

Graphological and Lexicogrammatical Analysis of Narrative Text Written By 6th Semester Students of English Department at HKBP Nommensen University

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ABSTRACT

Narrative writing allows students to demonstrate their ability to tell stories, apply grammatical knowledge, and use vocabulary creatively. This study aims to find out the graphological and lexicogrammatical constituency in narrative texts by 6th-semester students of HKBP Nommensen University. This study uses Halliday & Matthiesen's theory. This study uses a qualitative descriptive method; the instruments used in this research are observation and document analysis. The research data are in the form of narrative texts written by sixth-semester students. The study results found that most of the narrative text writing by 6th-semester students had a graphological and lexicogrammatical constituency. In the graphological constituency, some sentences total 58, and the sub-sentences have a total number of 122. In the lexicogrammatical constituency, there are complex clauses with a total number of 58, and the clauses have a total of 122. This means that from the findings of this study on graphological and lexicogrammatical analysis, the researcher found that students have sufficient/proficient writing skills because they use varied sentences, thus developing their ability to create sentence variations and cohesion in writing narrative texts.

Keywords: *Graphological, Lexicogrammatical, Narrative Text Written, Systemic Functional Linguistics.*

1. Introduction

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.

2. Methods

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. Results And Discussion

In this chapter, the researcher presented the findings of the research by discussing the analysis of the graphological and lexicogrammatical narrative texts written by 6th-semester students at HKBP Nommensen University. The data for this research includes the narrative text written by sixth-semester students.

1.1 Data

Data was obtained through observation where researchers involved 6th semester English Department students at HKBP Nommensen University. In this study, researchers analyzed data using Miles and Huberman's theory. Then, the researcher has prepared the topic students want to create for a narrative text. Then, the researcher gave directions to sixth-semester students of the English Department to write narrative texts on topics determined by the researcher. After data was collected from the results of written narrative texts written by students in the 6th semester of English education, the researchers analyzed graphological and lexicogrammatical by making tables according to graphological and lexicogrammatical constitutions. Data is collected based on the order of texts written by 6th-semester students and sorted by sentence. Example: Data 1.1 means text data based on text 1 in sentence order 1. Data 1.2 means data from text 2 in text order 1, etc.

Text 1 (Aspriza S)

[1.1] *In 2023, there was a student named Aspriza.*

[1.2] *At that time, she was in her final 4th semester.*

[1.3] *Aspriza was quite a quiet person in her class.*

[1.4] *At that time, on the campus where she studied, there was information about the opening of Kampus Mengajar 5 which was organized by the Ministry of Education, Culture, Research and Technology.*

[1.5] *At that time, Aspriza was interested in participating in the activity.*

[1.6] *However, Aspriza felt afraid to try.*

[1.7] *One of Aspriza's close friends provided support, so that Aspriza would have self-confidence and dare to try.*

[1.8] *Her close friend said that life needs to have experience, and we must have the courage to face anything so that in the future our lives will be better formed.*

[1.9] At that moment, Aspriza realized that what her close friend said was true, she registered for Kampus Mengajar 5.

[1.10] In 2023, Aspriza was declared to have passed, and she began to slowly learn to be able to carry out her duties and obligations.

[1.11] Aspriza went through and completed her duties and obligations as a participant in Kampus Mengajar 5 for four months.

[1.12] Aspriza also had a very extraordinary experience.

[1.13] Aspriza gained knowledge and new friends, which helped her become a braver person and not so quiet anymore.

[1.14] Finally, Aspriza realized that life does need to have new experiences so that our lives are better formed, and can have the courage to face anything in the future.

Text 2 (Tika Yohana Sinaga)

[2.1] As a student majoring in English Education, my journey to self-discovery has been intricately tied to my academic pursuits and personal experiences.

[2.2] The decision to delve into the world of language teaching stemmed from a deep-seated passion for communication and cultural exchange.

[2.3] Beyond the academic realm, my journey to self-discovery has been enriched by practical experiences.

[2.4] Engaging with diverse groups of students during teaching practicums challenged me to adapt my communication style and teaching strategies.

[2.5] Each classroom interaction offered new insights into the dynamics of language acquisition and the importance of fostering a supportive learning environment.

[2.6] Outside the classroom, immersion in extracurricular activities further shaped my identity.

[2.7] Participating in language clubs, literary societies, and cultural exchanges allowed me to celebrate linguistic diversity and forge friendships with people from different backgrounds.

[2.8] These experiences not only strengthened my language skills but also nurtured empathy and cultural sensitivity.

[2.9] Reflecting on my journey as a language education student, I realize that teaching is not just about imparting knowledge but also about inspiring and empowering others.

[2.10] Each lesson taught and each conversation shared contributes to a collective journey of learning and growth.

[2.11] As I continue to explore the nuances of language and culture, I am also on a continuous quest to understand myself better — my strengths, my values, and my aspirations as a future educator.

Text 3 (Debora Barasa)

[3.1] My parents once told me a story, which I thought was very funny and my parents told it while laughing.

[3.2] When I was 2 years old, there was news in the village that a Tsunami would hit because my village was close to the sea.

[3.3] My village was very panicked, as well as my father's family and siblings who were in the same village as us.

[3.4] They went to a very high hill in the village next to my village whose organization was the hills.

[3.5] Before they left, my family packed up very valuable things to take with them.

[3.6] My village had arrived at the hills.

[3.7] They waited for several hours but there was no one.

[3.8] They went home.

[3.9] However, my parents asked my father's siblings if they were with me and it turned out they weren't.

[3.10] My parents immediately panicked.

[3.11] They went back home, and it turned out they forgot to bring me.

(3.12) *I was left behind when I was sleeping in my room.*

(3.13) *If the Tsunami had really happened at that time, maybe I wouldn't be around now.*

Text 4 (Tetty Ester Lina Br Ginting)

[4.1] *My name is Tetty Ester Lina Br Ginting, usually called Tetty.*

[4.2] *I remember the first time I was interested in learning to play the guitar.*

[4.3] *At that time, I went to my cousin's house with my family, my cousin's name is Markus.*

[4.4] *When I arrived at his house, I went straight to his room to invite him to eat meatballs together.*

[4.5] *It turned out he was good at playing the guitar.*

[4.6] *I just found out, that he was good at playing the guitar.*

[4.7] *I asked him to teach me how to play the guitar.*

[4.8] *Then I asked my parents to buy me a guitar.*

[4.9] *In my free time, I learned to play the guitar.*

[4.10] *Over time, I became good at playing the guitar.*

1.2 Data Analysis

At this stage, the researcher analyzes this research based on the research problem formulation in Chapter 1. In this research problem, The objective is to find out the graphological and lexicogrammatical of narrative texts written by 6th-semester students at HKBP Nommensen University. This research also aims to analyze the relationship between graphological and lexicogrammatical constituency in students' narrative texts. In summary, this research focuses only on the analysis of four (4) of the thirty (30) narrative texts written by 6th-semester English Department students at HKBP Nommensen University.

A. Graphological Analysis

According to Halliday and Matthiessen (2004: 6-7), a sentence can be marked by starting with a capital letter and ending with a major punctuation mark, such as a period, question mark, or exclamation mark. Sub-sentences can be marked by (1) containing conjunctions (for example and, because, but, etc.) and (2) there are further levels in the hierarchy of subordinate clauses, with colons and semicolons representing higher units than those marked by commas. And words are the smallest elements (limited by spaces). Then, the researcher analyzed based on the theory used as follows :

Text 1 (Aspriza S)

[1.1] *In 2023, there was a student named Aspriza.*

		ord	ord	ord	word	Word	word
sentence	sub-sentence	n	023,				
	sub-sentence	here	as		student	Named	Aspriza.

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is "In 2023," and the second sub-sentence is "There was a student named Aspriza." Data (1.1) consists of 6-word groups.

[1.2] *At that time, she was in her final 4th semester.*

		ord	ord	ord	ord	ord	ord	word
sentence	sub-sentence	t	hat	ime,				
	sub-sentence	he	as	n	er	inal	th	semester

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is "at the time" and the second sub-sentence is "she was in her final 4th semester". Data (1.2) consists of 7-word groups.

[1.3] *Aspriza was quite a quiet person in her class.*

		Word	ord	word	word	word
sentence	sub-sentence	Aspriza	as	quite	a	quiet
		Word	word	word		word

Person	in	her	class
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From the table above, it is concluded that the data consisted of one sub-sentence. The sub-sentence is "Aspriza was quite a quiet person in her class". Data (1.3) consists of 9-word groups.

[1.4] *At that time, on the campus where she studied, there was information about the opening of Kampus Mengajar 5 which was organized by the Ministry of Education, Culture, Research and Technology.*

		word	ord	word	word	word
Sentence	sub-sentence	At	he	time,		
	sub-sentence	on	he	campus	where	she
	sub-sentence	there	as	information	about	the
	sub-sentence	which	as	organized	by	the

Word	Word	word	word	word	word	word
studied,						
Opening	Of	Kampus	Mengajar	5		
Ministry	of	Education	Culture	Research	and	Technology.

From the table above, it is concluded that the data consisted of four sub-sentences. The first sub-sentence is "At that time", the second sub-sentence is " on the campus where she studied ", the third sub-sentence is " there was information about the opening of Kampus Mengajar 5" and the fourth sub-sentence is " which was organized by the Ministry of Education, Culture, Research and Technology". Data (1.4) consists of 12-word groups.

[1.5] *At that time, Aspriza was interested in participating in the activity.*

		word	ord	word	word	word
sentence	sub-sentence	At	hat	time,		
	sub-sentence	Aspriza	as	interested	in	participating

Word	word	word
In	the	activity.

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is "At the time", the second sub-sentence is "Aspriza was interested in participating in the activity". Data (1.5) consists of 8-word groups.

Text 2 (Tika Yohana Sinaga)

[2.1] *As a student majoring in English Education, my journey to self-discovery has been intricately tied to my academic pursuits and personal experiences.*

		ord	word	word	word	word	word	word
Sentence	sub-sentence	s	a	student	majoring	in	English	Education,
	sub-sentence	y	journey	o	self	discovery	has	been

Word	ord	ord	ord	Word	ord	ord	word	word
Intricately	ied	o	y	academic	pursuits	nd	personal	experiences.

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is "As a student majoring in English Education", and the second sub-sentence is "my journey to self-discovery has been intricately tied to my academic pursuits and personal experiences". Data (2.1) consists of a 16-word group.

[2.2] *The decision to delve into the world of language teaching stemmed from a deep-seated passion for communication and cultural exchange.*

		word	Word	word	word	word	ord	ord	
Sentence	Sub-sentence	The	Decision	to	delve	into	he	orld	
Ord	word	word	word	ord	ord	ord	ord	ord	ord
F	language	teaching	stemmed	rom		a	deep	eated	assion
Word			Word		word			word	
communication			And		cultural			exchange.	

From the table above, it is concluded that the data consisted of one sub-sentence. The first sub-sentence is "The decision to delve into the world of language teaching stemmed from a deep-seated passion for communication and cultural exchange". Data (2.2) consists of a 21-word group.

[2.3] *Beyond the academic realm, my journey to self-discovery has been enriched by practical experiences.*

		Word	Word	word		word	rd	
Sentence	sub-sentence	Beyond	The	academic	ealm			
	sub-sentence	My	journey	to	elf	discovery	has	
		word	Word	word		word		
		been	Enrich	practical		experiences.		

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is "Beyond the academic realm", and the second sub-sentence is "my journey to self-discovery has been enriched by practical experiences". Data (2.3) consists of a 10-word group.

[2.4] *Engaging with diverse groups of students during teaching practicums challenged me to adapt my communication style and teaching strategies.*

		word	Word	word	word	w	word	
Sentence	Sub-sentence	Engaging	With	diverse	of	students		
	Sub-sentence	during	teaching	practicums	challenged	me	o	
Word	word		word	word	word	word	word	
Adapt	my	communication	style	and	teaching	strategies.		

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is "Engaging with diverse groups of students", and the second sub-sentence is "during teaching practicums challenged me to adapt my communication style and teaching strategies.". Data (2.4) consists of a 13-word group.

[2.5] Each classroom interaction offered new insights into the dynamics of language acquisition and the importance of fostering a supportive learning environment.

From the table above, it is concluded that the data consisted of one sub-sentence. The sub-sentence is "Each classroom interaction offered new insights into the dynamics of language acquisition and the importance of fostering a supportive learning environment". Data (2.5) consists of a 19-word group.

Text 3 (Debora Barasa)

[3.1] My parents once told me a story, that I thought was very funny, and my parents told it while laughing.

		word	word	word	rd	ord	word	ord
Sentence	sub-sentence	My	parents	once	old	e	a	tory,
	sub-sentence	that	I	thought	as	ery	funny,	
	sub-sentence	and	my	parents	old	t		
	sub-sentence	while	laughing					

From the table above, it is concluded that the data consisted of four sub-sentences. The first sub-sentence is "Each lesson taught", and the second sub-sentence is "and each conversation shared contributes to a collective journey of learning and growth". Data (3.1) consists of a 7-word group.

[3.2] When I was 2 years old, there was news in the village that a Tsunami would hit because my village was close to the sea.

		word	ord	word	ord	ord	ord	ord	ord
Sentence	sub-sentence	When	I	was	2	ears	ld,		
	sub-sentence	there	as	news	n	he	illage	hat	a
	sub-sentence	because	y	village	as	lose	o	he	ea
Word		word				word			
Tsunami		would				hit			

From the table above, it is concluded that the data consisted of three sub-sentences. The first sub-sentence is "When I was 2 years old", the second sub-sentence is ", there was news in the village that a Tsunami would hit" and the third sub-sentence is "because my village was close to the sea". Data (3.2) consists of an 11-word group.

[3.3] My village was very panicked, as well as my father's family and siblings who were in the same village as us.

		ord	word	word	ord	word	word
sentence	Sub-sentence	y	village	was	ery	panicked	
	Sub-sentence	s	well				
	Sub-sentence	s	my	father's	amily	and	siblings
	Sub-sentence	ho	were	in	he	same	village
	Sub-sentence	s	us.				

From the table above, it is concluded that the data consisted of five sub-sentences. The first sub-sentence is "My village was very panicked", the second sub-sentence is "As well", the third sub-sentence is "as my father's family and siblings", the fourth sub-sentence is "who were in the same village", and the fifth sub-sentence is "as us". Data (3.3) consists of a 6-word group.

[3.4] They went to a very high hill in the village next to my village whose organization was the hills.

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is "They went to a very high hill in the village next to my", and the

second sub-sentence is “ whose organization was the hills”. Data (3.4) consists of a 14-word group.

[3.5] *Before they left, my family packed up very valuable things to take with them.*

		word	word	word	word	word	word	word	word
Sentence	sub-sentence	Before	they	left,					
	sub-sentence	My	family	packed	up	very	valuable	things	to
Word		word							
Take		with							

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is “before they left”, and the second sub-sentence is “ my family packed up very valuable things to take with them”. Data (3.5) consists of an 11-word group.

Text 4 (Tetty Ester Lina Br Ginting)

[4.1] *My name is Tetty Ester Lina Br Ginting, usually called Tetty.*

		word	ord	ord	ord	ord	ord	ord	word
Sentence	Sub-sentence	My	ame	is	etty	ster	ina	r	Ginting,
	Sub-sentence	usually	alled	Tetty.					

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is “My name is Tetty Ester Lina Br Ginting” and the second sub-sentence is “usually called Tetty.”. Data (4.1) consists of an 8-word group.

[4.2] *I remember the first time, I was interested in learning to play the guitar.*

		ord	word	word	ord	word	ord
sentence	sub-sentence		remember	the	irst	time,	
	sub-sentence		was	interested	n	learning	o

From the table above, it is concluded that the data consisted of two sub-sentences.

		ord	word	word	ord	word	ord
sentence	sub-sentence		remember	the	irst	time,	
	sub-sentence		was	interested	n	learning	o

The first sub-sentence is “I remember the first time”, and the second sub-sentence is “I was interested in learning to play the guitar.”. Data (4.2) consists of a 9-word group.

[4.3] *At that time, I went to my cousin's house with my family, my cousin's name is Markus.*

		word	word	word	ord	word
Sentence	sub-sentence	At	tht	time,		
	sub-sentence	I	went	to	y	cousin's
	sub-sentence	my	cousin's	name	s	Markus.

Word	word	word	word
House	with	my	family,

From the table above, it is concluded that the data consisted of two sub-sentences. The first sub-sentence is “At the time”, the second sub-sentence is “I went to my cousin's house with my family”, and the third sub-sentence is “my cousin's name is Markus”. Data (4.3) consists of a 9-word group.

B. Lexicogrammatical Analysis

According to Halliday & Matthiesen (2004: 9-10) the five principles of constituency in lexicogrammar, as follows:

- (1) There is a scale of rank in the grammar of every language. That of English (which is typical of many) can be represented as: clause, phrase/group, word, morpheme.
- (2) Each consists of one or more units of the rank next below. For example, come! is a clause consisting of one group consisting of one word consisting of one morpheme.
- (3) Units of every rank may form complexes: not only clause complexes but also phrase complexes, group complexes, word complexes, and even morpheme complexes may be generated by the same grammatical resources.
- (4) There is the potential for rank shift, whereby a unit of one rank may be down-ranked (downgraded) to function in the structure of a unit of its own rank or of a rank below. Most commonly, though not uniquely, a clause may be down-ranked to function in the structure of a group.
- (5) Under certain circumstances, it is possible for one unit to be enclosed within another, not as a constituent of it but simply in such a way as to split the other one into two discrete parts.

Text 1 (Aspriza S)

[1.1] *In 2023, there was a student named Aspriza.*

		word group	word group	word group	word group
clause	clause	In 2023,			
complex	clause	There	was a student	named	Aspriza.

From the table above, it is concluded that the data consisted of two clauses. The first clause is "In 2023" and the second clause is "there was a student named Aspriza", data (1.1) consists of a 4-word group.

[1.2] *At that time, she was in her final 4th semester.*

		word group	word group	word group	word group
sentence	clause	At that time,			
	clause	She	was	in	her final 4 th semester.

From the table above, it is concluded that the data consisted of two clauses. The first clause is "at the time" and the second clause is "she was in her final 4th semester". Data (1.2) consists of a 4-word group.

[1.3] *Aspriza was quite a quiet person in her class.*

		word group	word group	word group	word group
clause	Clause	Aspriza	Was quite	a	quiet person
complex					In her class

From the table above, it is concluded that the data consisted of one clause. The clause is "Aspriza was quite a quiet person in her class". Data (1.3) consists of a 5-word group.

Text 2 (Tika Yohana Sinaga)

[2.1] *As a student majoring in English Education, my journey to self-discovery has been intricately tied to my academic pursuits and personal experiences.*

		word group	word group	word group	word group
clause	clause	As	a	student	majoring
complex	clause	My journey	to	self-discovery	has been intricately tied
word group		word group		word group	
In		English Education			

To	my academic	pursuits and personal experiences.
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From the table above, it is concluded that the data consisted of two clauses. the first clause is "As a student majoring in English Education", and the second clause is "my journey to self-discovery has been intricately tied to my academic pursuits and personal experiences". Data (2.1) consists of a 7-word group.

[2.2] *The decision to delve into the world of language teaching stemmed from a deep-seated passion for communication and cultural exchange.*

		word group	word group	word group	word group	word group	word group
clause complex	clause	The decision	to	delve	into	the world	of

word group	word group	word group	word group	word group	word group
language teaching	stemmed	from	a deep-seated passion	for	communication and cultural exchange.

From the table above, it is concluded that the data consisted of one clause. the clause is "The decision to delve into the world of language teaching stemmed from a deep-seated passion for communication and cultural exchange". Data (2.2) consists of a 12-word group.

[2.3] *Beyond the academic realm, my journey to self-discovery has been enriched by practical experiences.*

		word group	word group	word group	word group	ord group	word group
clause complex	lause	Beyond	the academic	realm,			
	lause	my journey	to	self-discovery	has been enriched	y	practical experiences

From the table above, it is concluded that the data consisted of two clauses. the first clause is "Beyond the academic realm", and the second clause is "my journey to self-discovery has been enriched by practical experiences". Data (2.3) consists of a 6-word group.

Text 3 (Debora Barasa)

[3.1] *My parents once told me a story, that I thought was very funny, and my parents told it while laughing.*

		word group	word group	word group	word group
clause complex	clause	My parents	once told	me	a story,
	clause	that	I	thought	was very funny,
	clause	and	my parents	told	it
	clause	while	laughing		

From the table above, it is concluded that the data consisted of four clauses. the first clause is "My parents once told me a story", the second clause is "that I thought was very funny", the third clause is "and my parents told it", and the fourth clause is "while laughing". Data (3.1) consists of a 4-word group.

[3.2] *When I was 2 years old, there was news in the village that a Tsunami would hit because my village was close to the sea.*

		word group	word group	word group	word group	word group	word group	word group	word group
clause complex	clause	When	I	was	2 years old,				
	clause	there	was	news	in the	That	a Tsunami	would	hit

				village		
	clause	because	my	was	close to	the
			village			sea.

From the table above, it is concluded that the data consisted of three clauses. the first clause is "When I was 2 years old", the second clause is "there was news in the village that a Tsunami would hit", and the third clause is "because my village was close to the sea". Data (3.2) consists of an 8-word group.

[3.3] *My village was very panicked, as well as my father's family and siblings who were in the same village as us.*

		word group	word group	word group
clause	clause	My village	was very panicked	
complex	clause	as well as	my father's family and siblings	
	clause	who	were	in the same village
	clause	as	us.	

From the table above, it is concluded that the data consisted of four clauses. the first clause is "my village was very panicked", the second clause is "as well as my father's family and siblings", the third clause is "who were in the same village", and the fourth clause is "as us". Data (3.3) consists of a 3-word group.

Text 4 (Tetty Ester Lina Br Ginting)

[4.1] *My name is Tetty Ester Lina Br Ginting, usually called Tetty.*

		word group	word group	word group
clause	clause	My	name	is Tetty Ester Lina Br Ginting,
complex	clause	usually	called	Tetty.

From the table above, it is concluded that the data consisted of two clauses. The first clause is "My name is Tetty Ester Lina Br Ginting" and the second clause is "usually called Tetty". Data (4.1) consists of a 3-word group.

[4.2] *I remember the first time, I was interested in learning to play the guitar.*

		word group	word group	Word group	word group
Clause complex	clause	I	remember	the first time,	
	clause	I	Was interested	in	learning

	word group		word group		word group
	To		play		the guitar.

From the table above, it is concluded that the data consisted of two clauses. The first clause is "I remember the first time" and the second clause is "I was interested in learning to play the guitar". Data (4.2) consists of a 7-word group.

[4.3] *At that time, I went to my cousin's house with my family, my cousin's name is Markus.*

		word group	word group	word group	word group	word group
clause	clause	At	that time,			
complex	clause	I	went	to	my	cousin's with my family,
					house	
	clause	my cousin's	name	is Markus.		

From the table above, it is concluded that the data consisted of three clauses. The first clause is "At that time", the second clause is "I went to my cousin's house with my family", and the third clause is "my cousin's name is Markus". Data (4.3) consists of a 5-word group.

1.3 Discussions

Based on the graphological and lexicogrammatical analysis results, the researcher found the appropriate graphological and lexicogrammatical constituency. According to Halliday & Matthiessen (2014), graphological constituency consists of sentences and sub-sentences, while lexicogrammatical constituency consists of complex clauses and clauses. Here, the researcher proves the graphological and lexicogrammatical analysis findings from the narrative texts from 6th-semester English Department students. The data analysis can be seen in the following table:

Table 3.1 The Result of Graphological and Lexicogrammatical Analysis

No	Narrative Text Written (data)	Graphological constituency	Frequency	Lexicogrammatical constituency	Frequency
1	Text 1	sentence	14	clause complex	14
		sub-sentence	36	Clause	36
2	Text 2	sentence	11	clause complex	11
		sub-sentence	28	Clause	28
3	Text 3	sentence	13	clause complex	13
		sub-sentence	28	Clause	28
4	Text 4	sentence	10	clause complex	10
		sub-sentence	20	Clause	20

From the table of data result above, In text 1, the graphological constituency has 14 sentences and 36 sub-sentences, while the lexicogrammatical constituency has 14 clause complexes and 36 clauses. In text 2, the graphological constituency has 11 sentences and 28 sub-sentences, while the lexicogrammatical constituency has 11 clause complexes and 28 clauses. In Text 3, the graphological constituency has 13 sentences and 28 sub-sentences, while the lexicogrammatical constituency has 13 clause complexes and 28 clauses. In text 4, the graphological constituency has 10 sentences and 20 sub-sentences, while the lexicogrammatical constituency has 10 clause complexes and 20 clauses.

Researcher use the theory of Halliday & Matthiessen (2014), where Graphology is assessed from the number of types of written texts that are punctuated carefully into sentences and sub-sentences (i.e., with periods, colons and commas, conjunctions, etc.) while lexicogrammatical is assessed from the use of vocabulary to be more varied and precise. Then the sentence structure becomes more complex and varied, and coherence and cohesion between sentences increase significantly, not complex at all. This theory is very useful in analyzing texts, including narrative texts, because it allows researchers to find how students' language choices reflect the meaning they want to convey and the social context in which students write the narrative text. The researcher found changes that occurred in terms of language use in narrative texts written by 6th-semester English education students at HKBP Nommensen University. Halliday (1985) points out the importance of lexicogrammatical choices in creating meaning in a text. And also suggests that the use of vocabulary and grammar (lexicogrammatical) is essential to produce a cohesive and coherent work that allows the writer to express certain meanings and purposes. Therefore, it can be shown that effective writing depends not only on the words and structures used but also on how these components are arranged to achieve certain communication goals. From the results of graphological and lexicogrammatical analysis, the researcher found that students have sufficient/proficient writing skills because they use varied sentences, thus developing their ability to create sentence variations and cohesion in writing narrative texts.

Based on previous research, a research was 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 Padangsidempuan 2016/2017 Academic Year)". This study aims to determine students' errors in using lexicogrammatical features in writing recount texts among tenth-grade students at SMA Negeri 4 Padangsidempuan 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 results of this study were the discovery of errors in nouns, pronouns, past tenses, adjectives, action verbs, conjunctions, and time conjunctions, as well as adverbs. Then, the similarity of this study is analyzing lexicogrammatical. Still, the difference is that this study aims to find lexicogrammatical features in students' written recount texts. In contrast, the researcher analyzes graphological and lexicogrammatical to find graphological and lexicogrammatical constituencies in written narrative texts of 6th-semester students. Although these two studies have different data subjects (high school students and college students), both contribute to the development of writing skills in students.

Then, research was conducted by 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 analyzes students' composition errors, mainly concentrating on grammatical errors, without ignoring graphological errors. The results of this research were that there were clear manifestations of unforgivable graphological errors in punctuation, capitalization, spelling, syllabification, and paragraphing. Then, 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 will analyze 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.

Findings

Based on the results of this research were that the researcher found that most of the narrative text writing by 6th-semester students had a graphological and lexicogrammatical constituency. In the graphological constituency, there are sentences with a total number of 58, and the sub-sentences have a total of 122. In the lexicogrammatical constituency, there are complex clauses with a total number of 58, while the clauses have a total of 122. This means that from the findings of this study on graphological and lexicogrammatical analysis, the researcher found that students have sufficient/proficient writing skills because they use varied sentences, thus developing their ability to create sentence variations and cohesion in writing narrative texts.

4. Conclusion

The study results found that most of the narrative text writing by 6th-semester students had graphological and lexicogrammatical constituency. In the graphological constituency sentence, the total number is 58, and the sub-sentences have a total number of 122. In the lexicogrammatical constituency, there are complex clauses with a total number of 58, while the clauses have a total number of 122. This means that from the findings of this study on graphological and lexicogrammatical analysis, the researcher found that students have sufficient/proficient writing skills because they use varied sentences, thus developing their ability to create sentence variations and cohesion in writing narrative texts as Halliday (1985) points out the importance of lexicogrammatical choices in creating meaning in a text. It also suggests that using vocabulary and grammar (lexicogrammatical) is essential to produce a cohesive and coherent work that allows the writer to express certain meanings and purposes. Therefore, it can be shown that effective writing depends not only on the words and structures used but also on how these components are arranged to achieve certain communication goals.

Based on the results of this study, the researcher would like to describe the graphological and lexicogrammatical constitutions found by the researcher. According to Halliday & Matthiessen (2014), the graphological constitution consists of sentences and sub-sentences, while the lexicogrammatical constitution consists of clauses and clause complexes. This study also found that 6th-semester students at HKBP Nommensen University showed a

sufficient understanding of narrative text structure but faced challenges in lexical choice and grammatical accuracy. Although their storytelling ability was clear, improvements could be made in sentence variety and cohesion.

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