When language appears in a context, it is associated with various contexts, including cultural contexts or genres and situational contexts or registers. Understanding this context is essential in SFL because it helps analyze how language is used to construct meaning in certain social situations. First, context is an integral part of the entire process of meaning creation and is therefore classified as one of the main concerns. According to Halliday and Matthiessen (1997), when language appears in a context, it is related or connected to many contexts.

a. Context

SFL views language as more than just a communication tool. It is a social semiotic system, meaning that language reflects and shapes the social context we use. How we speak or write is influenced by our social situation (register). Based on the concept of language as a social system, SFL emphasizes that language use (register) varies depending on the situation. The following are several factors that influence registration:

1. Formality

The level of formality in a situation impacts the choice of language. Formal settings, such as academic papers or presentations, may use complex vocabulary and complete sentences, While informal settings, such as text messages or conversations with friends, may use contractions, slang, or short sentences.

2. Involved participants

The relationship between speaker/writer and listener/reader influences language use. Formal language might be used with someone you don't know, while informal language might be used with close friends or family.

3. Communication Goals

Communication goals shape language choices. A persuasive essay will use different language to a news report, even though both are forms of written communication.

4. Genre and Social Context

The social context also influences the type of text (genre). News articles, for example, usually follow formal rules with a specific grammatical structure to convey information objectively. On the other hand, social media posts may be more informal and use emojis or internet slang to create a certain social feel.

By analyzing social context, SFL helps us understand how language choices are made in understanding social situations and can explain why certain vocabulary, grammar, or style is chosen in a text. Also being able to analyze the social context can reveal who the intended audience is and how the language is tailored to their expectations. SFL can explain how language choices reflect or reinforce power dynamics in a social context. For example, the use of formal language by superiors to subordinates can form a power hierarchy. By considering social context, SFL offers a richer understanding of how language functions in the real world. It goes beyond the surface meanings of words to reveal the motivations and social implications behind our language choices.

2.1.1.2 Metafunctional of SFL

The term metafunction originates from functional and systematic linguistics and is considered to apply to all languages. Systematic functional linguistics is more functional and semantic than formal and syntactically oriented. As a theory of functional linguistics, it states

that grammar and the emergence of particular grammatical forms "must be explained in application to the function that language is intended to serve".

Although languages vary in how they function and what people do with them in the context of human cultural practices, all languages focus on three functions or metafunctions: Language is believed to be formed and organized. In Systemic Functional Linguistics, M.A.K. Halliday identifies three meta-functions of language. The opinion of a systematic functional linguistic expert calls the three functions ideational, interpersonal, and textual. In Ideational meaning, it is concerned with the way the world is represented through language, and is, therefore, most in line with traditional ideas about language and meaning. then, Interpersonal meaning recognizes that language is also involved in positioning identities or relationships in communicative discourse and is therefore the perspective most closely related to the focus of this book. Finally, textual meaning describes the use of language to organize text or to show structural relationships with other texts.

2.1.1.2.1 Ideational meaning

Ideational meaning is a language that plays a role in the construction and maintenance of empirical theory, including empirical and logical meaning. Ideational meaning is the meaning of how experiences are expressed in language. No matter how we use language, we always talk about something or someone doing something in the ideational/experiential meaning of language. According to Halliday, we use language as a tool for thinking, imagining, and representing the world of experience and the real world, including the inner world of our consciousness. (Gerot & Wignell, 1994: 141) define conceptual meaning as the meaning of a phenomenon or object, whether animate or inanimate, abstract or concrete, or the meaning of an event (what an object does or what it is (becomes) and what it does) the meaning of a sentence.

Elements of the Ideational Meaning are :

a. Participants

These are the entities involved in a situation, the "who" or "what" of the clause. They can be people, things, concepts, or phenomena. "The teacher" (in a sentence about teaching), "the discovery" (in a sentence about science).

b. Processes

These are the actions, events, or states that take place in a situation. They represent the "doing" or "being" aspect of the clause. According to Eggins (2004 224,248-249); Halliday & Matthiesen (2014: 216), and Fontaine (2013: 71) the processes have six types as follows:

1. Material Process

Material processes are physical processes of doing something.

Example: Father feeds the fish.

2. Mental Processes

Mental processes are sensory processes such as feeling, thinking, and seeing.

Example: I feel comfortable.

3. Verbal Process

The verbal process is the process of speaking.

Example: He said he would go.

4. Behavioral Processes

Behavioral processes are physical and psychological processes such as breathing, dreaming, and smiling.

Example: He smiled.

5. Relational Process

The relational process is the process of becoming and having.

Example: Barry Tuckwell is a good trumpet player.

6. Existential Process

The existential process is the process of existence.

Example: The tree exists.

c. Circumstances

These are the details surrounding the process, providing context for the situation. Circumstances in systemic-functional linguistics (SFL), according to Eggins (2004: 222), Halliday & Matthiessen (2014: 311), and Fontaine (2013: 71) stated that the elements that function to provide additional information about the processes that occur. Circumstances can be times, places, reasons, or other conditions related to the process. Examples in the sentence are "in the classroom" (location), "yesterday" (time), "carefully" (manner), and "because of the storm" (cause).

By analyzing the choices made within the Ideational metafunction, we gain a deeper understanding of :

a. The nature of the situation

Focusing on participants and processes reveals what is happening and who is involved.

b. The relationships between entities

Examining how participants interact with each other through processes sheds light on their roles and relationships.

c. The context of the event

Analyzing circumstances provides details about the setting and surrounding factors. An example in a sentence is, " Uncle received the newspaper two days ago." So, the participants are the Uncle (actor) and the newspaper (patient), the process is received (material process), and the Circumstances are two days ago (time). By analyzing these elements, we understand that Uncle is the one who does the action (reads) the newspaper. The time "this afternoon" describes the event as occurring at any time.

The ideational meaning is a powerful tool for analyzing how language reflects our experiences and allows us to share them with others. It forms the foundation for understanding how we use language to represent the world around us.

2.1.1.2.2 Interpersonal Meaning

In systemic functional linguistics (SFL), interpersonal meaning is associated with interactions between individuals in a social context. Interpersonal meaning includes the structure and function of language used in interpersonal communication, including mood, modality, and personal pronouns. Interpersonal meaning helps us understand how people interact and use language to build and maintain effective interpersonal relationships.

Interpersonal meaning in systemic-functional linguistics (SFL) theory, according to Eggins (2004: 4,9-12), Halliday& Matthiessen (2014: 397), Fontaine (2013: 71), focuses on how language is used to interact with other people and influence social behavior. Interpersonal meaning plays a significant role in communicating with others and interpreting the meaning behind statements. Transitivity analysis utilizes interpersonal meaning to comprehend the structure of a process and its connection to its context. This approach also helps in understanding how the process interacts with its environment.

1. Structure of Mood Element

In a sentence, these elements come together to form a mood structure, which is important for expressing interpersonal meaning. Therefore, they identified two important functional elements of sentence mood elements: subject and finite (Halliday & Matthiessen (2014: 97); Eggins, (2004: 141))

a) Subject

According to Halliday& Matthiessen (2014: 160) state that the subject refers to determining the sentiment of the clause and is included in the nominal group. Also, according to Eggins (2004) a subject (is always expressed by a nominal group in class terms). The subject can be one word (noun or pronoun) or it can be a lengthy noun phrase. An example in a sentence is "She will write a letter", so "she" is the subject. It determines the concord with the finite verb form ("will write").

b) Finite

On the other hand, finite is part of the linguistic group and expresses temporality or tense, modality (such as ability or obligation), or polarity (positive or negative). According to Halliday& Matthiessen (2014: 401- 403), finites are part of verbs and distinguish prepositions in sentences. Finite is the most important element in a sentence. The subject and the ending are connected and combined to create the atmosphere of the sentence (Fontaine: 2013: 111).

In addition, based on Fontaine (2013: 115) argues that (a) clauses always contain verb elements, (b) clauses contain auxiliary verbs whose modality is finite, and (c) clauses always contain finite verb elements as verb operators that express the grammatical atmosphere of an inflection. We introduce a test to find the finite by recognizing its content in indicative or imperative. According to Eggins (2004) finite is a verbal type elements group. An example in a

sentence is "Henry James could write". So, "could" is the Finite. It determines the concord with the finite verb form ("will write").

Table 2.1 Example of Subject and Finite (Eggins: 2004)

I	am	watching	a movie
Subject	Finite		

2. Type of Mood

Systems Functional Linguistics (SFL) recognizes three main types of mood (Halliday & Matthiessen, 2014: 97) :

a) Declarative

This type of mood is used to convey a statement or explanation about a situation and provide information about what, where, when, why, how, or to what extent something is happening. According to Matthiessen (1995:412) states, “The option declarative is unmarked one in the mood system. It is the most frequent choice and it serves to express a wide spectrum of speech functional meanings. It is characterized by the fact that the subject appears before the final element and other elements of the sentence. Declarative is realized by: Subject + finite. Its sentence conveys the information. It is the declarative clause that uses the usual structure of subject and finite.

b) Interrogative

This type of mood is used to ask questions about a situation and seek information about what, where, when, why, how, or to what extent something is happening. It includes two subtypes: Polar-Interrogative and WH-Interrogative. Polar questions are yes/no questions, while WH questions use words like “what,” “where,” “when,” “why,” or “how” to ask for specific information. Halliday & Matthiessen (2014: 160, 163), and Eggins (2004: 168), explain that

interrogative elements are part of interpersonal sentence structure. Interrogative elements are usually associated with one of three interpersonal functions: subject, complement, or addition.

c) Imperative

This type of mood is used to give commands, make requests, or express strong feelings about a situation. It is characterized by the use of the imperative verb form, which is often used to express a sense of obligation or necessity.

3. Structure of Residue

Residue is in the context of the sentence structure clause which refers to the part of the sentence that contains the Predicator, Complement, and Adjunct. According to Gerot and Wignell (1994: 31-35), explain describes what remains after the emotion is identified as the remainder element of the clause. According to Eggins (2004), the Residue component can also contain some functional elements such as a Predicator, one more Complements, and any number of different types of Adjuncts.

a) Predicator

Verb or group of verbs that functions as a central process in a sentence. The function of a predicator in a sentence is to state or state something about the subject. This is the core element of a predicator, which includes the verb and its complements and may also include adjuncts. The predicator is responsible for connecting the subject to the rest of the sentence and describing the circumstances or processes involving the subject.

b) Complement

An element that completes the meaning of a verb. These can be objects or other required components. The function of a complement in a sentence is to provide additional information that completes the meaning of the subject or verb. Improve understanding of a text by providing

important details and explanations about a subject or object. Complements can take many forms, including nouns, pronouns, adjectives, and prepositional phrases, and are essential for constructing grammatically correct and context-rich sentences.

c) Adjunct

Additional information that changes or modifies a verb. This often provides context, such as when, how, where, and why. An adjunct is also a word, phrase, or sentence that provides additional information about the main action or state described by the verb predicate. we can add time, add location, add type, or add other types. Adjuncts do not say anything about the subject or object, but provide additional details about the situation or action described in the sentence. They are optional in the sentence and can be omitted without affecting the basic meaning of the sentence.

Table 2.2 Example of Predicator, Complement, and Adjunct(Eggins: 2004)

They	can	do	that	these days
Subject	Finite	Predicator	Complement	Adjunct
MOOD		RESIDUE		

4. Modality

Modality in grammar or linguistics refers to the expression of the degree of dependence, certainty, or continuity present in a statement. Modality is a view, consideration, or personal opinion about the message conveyed in the interaction. (Halliday & Matthiessen, 2004: 177) revealed that the modality focuses on meaning that lies between positive and negative polarities. Modality is divided into two categories or classifications, namely modalization (probability and frequency) and modulation (necessity and tendency). In addition, Halliday and Matthiessen classified three basic values as assessment capital, namely: high, middle, and low. Based on the type, Halliday (1994: 89) states that there are broadly two types of modality, namely modalization and modulation.

a. Modalization

In a linguistic context, modalization refers to the process or form of conveying the speaker's attitudes, beliefs, or assessments of the sentences or information spoken or asked about. The goal is to use language to express how much confidence, doubt, or particular attitude the speaker has towards what he is saying. Modalization involves the expression of modality, which can be epistemic (related to beliefs or knowledge) or deontological (related to obligations, permission, or the possibility of action). Through modalization, speakers can express their attitudes towards the information they convey. Examples of modalization involve the use of modal words such as "maybe," "definitely," "should," "I think," and others. The following are examples of sentences with modalization:

1. "It might rain tomorrow."

Epistemic modalization: Expressing an opinion or possibility based on the speaker's knowledge.

2. "Surely you can complete this task well."

Epistemic modalization: Expressing the speaker's confidence or certainty in the listener's abilities.

3. "He should have arrived on time."

Deontic modalization: Expresses obligations or expectations regarding one's actions.

4. "I think this is the right decision."

Epistemic modalization: Expressing the speaker's personal opinion or judgment.

Modalization adds color and nuance to communication and helps speakers convey not only information, but also their attitudes, evaluations, and personal evaluations of that information.

b. Modulation

In a grammatical or linguistic context, the term "modulation" may not have a uniform meaning or a general and specific meaning. When used in grammar, the term is more likely to reflect a particular approach or concept used in a linguistic theory or approach. To understand a specific context or concept, it is important to examine the specific sources or texts that use these terms. In traditional grammar, we usually discuss aspects such as syntax (sentence structure), morphology (word structure), phonology (sounds of language), and semantics (meaning of words and sentences).

When used in a grammatical context, "modulation" can refer to a particular concept or method in linguistic analysis or syntax. However, without more specific context, it is difficult to precisely define "modulation" in grammar, for example, "I would like," "very important," "not so urgent," and "decent." An example Sentence: "I want to buy this product because of its quality." (Modulation related to desire or positive assessment).

Table 2.3 Modalization and Modulation (Halliday, 1985:337)

	Modalization			Modulation		
	is			Do		
	Probability		Usuality	Obligation		Inclination
High	certain	must be	always	required	must do	Determined
Medium	probably	will be	usually	supposed	will do	Keen

Low	possibly	maybe	sometimes	allowed	may do	Willing
		is not			do not	

2.1.1.2.3 Textual Meaning

In systems functional linguistics (SFL), the textual meaning of a text is related to how the information in the text is organized and structured to produce a coherent message. These are the concepts of the topic and the Rheme, which help us analyze the flow of information in a sentence. Textual meaning refers to how the content of a sentence is structured to fit into a larger discourse. It is important to be consistent and consistent with your text and ensure your message is clear and logically structured.

a) Theme

Theme refers to the sentence element that functions as the starting point of the message. That is the purpose of this clause. The subject usually appears at the beginning of a sentence and sets the context for the rest of the sentence. This is what the speaker or writer emphasizes as the starting point of his message. According to Eggins (2004: 296) Fontaine (2013: 142) and (Halliday & Matthiessen, 2014: 45) there are three themes namely topical theme, interpersonal theme, and textual theme.

1. Topical Theme

This type of topic refers to the part of the sentence that provides the main idea or topic of discussion. It is often the first group of nouns in a sentence and can be a noun, pronoun, or phrase that acts as a subject. The current topic is the most common type of topic and appears in most sentences.

2. Interpersonal Theme

This type of theme is concerned with the interactions between speakers and the positions they take. These include elements such as modality (e.g., maybe), interrogative markers (e.g., wh elements or restricted linguistic devices), or other linguistic features that convey the speaker's attitude or point of view. Interpersonal themes are less common than topical topics and are more common in sentences that include direct greetings, questions, or expressions of doubt or uncertainty.

3. Textual Theme

This type of theme refers to the organization and coherence of the text. It includes elements such as connecting particles (e.g., and, but, or) that connect parts of a sentence to create a coherent story. Text themes are used to establish relationships between parts of a sentence and guide the reader or listener through the text.

b) Rheme

Rheme is the part of a sentence that comes after a topic and provides new information about the topic. Here the topic is expanded and explained in detail. Rheme contains the main message or new information that the speaker or author wants to convey. According to Halliday & Matthiessen (2014: 45), rheme is everything that is not theme; it is the part of the clause where the theme is developed.

Table 2.4 Example of Theme and Rheme (Eggins: 2004)

Can	you	take	my bag	for me
Finite	Subject	Predicator	Complement	Adjunct: Circumstance
MOOD		RESIDUE		
interpersonal	topical			
THEME		RHEME		

2.1.1.3 Graphological and Lexicogrammatical

In the SFL (Systemic Functional Linguistics) linguistic framework developed by Michael Halliday, two types of grammar are relevant graphological and lexicogrammatical.

2.1.1.3.1 Graphological

Graphological is a science that studies the characteristics of handwriting to understand personality traits, emotional states, and even a person's mental state when writing. Graphological can reveal how a person's personality influences their writing style and the way they express and organize their thoughts in writing. In SFL, graphological analysis is used to study the written language and its relationship with other aspects of language, such as semantics and lexicogrammar. This approach allows for a more comprehensive understanding of the text, as it considers the graphological features with the overall meaning and structure of the text.

Graphological is nowadays defined as the study of graphemes and other features associated with the written medium, such as punctuation, paragraphing, or spacing (Wales 2001: 182), but also as “the writing system of a language, as manifested in handwriting and typography” (Wales 2001: 183). Graphological, however, is an essential part of the description of any written language. The use of the word may be unfamiliar. It has been chosen to parallel ‘phonology’, and the term includes orthography, punctuation, and anything else that is concerned with showing how a language uses its graphic resources to carry its grammatical and lexical patterns (Halliday et al., 1964: 50).

a) Graphological constituency

Graphological constituency in graphological analysis is an important element used to identify and assess a person's character through handwriting recognition. According to Halliday and Matthiessen, the graphological constituency is a combination of elements that form a sentence, sub-sentence, or word in a text. The graphological constituency includes:

1. Sentence

Sentences are the main element in graphological analysis. Sentences can be categorized into first sentence, middle sentence, and final sentence. The first sentence is the handwritten part at the top, the middle sentence is in the middle, and the final sentence is at the bottom.

2. Sub-sentences

Sub-sentences are elements that are smaller than sentences. Sub-sentences can be categorized into first sub-sentences, middle sub-sentences, and final sub-sentences. The first sub-sentence is the handwritten part at the top, the middle sub-sentence is in the middle, and the final sub-sentence is at the bottom.

3. Word

In graphological analysis, words are the smallest element. They can be categorized as first words, middle words, and last words. The first word is located at the top of the handwriting, the middle word is in the middle, and the last word is at the bottom.

Graphological analysis uses this constituency to assess a person's character, such as psychological condition, character, and work style. Graphological can also be used in personality evaluation, but its validity cannot be empirically proven.

Table

2.5			word	word	word	word	word	Word
	sentence	subsentence	She	bought	a	new	book	Yesterday
	sentence	subsentence	The	case	was	hard	to	Slove

Example of Graphological Analysis (Halliday & Matthiessen, 2014)

From the table above, it is concluded that the data consisted of two sentence and two sub-sentences. the first sub-sentence is “she bought a new book yesterday”, and the second sub-sentence is “The case was hard to Slove”. And consists of a 6-word group.

2.1.1.3.2 Lexicogrammatical

Lexicogrammatical focuses on how vocabulary and grammatical structure work together to give meaning to a text. Ideational metafunction in SFL refers to how language is used to express experience and reality. In this context, lexicogrammatical analysis involves the study of how vocabulary (words) and grammatical structures are used to construct meaning in a text. This includes the study of word choice (vocabulary) and grammar which reflect the values and experiences of the world expressed in the text. Lexicogrammatical is related to how the lexicon (words) and grammatical structures are used to build meaning in the text.

Lexicogrammatical analysis involves examining word choice, grammar, and sentence structure to understand how language use reflects the value systems, social relations, and experiences of the world represented in the text. It helps understand the propositional meaning or information conveyed in written language. Lexicogrammatical analysis within the SFL framework involves understanding how the lexicon (words) and grammatical structures are used to construct meaning in texts. This includes word selection, formation of phrases and sentences, as well as relationships between constituents in the text. Lexicogrammatical analysis pays attention to how word use and sentence structure reflect the value systems, social relationships, and experiences of the world represented in the text.

Lexicogrammatical in functional grammar theory (Halliday and Matthiessen, 2014: 34-38) is used to analyze the structure and function of words in a text. Lexicogrammatical is an

element that includes words, sayings, and simple sayings in a text. By using lexicogrammatical analysis, functional language analysis can help identify and explain meaning in a text.

a. Lexicogrammatical constituency

Lexicogrammatical constituency in Halliday and Matthiessen's theory of functional grammar are elements that include words, sayings, and simple sayings in a text. Lexicogrammatical constituents have the scope of a clause, which can be divided into complex clauses and clauses.

1. Clause

In lexicogrammatical terms, a clause is a group of words that contains a subject and a predicate and has the potential to become an independent sentence. A sentence in a dictionary text is a grammatical unit that combines a word from a language with one or more other words. This sentence contains one or more linguistic words that have certain grammatical and semantic functions. In lexicogrammatical, clauses are the largest units of grammatical structure. Examples of vocabulary-grammar sentences are “I love you”, “He ate an apple”, and “They play football”. Each of the examples above has one or more language words that combine certain grammatical and semantic features. It is the most important unit in the development of language and its use in verbal behavior.

- a. “I love you”, “I” is the subject, “love” is the verb, and “you” is the object.
- b. “He ate an apple”, “he” is the subject, “is eating” is the verb, and “an apple” is the object.
- c. “You play football”, “you” is the subject, “play” is the verb, and “football” is the object.

Sentences in grammatical dictionaries are very important units in the development of words in a language because they provide information about certain grammatical and semantic characteristics of words in each language. It is also a very important unit in the development of a

linguistic text, as it provides information about the grammatical and semantic structure of a linguistic text.

Clauses in Halliday and Matthiessen's theory of functional grammar can be distinguished.

a. Independent clause (main clause)

A clause that can stand alone as a sentence, which can be connected with conjunctions to form a compound sentence (complex sentence).

b. Dependent clause (subordinate clause)

A clause that cannot stand alone as a sentence, but requires conjunctions or words or phrases called subordinating words to become a compound sentence. An example in a sentence is "I study every day because I want to be a doctor." So, the Independent clause is "I study every day" and the dependent clause is "Because I want to be a doctor."

A lexicogrammatical clause has the scope of a clause, in this case, the clause is divided into three;

a. Clause as message (clause as message)

Describe the topic or theme discussed in a text and the content discussed.

b. Clause as a means of exchange (clause as the exchange)

Describe the relationships, roles, and situations of language use, clause as a means of representation (clause as representation). Describe the process, participants, and circumstances in a text.

2. Clause complex

A complex clause in lexicogrammatical terms is a grammatical construction consisting of two or more clauses, one of which is an independent clause and the other is a dependent clause.

A complex sentence in lexical grammar is a grammatical structure consisting of two or more

interrelated sentences, intending to regulate the relationship between sentences in a semantic system. This compound sentence is a grammatical unit that determines the relationship between the main sentence and other sentences (subordinate clauses, embedded clauses, interrupting clauses, and so on). Sentence complexes in dictionary grammar can be implemented in various ways: Sentence complexes with paratactic relationships: In this case, the main clause and the other clauses are not directly related, but both function as related grammatical units. An example is some sentences follows :

a. "John didn't come, he didn't eat.

Complex sentences with hypo clause conjunctions are in this case, the main clause and other sentences are directly related, and the other sentences depend on the main sentence.

b. "John didn't come because he didn't eat.

Complex sentences with embedded connections are in this case, the other sentences are part of the main sentence and have the same semantic function as the main sentence.

c. John didn't come because he didn't eat.

A complex sentence whose connection is broken is another sentence, in this case, it forms a relationship between the main sentence and other sentences and has a different semantic function from it.

d. John didn't come, but he didn't eat.

Sentence complexes are used in coordinating semantic relationships and connections between the main clause and the rest of the sentence. It plays an important role in vocabulary and grammar terminology.

Complex clauses can be formed by using words or phrases called subordinating words, which function as a combination of independent clauses and dependent clauses. an example sentence is "Even though the student is tired, he continues to study." So, The Dependent clause is "Even though the student is tired" and the independent clause is " He continues to study". Complex clauses can help in describing the relationship between single sentences and bound sentences, as well as describing processes, participants, and circumstances in a text.

Table 2.6 Example Lexicogrammatical Analysis (Halliday and Matthiessen: 2014)

		word Group	word Group	word Group	word Group	word Group	word Group
clause complex	clause	My Sister	is watching	TV			
		while	at	the same time	she	is playing	Her Phone

From the table above, it is

concluded that the data consisted of two clauses. the first clause is "my sister is watching TV", and the second clause is "while at the same time she is playing her phone". And consists of a 6-word group.

Therefore, Graphology and lexicogrammatical analysis in metafunctions are concepts used in systematic functional environmental science (SFL). Metafunction is one of the three key elements of SFL, along with discourse semantics and phonology/graphology, and is also called system function (LSF). Metafunctions help you identify and analyze language skills: conceptual (logical), interpersonal (social), and textual (organizational). Graphological can be used to determine a person's psychological state, personality, and work style. Graphological can also be used for personality assessment, but its validity cannot be proven empirically. Lexicogrammatical analysis of words, idioms, simple idioms, and rules for using words in the

correct form. The grammar dictionary functions to clarify ideational meaning, interpersonal meaning, and textual meaning. The meta-function analysis uses SFL principles, including analysis of words, idioms, and simple idioms, as well as rules for using words in the correct form. This analysis can be carried out by identifying lexicogrammatical elements such as words, idioms, and simple idioms in the text as well as the rules for using these words in the correct form. Metafunctional analysis can be used to develop language skills, such as in foreign language teaching.

2.1.2 The Concept of Text

2.1.2.3 Definition of Text

Text is a collection of words or sentences with a certain structure and grammar, and can be in oral or written form. Text also refers to any written or spoken content. It is a series of connected symbols that convey some meaning. In literature, texts can be books, poems, articles, or other written works. What is meant by "text" is the original words and form of a written or printed work. This includes printed or written content on a page, the contents of a book without a front and back, or the printed score of a musical work. In Halliday's view, texts are interpreted dynamically.

Text is a language that performs certain tasks depending on the situation (Halliday & Hasan, 1992: 13). In *Critical Linguistics 3*, language is used for everything that is spoken or written. In an operational context that is different from the quotation context, for example, words listed in a dictionary. (Halliday, 1978: 109). In *Systemic Functional Linguistics (SFL)*, text is defined as an example of language, either spoken or written, that makes sense to someone who knows the language. This definition includes both spoken and written forms of language and

emphasizes that language is used in a variety of situations to convey meaning and accomplish social tasks.

2.1.2.4 Characteristics of Text

SFL offers a comprehensive framework for analyzing texts based on their social context and the language choices employed to achieve specific communicative purposes. The text must meet the featured text criteria. The main characteristic of a text is the cohesion it has internally. To help readers or listeners understand the speaker's meaning by using them sequentially in a sentence. Linguist M.A.K Halliday emphasized text as a semantic unit that must contain textual elements. According to (De Beaugrande & Dressler, 1981: 337), content ought to meet seven benchmarks of textuality :

a. Intentionality

This standard refers to the author's goal in creating the text, including the message they intend to convey and the audience they are targeting. It involves the manipulation of rhetorical devices to achieve the intended effect.

b. Cohesion

Cohesion refers to the connections between different parts of a text, such as sentences, paragraphs, or sections. It involves the use of cohesive devices like reference, substitution, ellipsis, conjunction, and lexical cohesion to link ideas and maintain the flow of the text.

c. Coherence

Coherence is the unity of ideas within a text, ensuring that the reader can follow the writer's intended meaning. It involves the organization of ideas, the use of logical bridges, and the connection of sentences to convey a clear and consistent message.

d. Acceptability

Acceptability deals with how the readers accept the meaning of the text. It involves the recognition of the text's relevance and the ability to identify and extract the information that is believed to be true.

e. Informativity

Informativity is the indication of the contextual boundness of a text, which concerns the aspect of recent or new information and the expectation from the readers of a text. The text must be packed with the information the reader expects, but it is also important to ensure that the information is sufficient and does not overwhelm the reader.

f. Situational

Situational refers to the factor that makes a text relevant to a situation or the context and the setting in which the text occurs. It involves the consideration of the field, tenor, and mode of the text, ensuring that it is appropriate for the situation and audience.

g. Intertextuality

Intertextuality means the connection between the target text and the background knowledge of the audience of a text that is inserted into it. Connecting knowledge with previous knowledge in the target group's memory.

2.1.2.5 Type of Text

2.1.2.5.1 Narrative Text

Narrative text is a type of text that tells a chronological story in the past tense. Narrative texts tell imaginary or real stories that are modified and structured by a series of past events.

According to (Nielsen, 2004: 133-150) A narrative can be defined as a succession of events. Its basic component is the chronological order of the events themselves (story), their verbal or visual representation (text), and the act of telling or writing (narration). Also explains that although story and plot are technically elements of a narrative. Based on the definitions above, a narrative is an event that can give rise to different situations. This is not limited to one event, but several events occur chronologically or one after another. An event can qualify as a story if there is a change from the initial state.

a. Types of Narrative Text

There are various types of narrative texts as follows:

1. Fiction Stories

Fictional stories are stories that are not based on real events or real people. It can be in the form of novels, short stories, fables, fairy tales, etc.

2. Autobiography

An autobiography is a narrative text that tells the author's life story from a first-person perspective.

3. Biography

Biography is narrative writing that tells the life story of someone other than the author and is written from a third-person point of view.

4. Memoirs

A memoir is narrative writing that focuses on a specific period or event in the author's life, often written from a first-person perspective.

5. Legend

Legends are a kind of folklore. These are traditional stories passed down from generation to generation and often explain the origins of a particular culture or society.

b. Characteristics of Narrative Text

1. Using The Past Tense

Narrative sentences usually tell an event or story that has already happened, so they often include the past tense. Using the past tense in writing text is an effective way to tell about events that have occurred in the past. Using the past tense will create an atmosphere of time that will enable readers to follow the storyline and understand the development of events. Then, understanding the characteristics and structure of the past tense helps writers convey stories clearly and cohesively. Additionally, writing in the past tense provides context and shows clear connections between actions and outcomes, allowing readers to immerse themselves in the story and understand what the characters are experiencing. An example sentence is “Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer.” In this example, the use of past tenses such as “lived”, “was walking”, “stumbled”, “amazed” and “inched” is used to describe past events.

2. Using Adverbial of Time

Adverbial time is often used in narrative writing to create a clear structure and outline the development of the story. These time phrases help readers understand when events occur, how they relate to each other, and the overall flow of the story. The timed text provides a clearer and more engaging reading experience by providing context for a sequence of events. Readers can imagine events that occurred within a certain period, making it easier to follow the storyline and become immersed in the story. An example sentence is “Last summer, in the small coastal

town of Bridgeville, lived a cheerful girl named Emma. She eagerly awaited the summer break every year because it was the time she could spend at her grandparents' beach house”.

In this example, adverbials of time are Last summer, in the small coastal town of Bridgeville, there lived a cheerful girl named Emma. He looked forward to summer vacation every year because that was the time he could spend at his grandparents' beach house.” Examples of adverbs of time are "Last summer," and "summer vacation every year." There are explanations used to provide context and show the sequence of events to allow the reader to better understand when each action occurs in the story.

3. Using The Adjective

Adjectives are words that describe the characteristics, nature, or quantity of a noun. Examples of adjectives are “beautiful,” “delicate”, and “heavy” are all adjectives, as are numbers (“12 grains”). Then, the use of adjectives in writing narratives is very important because it creates clear descriptions and can improve the experience of reading the story.

An example sentence is “Aira, a girl with long, flowing brown hair, walked with careful steps between the moss-covered trees. The morning air felt bone-chillingly cold, making Aira tightly hug her thick dark blue jacket. In the example, the adjectives used in the sentence are "long flowing", "cold", and "thick".

4. Using Noun Phrase

Noun phrases play an important role in narrative texts, helping writers build interesting and informative stories. This phrase allows the writer to describe the elements of the story, whereas noun phrases can be used to explain the characters, settings, and events in the story. Then, enrich the description where Modifiers (adjectives, adverbs, etc.) in this noun phrase can also provide additional details and meaning to strengthen the description. And creating variations

where the use of various noun phrases can make the narrative text more interesting and not boring. An example sentence is "On a sunny morning, a little girl with long brown hair walked to school." In this example, the noun phrases are "a little girl", "Long brown hair" and "the school".

2.1.2.6 The Relation of Language, Text and Context

The relation between language, text, and context is a central concept in Systemic Functional Linguistics (SFL). In SFL, language is viewed as a social semiotic system that is used to accomplish social tasks in various contexts. The context of the situation is a key concept in SFL, which includes the field (the topic or subject matter), tenor (the social relationship between the participants), and mode (the way language is used to communicate). The context of a situation is seen as influencing the language used in a text, and the text in turn reflects the context in which it was produced. This is known as the "realization" of the context of the situation, where the text is a realization of the social process that is occurring. The context of the situation is also seen as being mediated by the context of culture, which is represented by genre, and the context of culture is influenced by the context of the situation through the realization of register.

The SFL approach emphasizes the hierarchical relation between language and culture, considering genre to be a representation of the context of culture, which is influenced by the context of the situation. The context of culture is seen as influencing the language used in a text, and the text in turn reflects the context of culture in which it was produced. In SFL, the relationship between text and context is two-way. The context determines what is relevant to the text, and the text constructs the significant variables of context. The meaning of a situation and culture is not fixed, but rather dynamic and open to change through the process of semiosis,

which is the creation and shaping of meaning through language. The SFL approach also recognizes the importance of the social context in shaping the meaning of a text. The meaning of a particular communicative event should be grounded in the context of culture and the context of the situation, and the relationship between language and ideology is seen as dynamic and influenced by the social context.

In summary, the relation between language, text, and context in SFL is one of mutual influence and realization. The context of the situation and the context of culture is seen as influencing the language used in a text, and the text in turn reflects these contexts. The relationship between text and context is dynamic and open to change through the process of semogenesis, and the social context plays a crucial role in shaping the meaning of a text.

2.2 Previous Related Study

Although several previous researchers conducted similar research, the difference was that they only studied lexicogrammatical matters. For example, research conducted by (Hasibuan et al., 2018: 1) entitled “Students’ Errors In Using Lexicogrammatical Features In Writing Recount Text (A Study at the X Grade Students of SMA Negeri 4 Padang Sidempuan 2016/2017 Academic Year”’. This research aims to find out students' mistakes in using lexicogrammatical features in writing recount texts among tenth-grade students at SMA Negeri 4 Padang Sidempuan and to find out why students make mistakes in using lexicogrammatical features in writing recount texts and to understand how—efforts made by English teachers to overcome students' difficulties in using lexicogrammatical features in writing recount texts. The method used in this research is descriptive analysis. The results of this research were the discovery of errors in nouns, pronouns, past tense, adjectives, action verbs, conjunctions, and conjunctions of time, as well as adverbs. The similarity of this research is analyzing lexicogrammatical, but the difference

is this research to find out lexicogrammatical features in students' written recount text, while the researcher analyzed graphological and lexicogrammatical to find graphological and lexicogrammatical constituency in written narrative texts for 6th-semester students. Even though these two studies have different data subjects (high school students and college students), both contribute to the development of writing skills in students.

Next, research was conducted (Yanti, 2020: 11-13) entitled “An Error Analysis Of Lexicogrammatical Features On Students' Writing Explanation Text Ability (A Study at the Fourth Semester of English Department of Institut Pendidikan Tapanuli Selatan in 2018/2019 Academic Year)”. The research aims to learn about the students' errors in using lexicogrammatical features in writing explanation text ability in the Fourth Semester of the English Department at Institut Pendidikan Tapanuli Selatan, as well as why they made those errors. This research uses Djuharie and Scrivener's theory. This research uses mixed methods. What this research has in common is analyzing lexicogrammatical data, but what is different is that this research aims to find out students' errors using lexicogrammatical features in writing explanation texts while researchers will analyze graphology and lexicogrammatical to find graphological and lexicogrammatical constituents in written narrative texts for 6th-semester class students. However, both contribute to the development of writing skills in students.

Next, research was conducted (Munandar, 2018: 1) entitled “The Analysis Of Lexicogrammatical Features Among English Second Learner's Texts”. This research aims The purpose of this research is to provide insight into how the four different texts progress and develop from early to the higher stages of development. This research uses the theory of Bloor, T., & Bloor, M.. This research uses qualitative research. The results of this research are Lastly, it can be concluded from the analysis that the pattern of ranks employed across the level of texts

reveal a gradual development; from simple to complex. For example, at the morphological level, it shows the text's development from limited to varied use of derivational and inflectional morphemes. This is in line with the clause level of analysis in which we find its significant progress from simple clause to clause complex. The similarity of this research is analyzing lexicogrammatical, but the difference is this research to find out lexicogrammatical problems in students' written narrative texts, while the researcher will analyze graphology and lexicogrammatical to find graphological and lexicogrammatical constituencies in students' written narrative texts for 6th-semester. However, both contribute to the development of writing skills in students.

Next, research was conducted by (Jelimun et al., 2020) entitled "*Lexicogrammatical Analysis of Narrative Texts Written by First Semester Students at Unika St. Paulus Ruteng*". This research aims to conduct a qualitative investigation of the transitivity structure, language use, and mood structure of narrative texts written by first-semester students at UNIKA St. Paul Ruteng. This research uses Halliday and Matthiessen's theory. This research uses qualitative research. The results of this research are their findings which show that six transitivity processes are applied in students' writing. These processes are material processes, mental processes, verbal processes, behavioral processes, relational processes, and existential processes. The similarity of this research is the same as using Halliday and Matthiessen's theory and analyzing lexicogrammatical; the difference is that this research aims to find out lexicogrammatical characteristics in students' written narrative texts, while the researcher will analyze graphology and lexicogrammatical to find graphology and lexicogrammatical constituency in written narrative texts for 6th-semester students. However, both contribute to the development of writing skills in students.

Next, research was conducted (Adegbenro, 2022: 5) entitled “*An Analysis of Graphological Errors In the English Essays of Selected SS 2 Students of Mayflower School, Ikenne, Ogun*”. This research aims to analyze students' composition errors, mostly concentrating on grammatical errors, without ignoring graphological errors. This research uses Corder's theory, which is error analysis. This research uses judgmental sampling research methodology through the West African School Certificate Examination (WASCE), May 2020 questions, and the Corder's Error Analysis framework. The results of this research were that there were clear manifestations of unforgivable graphological errors in punctuation, capitalization, spelling, syllabification, and paragraphing. The similarity of this research is analyzing graphological, but the difference is this research to find out graphological errors in students' English essays while the researcher analyzed graphology and lexicogrammatical to find graphological and lexicogrammatical constituency in written narrative texts for 6th-semester students. However, both contribute to the development of writing skills in students.

Next, research was conducted by Hasibuan et al., (2020: 9-10) entitled “*An Error Analysis Of Lexicogrammatical Features On Students' Writing Explanation Text Ability*”. The objectives of the research are to know the students' errors in using lexicogrammatical features in writing explanation text ability in the Fourth Semester of the English Department of South Tapanuli Education Institute and to know why the students made errors in using lexicogrammatical features in writing explanation text ability. The method used in this research is a mixed method. The result of the data description shows that it is simple to present tense was the most dominant error that was made by the students. The causes of students' errors in using lexicogrammatical features are lack of understanding about simple present tense, conjunction, and passive voice; lack of awareness; interference of first language; carelessness (lack of

motivation) and translation. The similarity of this research is analyzing lexicogrammatical, but the difference is this research to find out lexicogrammatical features in students' written explanation texts, while the researcher analyzed graphological and lexicogrammatical to find graphological and lexicogrammatical constituency in written narrative texts for 6th-semester students. However, both contribute to the development of writing skills in students.

Last, research was conducted by Nwankwo (2019: 8) entitled “Lexicogrammatical Analysis of News Reporting of 2015 General Elections in Some Nigerian Newspapers”. This research aims to explore the lexicogrammatical content of print media, especially newspaper news reporting the 2015 Nigerian Election. This research uses theoretical theorems from Halliday's systemic framework of lexico-grammatical analysis. This research uses qualitative non-experimental research. The results of this research are It has been observed that finite clauses are used to achieve tense, number, person, and concord, and to indicate mood and modality. The mood system is used to indicate the interactional meaning of participants and the attitudes and judgments of the speaker and is also used to express probability, ability, obligation, inclination, certainty, and willingness. Unlimited use for modification and indicating the respective subject plans. The similarity of this research is analyzing lexicogrammatical, but the difference is this research to find out lexicogrammatical features in students' written explanation texts, while the researcher analyzed graphological and lexicogrammatical to find graphological and lexicogrammatical constituency in written narrative texts for the 6th-semester students. However, both contribute to the development of writing skills in students.

2.3 Conceptual Framework

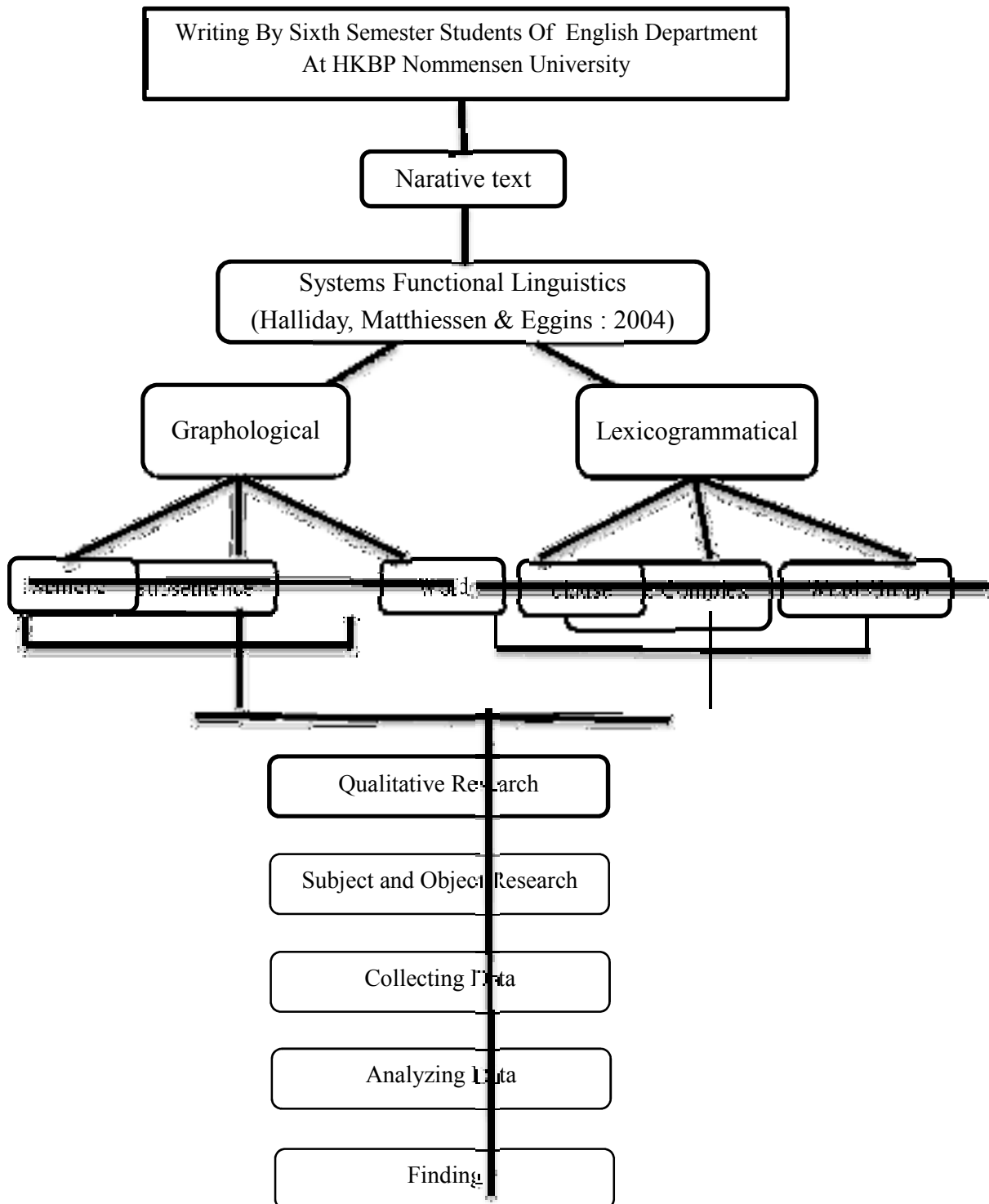


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research methods such as descriptive qualitative research can be used to describe events or phenomena that are happening without changing the factors under study. This research aims to analyze the writing of graphological and lexicogrammatical narratives in 6th semester English Department students at HKBP Nommensen University, namely to find graphological and lexicogrammatical constituency. Therefore, qualitative descriptive research helps understand complex and subjective phenomena using qualitative data and more in-depth analysis.

(Taylor & Trujillo, 2001: 161) stated that descriptive qualitative research was conducted to explain existing research without manipulating the data on the variables studied by conducting direct interviews and direct observation. The data collection techniques used in this research involve direct observation, interviews, and document analysis. Descriptive qualitative research focuses on social phenomena, giving voice to the feelings and perceptions of the participants under study. In descriptive qualitative research, data is obtained from various sources. Data collection techniques vary and are carried out continuously until the data is saturated. Here, the researcher is the main data collector. Qualitative data analysis is inductive, namely an analysis based on the data obtained, and certain relationship patterns or hypotheses are developed.

3.2 Subject and Object of Research

According to Arikunto (2016: 26), research subject refers to the object, person, or location where data is collected to identify problematic factors. The subjects of this research were 6th-semester students at HKBP Nommensen University consisting of Group A and Group

B and specifically aimed at Group B students. Sugiyono (2019: 55) stated that a research object serves researchers as a scientific target for collecting data with a defined goal and application for study. The researcher analyzed graphological and lexicogrammatical analysis of narrative texts written from 30 students in group B at HKBP Nommensen University.

3.3 Data and Source Data

According to Moleong (2013: 157), data in qualitative research is a rich raw material that tells stories that need to be analyzed to understand the phenomenon being studied. The data used in this research is textual data, which is in the form of narrative texts written by students and analyzed using graphological and lexicogrammatical analysis. The researcher will take data from written narrative texts in the 6th semester of English language education at HBKP Nommensen University.

Meanwhile, "data source" can be understood as the source from which the data was collected. Textual data included interviews, transcripts, focus group discussions, open survey responses, documents, and researcher field notes. Visual data is in the form of photos, videos, images, and artifacts. Then, audio data in recorded interviews, focus groups, or natural settings are three qualitative research data forms. For example, a document, record, or artifact is a data source for its information. In this research, the researcher obtained the data from narrative text written by 6th-semester students of English Department at HKBP Nommensen University.

3.4 Technique of Collecting Data

According to Moleong (2005: 11), data collection techniques in this research used interview techniques, field observations, and documentation. For data collection techniques in qualitative research, where there are three methods, namely as follows:

1. Interview (Interview)

Interviews are a data collection technique that involves direct interaction between researcher and informants to obtain information and their points of view on a topic. There are different types of interviews, including:

- a. Structured Interview: Questions are prepared and presented to all informants in the same order.
- b. Semi-Structured Interview: Guiding questions are used to direct the conversation, but the researcher can add new questions based on the informant's responses.
- c. Unstructured Interview: Free-flowing conversation without pre-prepared questions.

2. Observation (Observation)

Observation involves observing behavior, interactions, or events in a specific context. Researchers record what they see, hear, and feel to obtain rich descriptive data. There are various types of observation, including:

- a. Participant Observation: The researcher is directly involved in the activity or community being studied.
- b. Non-Participant Observation: The researcher observes from the outside without being directly involved.

3. Document Analysis

Document analysis includes examining and interpreting various types of written documents, such as letters, journals, official records, or cultural artifacts. Researchers look for patterns, meanings, and information relevant to the research topic.

So, the data collection techniques the researcher used are observation and document analysis. The explanation is as follows:

1. Observation

At this stage, the researcher was involved in 6th-semester English Department students at HKBP Nommensen University. Then, the researcher prepared the topic the students wanted to create for the narrative text. Then, the researcher asked 6th-semester students of the education study program to create a narrative text with a topic determined by the researcher. After collecting samples, the researcher analyzed the graphology and lexicogrammatical details to obtain further data.

2. Document Analysis

At this stage, the researcher analyzed graphological and lexicogrammatical. Graphological analysis was collected by focusing on sentences, subsentences, and words. Then, lexicogrammatical analysis was collected by focusing on clauses, clause complexes, and word groups. This graphological and lexicogrammatical data was taken directly from the student narrative text determined by the author. That involved identifying patterns of language use and sentence structure in the narrative texts students have created.

3.5 Technique of Analyzing Data

Data analysis techniques are the procedures or approaches used to handle, examine, and evaluate data collected for research. Finding patterns, connections, trends, and conclusions relevant to the research subject is the goal of the data analysis approach. This research used graphological and lexicogrammatical analysis to examine sixth-semester students' narrative text written data. After that, the researcher compiled lexicogrammatic and graphological data based

on the graphological and lexicogrammatical constituency and produced an analysis table. The analysis process in this research used the interactive model analysis of Miles and Huberman (2014: 13). There are three methods for analyzing qualitative data: data condensation, data display, and conclusion drawing. The following is a graphical representation of the methods used in data analysis:

Figure 3.1 (Miles, Huberman, & Saldaña, 2014:22) Qualitative Data Analysis.

The analysis process in this research using Miles, Huberman, & Saldaña, 2014:22) interactive model analysis was carried out in the following stages:

1. Data Condensation

Data condensation refers to summarizing and simplifying a large amount of data into a more manageable form (Miles, Huberman, & Saldaña, 2014:22). In data condensation, only data findings or discoveries are made about reduced research problems. Meanwhile, data unrelated to the research problem is disposed of. The following are concepts related to data condensation in this research:

- a. Selecting: The researcher selected data from 6th-semester English language education students at HKBP Nommensen University

- b. Focusing: The researcher limited the data obtained based on the problem formulation, namely the analysis of graphological and lexicogrammatical in the narrative text of the 6th-semester students at HKBP Nommensen University.
- c. Simplification: The researcher classified narrative data by analyzing graphology, focusing on sentences, sub-sentences, and words. Then, lexicogrammatical focuses on clause complexes and clauses.
- d. Abstracting: The researcher evaluated the graphological and lexicogrammatical constitution in writing narrative texts for 6th-semester students.
- e. Transforming: The researcher analyzed the data using graphological and lexicogrammatical analysis by explaining the graphological and lexicogrammatical constituents in students' narrative text writing.

2. Data Display

According to (Miles, Huberman, & Saldaña, 2014:22), data display is a process of collecting information arranged based on the categories or groupings required. Data display can be in writing or words, images, graphs, and tables. The purpose of presenting data is to combine information so that it can describe the situation that occurred. So, after the researcher found data that had graphological and lexicogrammatical use in narrative texts written for the subject, The researcher displayed the results of the data analysis graphological and lexicogrammatical using the following table:

Table 3.1 Data Display

No	Narrative Text Written (data)	Graphological constituency	Frequency	Lexicogrammatical constituency	Frequency
1.	1	Sentence		Clause Complex	

		Sub-sentence		Clause	
2.	2.	Sentence		Clause Complex	
		Sub-sentence		Clause	

3. Conclusion Drawing

According to (Miles, Huberman, & Saldaña, 2014:22), drawing conclusions is carried out during the research process, as is the data reduction process; after the data has been collected with sufficient capacity, then interim conclusions are drawn, and after the data is completely complete, conclusions are drawn. The data that has been presented makes it easier for researchers to understand what happened and plan further work. This stage is an important research step because it is the final stage in data analysis and finding the data results. Therefore, the researcher draws conclusions and verifies the data. The researcher collected data and analyzed data referring to the problem formulation and, from the results of the data, answered problems from graphological and lexicogrammatical constituents so that conclusions can be drawn from graphology and lexicogrammatical analysis of narrative texts written by 6th-semester students in HKBP Nommensen University.