

**THE USE OF LEXICOGRAMMAR FEATURED IN
RECOUNT TEXTS**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining the Bachelor Degree of Education in English
Language Education



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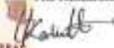
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Wassalamuallahum Wz.Wz.

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ABSTRACT

Lina Karlina, 1603046117. The Use of Lexicogrammar Featured in Recount Texts. Thesis. English Education Departmen. Semarang Walisongo State Islamic University. Advisor: Dra. Hj. Ma'rifatul Fadhillah, M.Ed.

The research aims to give some analysis toward the function of lexicogrammatical which was featured by the students to structure biography text. The use of lexicogrammatical within writing a text is substantial since this part highlighted the interconnectedness of vocabulary (lexis) and syntax (syntax) is stressed in systemic functional linguistics (SFL) (grammar). To realize this topic, the researcher administrated both documentation and students' interview which were distributed to the students of SMA Negeri 14 Semarang in grade X. The researcher observed five students where they came from class science 1-5. Through both documentation and interview section, the result showed that students were aware to employ those application of lexicogrammatical although a few mistakes were found. This research then suggested that the pupils who learnt this genre must be evaluated through personal reading and practices as well as teachers' facilitation so that the inaccuracy of language feature could be minimalized.

Keywords: Grammartical Errors, Lexicogrammar , Recount Text, Text Structure, Writing Competence,

MOTTO

{٦} إِنَّ مَعَ الْعُسْرِ يُسْرًا

{٧} فَإِذَا فَرَغْتَ فَانصَبْ

{٨} وَإِلَىٰ رَبِّكَ فَارْغَبْ

“Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah selesai dari suatu urusan, kerjakanlah dengan sungguh-sungguh urusan yang lain, dan hanya kepada Tuhanmulah hendaknya kamu berharap”¹

(Al-Insyirah, 6-8)

¹ Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text with English Translation*, India: New Johar Offset Printers, 2006, p. 1219

DEDICATION

\Praise is given to Allah SWT who has blessed the researcher so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis.

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Finally, this thesis had been accomplished well within support, guidance, advice, and encouragement from many people and institution. Therefore, the researcher would like to express the deepest gratitude to:

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3. Dra. Nuna Mustikawati Dewi, M.Pd. as the Secretary of English Department of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) Semarang.

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Semarang, 18 September 2021

The Researcher

A handwritten signature in black ink, appearing to read 'Lina Karlina', with a long horizontal stroke extending to the right.

Lina Karlina

(1603046117)

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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the background of the study, reasons for choosing the topic, research question, objective of the research, significances of the research, and limitations of the research.

A. BACKGROUND OF THE STUDY

Learning grammar seems significant when their elements are particularly applied to write text. Every grammatical structure comprises a decision from a definable range of choices, hence grammar is represented as systems rather than rules. As a result, language has a meaning potential.² Learning a language means learning how to adapt its system, one of the language systems is how the writing (texts) is organized functionally. One of the abilities in English is writing. Writing is one of the most difficult skills to master among the four skills in English. The reasons are that writing is not the same as listening and speaking; writing is not as simple as students believe; students must employ

² M. A.K. Halliday and Christian M.I.M. Matthiessen, *Halliday's Introduction to Functional Grammar: Fourth Edition*, 2013 <<https://doi.org/10.4324/9780203431269>>.

proper grammar structure, diction, and chronologies, among other things. Students use writing to communicate their feelings, thoughts, opinions, and willingness.³

Furthermore, In the writing process, we must apply proper grammar, integrate words to make a decent sentence, construct sentences utilizing language aspects from a text, and so on. It turns writing into the most complex and challenging of the four skills in English.⁴ Theoretically, writing is the process of putting thoughts on paper to turn them into words, sharpen major concepts, and provide structure and coherence.⁵ Also, writing is a social activity that is influenced by social roles and is mostly used to communicate. It indicates that writing can be a tool for a writer to communicate his or her feelings and thoughts in written form.⁶

³ Asriani Hasibuan and Trifo Maida Simatupang, 'Students' Errors in Using Lexicogrammar Featured in Writing Recount Text', *ELITE: English Literature Journal*, 05.01 (2018), 22–34.

⁴ Aprida Irmayana, Gabby Maureen Pricilia, and Lesmi Aziza Siregar, 'An Error Analysis Of Students ' Speaking English Performance (A Study at the Second Semester of English Department in Institut Pendidikan Tapanuli Selatan 2018 / 2019 Academic Year) Regard , *the Difficulties of Speaking English Performance Are Also Face*', 3.1 (2020), 153–72.

⁵ Gewinn Tiroma Mahdalena Sigalingging, Berlin Sibarani, and Siti Aisah Ginting, 'Lexicogrammar and Text Structure in Descriptive Text Written By Junior High School Students', *Linguistik Terapan*, 16.3 (2020), 581–85 <<https://doi.org/10.24114/lt.v16i3.19729>>.

⁶ Sigalingging, Sibarani, and Ginting. ...p.582.

The following holy book urges us to keep in order to recognize how vital writing is in a daily human's life:

الرَّحْمَنُ 1(1) عَلَّمَ الْقُرْآنَ 1(2) خَلَقَ الْإِنْسَانَ 1(3) عَلَّمَهُ الْبَيَانَ
(4)

The Most Merciful (1) Taught the Qur'an (2) Created man (3) (and) taught him eloquence (4)

Reading and writing are necessary not just for educated people who want to develop the Koran, but also for people who wish to create culture, produce new information, and therefore establish a dynamic advanced civilization. God has given us the basic instruments of communication in the form of reading and writing.

Following texts' errors, mistakes are failures to use language due to a slip of the tongue or incorrect spelling, which the learner may readily remedy. Errors, on the other hand, are blunders that pupils make owing to a lack of knowledge. They can't self-correct since they don't understand the notion.⁷ Therefore, error management plays a significant to detect the learners' product in the case of writing texts; The defect location can be clearly described using the error analysis. Furthermore, error analysis can assist someone (such

⁷ Yudha Suranta P Siregar and others, 'Grammatical Errors on Students' Writing of Recount Text', *Linguistic, English Education and Art (LEEA) Journal*, 3.1 (2019), 189–200 <<https://doi.org/10.31539/leea.v3i1.995>>.

as a teacher or researcher) in identifying a remedy to the problem so that it does not occur again.⁸

Lexicogrammar (or lexico-grammar) is a language framework in which lexis (vocabulary) and grammar (syntax) are combined. Words and grammatical structures are not considered as separate entities at this level, but rather as mutually dependent entities, with one level interacting with the other. Besides, there are a lot of genres learned by a hundred students in the grade of upper secondary school: recount text, narrative text, descriptive text, report texts, and some other functional texts. The texts differ in terms of social function, generic structure, and lexico-grammatical characteristics. The recount text is one type of text that children can learn. The recount text was chosen by the researcher because the students had previously studied recount text and the researcher was eager to observe how they expressed their thoughts.⁹

Some related studies proved how important lexicogrammar is. The first similar study comes from Hasibuan and Simatupang; they perceived that writing was a

⁸ Selvia Lisa Asni, Susi Susanti, and Urip Sulistiyo, 'An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi', *International Journal of Language Teaching and Education*, 2.2 (2018), 131–44 <<https://doi.org/10.22437/ijolte.v2i2.5205>>.

⁹ Lingga Hendrita, Rini dan Geni, 'An Analysis of Students ' Lexicogrammatical', *Inovasi Pendidikan*, 5.1 (2018), 193–202.

challenge as it ordered writers to pay careful attention to the writing system. For instance, the students were perplexed as to how to properly create a recount text. The pupils wrote the text in the end, although there were problems in the text arrangement and lexicogrammatical aspects. Students cannot avoid making mistakes because they occur frequently during the learning process. It occurs because they communicate their ideas, feelings, and thoughts in a variety of ways. Likely, Siregar and his friend discuss how some errors have existed in students' writing. Writing necessitates a wide range of abilities. L2 writers must pay attention to both higher-level planning and organizing skills as well as lower-level skills like spelling, grammar, and word choice.” The writing style in Indonesia is very similar to that of English. The grammar structures of the English language, on the other hand, differ from those of the Indonesian language.¹⁰

In accordance with the definition of genres, according to a system of tiered, goal-oriented social processes that social subjects go through in order to live their lives.¹¹ Linguistically, a genre's structure may include beginnings, middles, and ends, but these stages serve distinct purposes that

¹⁰ Siregar and others.

¹¹ Martin, J.R. (1997). *Analyzing Genre: Functional Parameters*, in Christie, F. and Martin, J.R. (eds.) *Genre and Institution*. London: Cassell.

change depending on the text's overarching societal purpose.¹² lexicogrammar featured, often known as language features, describe common writing conventions such as simple present tense, passive voice, conjunction, and so on.¹³ As a result, students must be able to learn the principles for using lexicogrammatical characteristics of the text in order to write an effective recount text.

Grammatical features in case of organizing the text is extremely important where this issue contributes to the study of writing. In creative writing, grammar is extremely important. For credibility, readability, communication, and clarity, proper grammar is required. As a writer, mastering grammar will allow you to make your work more clear and understandable, as well as provide you the opportunity to make stylistic choices.

Yet, the texts are not written systematically; it doesn't serve a proper lexicogrammatical feature: such the use of simple past tense, grammatical conjunction, even any subject pronoun. The texts are often made unfunctionally then; that is the new obstacles among students in structuring the text. Therefore, this study analyzes as well as investigate some

¹² D Parsons, 'An Analysis of Lexicogrammar in Samples From a Corpus of Science Texts', *Kwansei Gakuin University Humanities Review*, 19.2006 (2015), 107–19
<<https://core.ac.uk/download/pdf/143638482.pdf>>.

¹³ Irmayana, Pricilia, and Siregar. ...p. 34.

errors that occurred in recount texts written by X students class in SMAN 14 Semarang Academic Years 2021/2022.

B. RESEARCH QUESTIONS

The following research questions are written to accomplish this research:

1. What is lexicogrammatical featured in recount text at the X grade of SMAN 14 Semarang?
2. What are students' perceptions toward lexicogrammatical featured in recount text at the X grade of SMAN 14 Semarang?

C. OBJECTIVE OF STUDY

Based on the problems have mentioned above, this research intended to meet the following purpose:

1. To analyze lexicogrammatical featured in recount text at the X grade of SMAN 14 Semarang.
2. To explain students perception toward lexicogrammatical featured in recount text at the X grade of SMAN 14 Semarang.

D. SIGNIFICANCES OF THE RESEARCH:

This research is expected useful not only for the researcher but also it is anticipated by the English teachers, students, and researchers as follow:

1. The teachers

After the teacher knows about the students' problems in organizing the texts, the researcher hopes the teachers can both understand and transfer this precious benefit to their pupils in teaching genres.

2. The students

After publishing this final academic thesis, this research then hopefully gives the motivation to improve their ability, especially in writing skills. Students will become more conscious of their learning media. They will also be more motivated to learn a foreign language because it is a personal need rather than a need.

3. The other researchers

By doing this research, the researcher gains new insights and knowledge about the research, which can perhaps be used as a model for future research by other researchers.

E. LIMITATION OF THE STUDY

To meet the research's limitation of acquiring objective information, this analysis must be limited, and the study's limitation is as follows:

1. The researcher highlights only with how the use of lexicogrammar featured in recount texts that were written by students graded in X in academic years 2021/2022.
2. The source of the data is five students' recount texts since the writer perceives theory of adequacy to describe the feature of lexicogrammar. The names are Ganang Yuniar, Alya Na'afiaresti, Tarish. S.Y. Q, Joana C, Sirelia Caesar Anggi.
3. This study belongs to a descriptive qualitative approach which focuses on documentation and interview section.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter highlights two major points (i) previous studies of the realization of lexicogrammar functioned in certain students' texts or other samples of manuscripts written by the experts, the linguists, and the practical researchers and (ii) the review of related literature which scientifically focuses on the general notion of lexicogrammar, grammatical errors, text structure, and writing competence.

A. REVIEW OF THEORETICAL STUDY

This study of theoretical studies lends authority to the author's point of view. The following words are highlighted in this field:

1. Lexicogrammar

In the case of lexicogrammar, Lexicogrammar (or lexico-grammar) is a language framework in which lexis (vocabulary) and grammar (syntax) are combined. Words and grammatical structures are not considered as separate entities at this level, but rather as mutually dependent entities, with one level interacting with the other; that is

how lexicogrammar is generally defined.¹⁴ This functions structurally organize the writing product written by the students; it allows them organize their feelings and ideas as well as to convey meaning through well-constructed text.¹⁵

Likewise, the rules of grammar are well-defined; words, phrases, and sentences are formed and interpreted in order to construct a meaningful row of sentences. Additionally, because written text is read in the absence of the author, it is critical to ensure that it is easily intelligible through proper grammar.¹⁶

Moreover, people employ the recount method, which is organized in a generic form, to bring past experiences to life. Lexicogrammar is a term that combines the words "lexis" and "grammar." Words in systemic Functional Linguistic (SFL) are always contextualized and cannot be separated from grammar. To put it another way, "lexicogrammar is a wording system that represents

¹⁴ Tri Jampi Setiyorini, Puspa Dewi, and Edi Sunjayanto Masykuri, 'The Grammatical Error Analysis Found in Students' Composition', *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 10.2 (2020), 218 <<https://doi.org/10.26714/lensa.10.2.2020.218-233>>.

¹⁵ Shagia Afrin, 'Writing Problems of Non-English Major Undergraduate Students in Bangladesh: An Observation', *Open Journal of Social Sciences*, 04.03 (2016), 104–15 <<https://doi.org/10.4236/jss.2016.43016>>.

¹⁶ Ni Putu Ines Marylena Candra Manik and Ni Komang Arie Suwastini, 'Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School', *Humanis*, 24.3 (2020), 238 <<https://doi.org/10.24843/jh.2020.v24.i03.p02>>.

linguistic resources for constructing meanings through words and structures.”¹⁷ In conclusion, by understanding the term lexicogrammar, the students, fortunately, are informed how to mechanically write the correct texts.

In accordance with the realization of text, the text is a representation of the speaker's language. In any case, the experts can sense a linguistic system through text. As a result of the linguistic choices, this language system, according to Halliday, is a resource for making meanings, and it operates on three levels¹⁸:

1. The lexicon (meaning).
2. The lexico-grammatical system.
3. The graphology and phonology (letters and sounds)

2. Grammatical errors

How to structure the texts purposefully, the writers need to carefully understand the writing mechanism. Theoretically, writing is the process of putting thoughts on paper in order to turn them into words, sharpen major concepts, and provide structure and coherence. Knowing the norms of writing, which include being aware of

¹⁷ Tri Wiratno, ‘Teaching News Writing in English: From Genre to Lexicogrammar’, *Pertanika Journal of Social Sciences and Humanities*, 26.2 (2018), 909–28. ...p. 913.

¹⁸ Halliday. (1988). *Learning How to Mean: Explorations in the Development of Language*. London: Arnold.

linguistic aspects and having a basic awareness of genre, is one of the most important components in writing well.¹⁹

In case of errors, errors occur when students frequently do not use the structure of language correctly. Students make errors frequently, but they do not know that those are errors. Errors occur when students lack competence in the target language, the errors appear frequently, but they do not know how to correct them.²⁰ Thus, when studying writing skills, students must be able to recognize all of the common components found in writing. For example, learners must select appropriate terminology to describe the item to be written.

In detail, employing suitable grammatical structures, punctuation, word choice/correct terms, acceptable spelling, assessing the target reader's characteristics, includes sharing knowledge or sharing bits of information, using a wonderful central idea, and choosing a good topic writing.²¹ On the other hand, many students struggle with writing issues, regardless of their

¹⁹ D Parsons and others, 'An Analysis of Lexicogrammar in Samples From a Corpus of Science Texts', *Linguistik Terapan*, IX.1 (2020), 107–19 <<https://doi.org/10.2991/klua-18.2018.31>>...p. 582.

²⁰ Setiyorini, Dewi, and Masykuri...p. 220

²¹ Hijjatul Qamariah, Sri Wahyuni, and Meliana, 'An Analysis of Students' Grammatical Errors in Writing English Text in the Second Grade Students of Smk Banda Aceh', *Getsempena English Education Journal*, 7.1 (2020), 58–71 <<https://doi.org/10.46244/geej.v7i1.1041>>.

communicative competency, learning levels, or the status of English use in their nations, whether as a first (L1) or second (L2) language. Hence, writing issues are defined as deviations from a target language's grammar, syntax (sentence construction), and meaning.²²

The system of grammatical errors correction applied in this study is functioned to help the public writers become better writers by catching and correcting grammatical errors in their work become better writers by catching and correcting grammatical errors in their work²³. In summary, a grammatical error generally is a term used in prescriptive grammar to denote an erroneous, unusual, or contentious usage, such as a misplaced modifier or an incorrect verb tense. It's also known as a user error.

3. Text structure

In the case of text structure notion, this is about the organization of information within a written text which is referred to as text structure. This technique teaches

²² Al RYanne Gatcho and Eduardo Teodoro Ramos, 'Common Writing Problems and Writing Attitudes among Freshman University Students in Online Learning Environments: An Exploratory Study', *Journal of Translation and Language Studies*, 1.1 (2020), 49–66 <<https://doi.org/10.48185/jtls.v1i1.6>>.

²³ Keisuke Sakaguchi and others, 'Reassessing the Goals of Grammatical Error Correction: Fluency Instead of Grammaticality', *Transactions of the Association for Computational Linguistics*, 4 (2016), 169–82 <https://doi.org/10.1162/tacl_a_00091>.

students that a text may convey a major idea and details, a cause and later its effects, and/or diverse perspectives on a subject.²⁴ Several genres taught to express any goal or intention; one of them is recount text. In junior high school textbooks, recount text is offered in the first chapter. This text serves as an opening text that students will recognize while telling a story about a former incident or experience. The goal of a recount text is to provide information that will delight readers and listeners while also informing them on the topic or substance of the discourse or tale text.²⁵

Besides, text, in general, is a piece that is frequently read. Contextually, it is the language unity that expresses the meaning. The text's shortcoming is that it does not measure the distance between two points. The text is measured by the meaning expressed and the context, not by the number of sentences or pages.²⁶ Then, the text is a

²⁴ Magdalena Ngongo, Mesakh Dethan, and Hermyn B Hyna, 'Metafunction Meaning Realization in Lexicogrammar of Sermon Texts on Language and Cultural Monthr, Kupang Town: A Systemic Functional Linguistic Approach', 228.Klua (2018), 214–25 <<https://doi.org/10.2991/klua-18.2018.31>>.

²⁵ Riana Br. Sianipar and others, 'An Analysis of Recount Text in English Textbooks Used By Tenth Grade Students', *Journal of Languages and Language Teaching*, 8.2 (2020), 120 <<https://doi.org/10.33394/jollt.v8i2.2280>>.

²⁶ Azhar Syaiful, 'Analysis of Generic Structure of Recount Texts (The Study Of Fourth Semester Students of Stain Salatiga in The Academic Year Of 2012/2013).', *English Education Department Teacher*

collection of words that are used to convey information and explain the meaning. Many teachers use genre-based language education to present their students with a variety of texts to practice writing, such as story texts, report texts, procedure texts, and recount texts.²⁷

Under recount text, a recount text is theoretically a text that recounts a previous event. It begins by describing who was involved, what happened, where it occurred, and when it occurred. This essay seeks to list and describe prior experiences by recounting events in which they occurred.²⁸ Moreover, recount text which is highlighted to be learned in the grade of X is biographical text; it depicts a person's experience of these life events rather than merely the basic facts such as school, work, relationships, and death.

Socially, the purpose of a recount text is to give the audience a description of what happened and when it happened. Hence, the generic structure of recount text is orientation, events, and reorientation. A recount text linguistically includes the use of connectives that link events in time, such as next, later, when, then, after, before,

Training and Education Faculty State Institute For Islamic Studies (IAIN) Salatiga, 2015, Pages: 66.

²⁷ Sianipar and others...p. 121.

²⁸ Qudwatin Nisak M. Isa, Risdaneva Risdaneva, and Affied Alfayed, 'An Analysis of Acehnese Efl Students' Grammatical Errors in Writing Recount Texts', *Englisia Journal*, 5.1 (2017), 41 <<https://doi.org/10.22373/ej.v5i1.2301>>.

and first, as well as the usage of the simple past tense.²⁹ That is, in conclusion, how this text type is structurally written to give the readers the comprehension of recount text.

4. Writing competence

Along with listening, speaking, and reading, one of the essential English skills is writing. It is a required talent for English Department students to master because it is a productive skill. As a result, expressing a written message through writing is challenging. Despite this, the kids struggled, particularly when composing a paragraph.³⁰

Furthermore, writing takes a considerable amount of time. Because the aligning words must be able to communicate the writer's ideas, it's not as simple as merely putting the words together.³¹ Therefore, students must transform words into grammatically accurate phrases and connect those sentences to make a continuous piece of

²⁹ Sianipar and others...p. 122.

³⁰ Farikah, 'The Implementation of Thematic Progression Patterns With Cooperative Learning Model (Tp-CI) in Improving Writing Skills', *Language Circle: Journal of Language and Literature*, 7.1 (2012), 1–11 <<https://doi.org/10.15294/lc.v7i1.2428>>.

³¹ Alief Noor Farida and Mohamad Ikhwan Rosyidi, 'Students' Writing Quality: Its Coherence and Cohesion', *Language Circle: Journal of Language and Literature*, 14.1 (2019), 121–29 <<https://doi.org/10.15294/lc.v14i1.21505>>.

writing that successfully communicates their writer's thoughts and ideas on a specific subject.

In general, in order to have writing skills, students must pay close attention to some writing processes, such as grammatical function, punctuation, and vocabulary; those portions that students find hardest to master.

5. Recount Text

In connection to the topic selected, the researcher determines recount text as the premier data to be investigated. Theoretically, it is a text that recounts the events of the past in order to inform or entertain the reader.³² Similarly, this text is defined as a text that recounts a former occurrence. It begins by describing who was involved, what happened, where it occurred, and when it occurred. This essay seeks to list and describe prior experiences by recounting events in the order in which they occurred. The materials should be composed in a series of steps in order to reach its goal.³³

To show what problems that are investigated, the research consults to the study organized by Hasibuan and Simatupang where the students' obstacles in composing

³² Manik and Arie Suwastini...p. 240.

³³ Hardiani Ardin and others, Students' Errors in Using Lexicogrammatical Features in Writing Recount Text', *Linguistik Terapan*, 5.1 (2018), 193–202 <<https://doi.org/10.2991/klua-18.2018.31>>.

the recount text is applying lexicogrammar. The students were perplexed as to how to properly create a recount text. The pupils wrote the text in the end, although there were problems in the text arrangement and lexicogrammatically aspects. Students cannot avoid making mistakes because they occur frequently during the learning process. It occurs because they communicate their ideas, feelings, and messages in a variety of ways.³⁴

In brief, the researcher summarized that errors are most common in the productive skills of writing and speaking, but they can also occur in other areas. It is difficult to assess faults in productive capabilities in a short period of time.

B. PREVIOUS RESEARCH

There have been previous studies that have multiple individuals, objects, and the same vision as the one discussed in this study. However, in this study, the researcher used many sorts of research into the study:

1. The study of how lexicogrammar patterns are written in the descriptive text that was reported by Sigalingging and friends. The descriptive lexicogrammar and text structure was written by Junior High School pupils where were as

³⁴ Hasibuan and Simatupang....p. 24.

the study's aims. The descriptive qualitative method was used in this investigation. The students' descriptive writing, in which they explain the photographs of cats and sunflowers, was the source of the data. The data was gathered through observation. The results also demonstrate that all of the students wrote descriptive text using all of the descriptive text structure components: classification, appearance, behavior, attribute, and location. On descriptive text, students in grades 7, 8, and 9 at Junior High School used five lexicogrammar components.³⁵ This study similarly had an equal thought namely reporting what grammatical features and lexical usages are applied to write descriptive text whereas what the data was taken was factually different; this proposal intends to analyze descriptive genre written by eighth graders.

2. The research of the analysis of lexicogrammar in recount text was ever written by Rini Hendrita and Lingga where this academic article was published in 2018. The goal of this study was to discover the causes of students' lexicogrammatically issues when creating recall texts. The research was descriptive. The pupils of class IXa at MTsN Ganting Padangpanjang, which numbered 32,

³⁵ Parsons and others.

were the focus of the study. The writing exam and the questionnaire were utilized to collect data for this study. The writing exam was used to investigate the students' lexicogrammatically difficulties in writing recount texts, while the questionnaire was used to investigate the variables that contributed to the students' difficulties in writing recount texts. As a result, it may be stated that the pupils continue to struggle with creating recount texts.³⁶ This study had a similar goal in mind, namely to identify what grammatical elements and lexical usages are used to compose recount text, but the data collected was factually different; this proposal aims to examine the recount genre produced by ninth graders.

3. Since the form of language features belong to teaching writing for any genre, the following study focuses on the teaching genre; it highlights lexicogrammar. This paper presents the findings of a classroom action research study on teaching English news writing to two classes of English Department students. Twelve Diploma Program students and 12 Undergraduate Program students participating in the English for Journalism course were purposefully chosen to participate in this study. Because students are faced with the challenge of news information

³⁶ Hendrita, rini dan Geni....p. 193-202

on the one hand and how to express the content on the other, this type of teaching necessitates a particular technique.³⁷ Simply, both studies are investigating the function of lexicogrammar for certain texts; this current study, yet, discusses the elements of lexicogrammar and how those parts are applied in recount text.

³⁷ Wiratno.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter is an overview part of the method of the research. This part procedurally attends an urgent role in research since it impacts the findings as well as the discussion of the study. Before conducting the study, the researcher systematically has to refer and apply the appropriate technique to find the accurate data. Here, the researcher of this study represents a clear description of the research design, and the source of the data, the data of analysis, and technique of collecting the data.

A. RESEARCH DESIGN

The research method used by the author was qualitative research. Where this type of research aims to holistically understand phenomena observed on research subjects, such as behavior, perception, action, and so on, using descriptions in the form of words and language in a natural context and various natural methods.³⁸ According to Fitrah and Luthfiyah, qualitative analysis is a type of inquiry that employs

³⁸ J. Moleong Lexy, *Metodologi Penelitian Kualitatif*, revisi, (Bandung: PT Remaja Rosdakarya, 2018).

informative evidence in the form of written or oral comments from individuals or actors who can be observed.³⁹

Whereas in one approach it is descriptive, meaning that the researcher only reports what happened to the item or area being analyzed, then clarifies it straightforwardly in the form of a research report.⁴⁰ Based on this theory, the author concludes that a descriptive qualitative approach is a research method that explains what happens to the object or area being examined through a clear explanation in the form of words.

B. SUBJECT OF THE STUDY

In qualitative research, it would involve descriptive analysis, looking at notes, verbal notes, documenting observations and interviews, information from documentation material from data sources.⁴¹ The researcher had been granted permission by the school's administration to conduct a continuous data collection technique, which includes both documentation and interview sessions, to conduct this study objectively. Based on the detailed explanation above, the researcher went to SMA N 14 Semarang with their

³⁹ Muh Fitrah, and Luthfiyah, 'Metodologi Penelitian; *Penelitian Kualitatif, Tindakan Kelas & Study Kasus*, 2017, p. 234.

⁴⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan*, Ed.Rev.201 (Jakarta: PT Rineka Cipta, 2010).

⁴¹ Mohamad Mustari and Taufiq Rahman, *Pengantar Metode Penelitian*, Yogyakarta : Laksbang Pressindo, 2012), p. 37

instruments to take some notes from students' texts in Academic Years 2021/2022.

C. SOURCE OF THE DATA

To fulfil the objective analysis, the writer tends to select and gain the information how the students write as well as develop their idea into several fragment of structures of recount texts. Additionally, 5 texts are then chosen in numerous types of topics. The writer academically at that point focuses on only the content in the form of news' rubric.

D. TECHNIQUE OF DATA COLLECTION

Data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. Without knowing data collection techniques, researchers will not get data that meet established data standards.⁴² Since this study belongs to descriptive qualitative, this study used both documentation and interview sheet in collecting data:

The first data collection is documentation which functions to collect the data and also to answer research problem number 1; it is about students' recount texts. The second one is the interview sheet, according to Sugiyono, the interview is a meeting of two people to exchange information

⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, CV, 2016).

and ideas through questions and answers, so that meaning can be constructed on a particular topic.

In this study, the writer interviewed some students of SMAN 14 Semarang to answer the second research question. The students' papers are 5, and they are written in the academic year 2021/2022. The collection papers will be collected through the method of purposive sampling where this functions to detect a non-probability sample that is selected based on characteristics of a population and the objective of the study

1. Documentation

To accomplish the goal of this research, the researcher applied the documentation as this system may play to be used to provide information such a local paper, information on a notice board, administrative policies, and procedures. This format below is adopted from the thoery which proposed by Anderson.⁴³ The following table is the sample of documentation:

Table 1: Sample of documentation

⁴³ Anderson, Mark & Kathy Anderson, 'Text Types in English 1-2,' Australia: Macmillan Education Australia, 2003.

| No | Students' name | Samples of lexicogrammar | | | | |
|----|----------------|--------------------------|------|---------|-----|-----|
| | | Simple past tense | Conj | Pronoun | Adj | Adv |
| | | | | | | |
| | | | | | | |

After the selected texts are collected, the researcher needs to give mark “V” when the lexicogrammars are applied and vice versa.

2. Interview Sheet

The researcher through the interview session will deliver some related questions toward how significant lexicogrammar is and why some errors have exactly happened; the questions are open-ended questions where the students are free to give their idea. The following questions are related to the form of an interview for the English students:

Table 2: Students' interview

| | |
|---|---|
| 1 | Do you see that writing is significant? Explain in general! |
| 2 | Do you find such problems in writing recount text? What are they? |
| 3 | To write recount text, the writers have to familiarize with lexicogrammar. Are you familiar with them? What are they? |

| | |
|---|--|
| 4 | Do you agree that feature of lexicogrammar is hard? Why? |
| 5 | How do you need to solve those problems? |

Those are both documentation and interview to gain the objective occurrence that administrated by the research within this academic research.

E. METHOD OF DATA ANALYSIS

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking it down into units, synthesizing, organizing into patterns, choosing what is important, and that will be studied, and make conclusions, so that, they are easily understood by themselves and others.

In this research the steps of analyzing the data are as follow:

1. Data Reduction

The reduction of the data in this research means the process of selecting, summarizing, focusing on the crucial data, and delete the data that isn't needed for the study. In this step, the researcher checked all of the data collected from the interview, and documentation such as

recording, images, and field notes. The purpose of this step is for filtering the data and describes it into a sentence. The researcher also gave additional information and discard information that is repetitive or unimportant. If there is data in Indonesian form, the researcher translates it into the English version which is in accordance with the rules of the English translation.

2. Data Display

The data would be processed to make a coherent description, so the information was easy to understand. According to Miles and Huberman, the most frequent form display data for qualitative research data in the past has been recount text. Looking at displays helps us to understand what is happening and to do something further analysis or caution on that understanding.⁴⁴

In this step, the researcher classified the data according to the variable group. Then, it was classified again according to certain indicators as set before. By doing this step, the data would have a suitable place within the framework of predefined reports.

3. Conclusion

According to Miles and Huberman, the last step for analyzing data is verified. The initial findings put forward

⁴⁴ Sugiyono, 'Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D)', 2017.

are still temporary and will change if no substantial evidence is found that supports the next stage of data collection. But if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the findings put forward are likely conclusions.

The researcher interpreted the data that had been previously coded based on the variable and indicators. The data described by using a narrative form and enriching the information appropriate with evidence (images, recording, or video). The result or finding is supported with substantial evidence to strengthen the result of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter academically serves both research findings and research discussions. These findings and their presentation were linearly responded research problems which stated in the first chapter of this study; also, its discussion was written to give a detail explanation of the study conducted. Either the findings or the discussion was about the use of lexicogrammar which featured in several recount texts written by students of X in Academic Years 2021/2022.

A. RESEARCH FINDINGS

This part is organized to establish the particular findings toward the study conducted; this topic belonged to the study of lexicogrammar which featured in certain texts written by the students of 10 at SMA Negeri 14 Semarang. There were five texts which had been observed by the researcher through the system of language features proposed by Halliday.

There were both findings to objectively respond two research problems formulated by the researcher; the research questions were what types of lexicogrammar that featured in recount text at the X grade of SMAN 14 Semarang and How lexicogrammar are featured in recount text at the X

grade of SMAN 14 Semarang. Therefore, the researcher administrated both documentation to record any phenomenon occurred on students' texts and personal interview to further question them about the reasons of lexicogrammar featured in the texts.

1. The Realization of Lexicogrammar in Students' Text

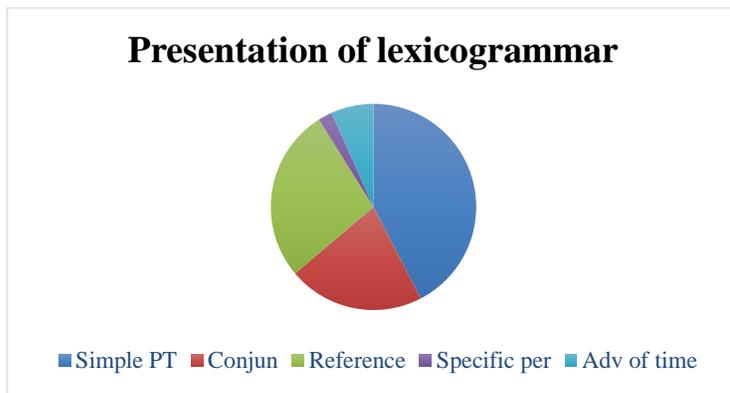
In the issue of students' product, they were required to personally write biography of recount text; this text socially told the readers about some people's history or achievement at the past. So, the form of language feature in term of tense must be formed in simple past tense (verb 2).

In addition, the students generically wrote this text in 3 sequences of structure: orientation, series of events, and re-orientation. The learners started some personal backgrounds of iconic heroes at the first of paragraph. In the second paragraph, the students served numerous sequences of last events such the heroes' journey whereas at the last paragraph, the learners gave their personal perception or this is the summary of the text.

Typically, there were five students' text which proportionally written by them; the number of lexicogrammars then were found such as the form of simple past tense, grammatical conjunction, grammatical reference or personal pronoun, adverbial of time, and

particular person. besides, this documentation which investigated the employment of lexicogrammar was functioned to answer research question number 1 – what lexicogrammar is featured in the students’ text – where this following figure represented the whole lexicogrammar’s distribution within these five texts:

Figure 1: The Presentation of Lexicogrammar

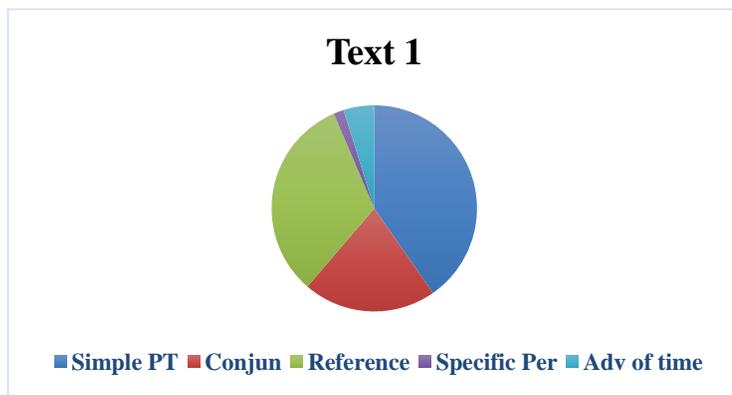


Within these five students’ product, the highest occurrence of lexicogrammar was simple past tense with the total number of 95 times, reference was the second occurrence; it was 61 times, grammatical conjunction was the third position with 45 occurrences, adverbial of time was then number 5 with 15, and the least occurrence was the name of particular person; it was 5.

Specifically, text 1 which was organized by X Mipa 1 was properly written in case of lexicogrammar usage

where the researcher found some occurrences which represented the language feature of recount text. Furthermore, this first text was structurally composed in three parts of generic structure. The figure of its representation could be observed below:

Figure 2: The Presentation of Lexicogrammar in Text 1

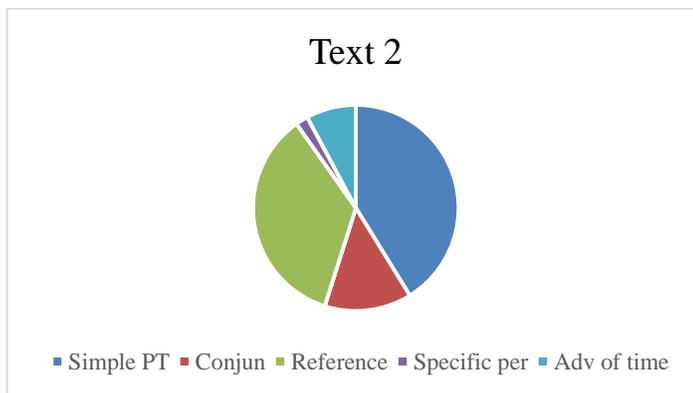


According to the presented figure, the researcher found that the most occurrence of lexicogrammar was simple past tense with 25 times of employment: the samples were such the words “was, came, thrown, gave, sent, were, and etc”. The second employment of language feature was grammatical reference with 25 times of occurrences such as “he, them, his, and we”. Furthermore, grammatical conjunction with 13 times of usages was the third position, e.g., “and, if, and or”. Then, the function of adverbial of time was 3 times used; for instance, “now, all

the time, and when”. Besides, the use of particular person was once since this text was only observing spesific name of biography; there was “Ir. Soekarno”. Nevertheless, there were some ungrammatical usage such the incorrectness of simple past tense such as “holds, won’t, and is”.

Additionally, this second recount text was written by X Mipa 2 where the researcher also discovered abundant instances of lexicogrammar. Similarly, this product was also organized into three continuous procedures, e.g., orientation, series of events, and re-orientation. Moreover, this following drawing symbolized the occurrence of lexicogrammar within text 2:

Figure 3: The Presentation of Lexicogrammar in Text 2



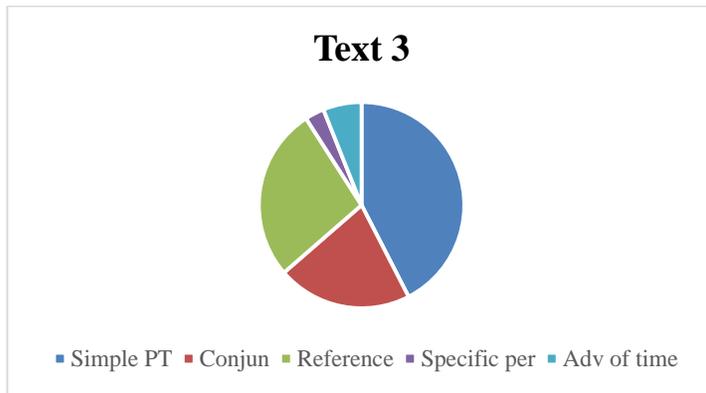
Based on the sample of presentation above, the researcher could symbolize that this finding represented such: simple past tense with 21 times of occurrence where

the instances were like “was died, was named, was, was recoded, and continued”; conjunction was then 7 times such as “or, and”; 18 times of occurrences were like “he, and his”; adverbial of time was 4 times occurred such “then, when, after”; and the last one of lexicogrammar was using a specific time: “Dr. Kanjeng Raden Tumenggung Radjiman Wedyodiningrat”.

Yet, some mistaken words are many times repeated such as the use of simple past tense; the writer continuously wrote “continoues, need, has been appoited”. They are actually incorrect, and must be written in the form of past tense. In addition, inappropriate word could be corrected such the word “her” it must be “his”.

Similarly, the researcher also found the samples of language features of recount text (biography) in text 3 where three parts of structure were distinguished: the background of the text (orientation), sequences of events, and summary of the text. The finding was such the following figure:

Figure 4: The Presentation of Lexicogrammar in Text 3



In case of the finding presented, the researcher found many times of lexicogrammar which featured in text 3. Then, the researcher discovered 14 times of occurrence that was as the most employment of language feature such as “Was, known, advocated, was published, and continued” while the second employment was the sample of grammatical reference; it was 9 times, e.g., “she and her”. In addition, grammatical conjunction was 7 times as the third occurrence; the samples were such “or, and” whereas the use fo adverbial of time was only once (after). This text focused on Raten adjeng Kartini as the specific name of person.

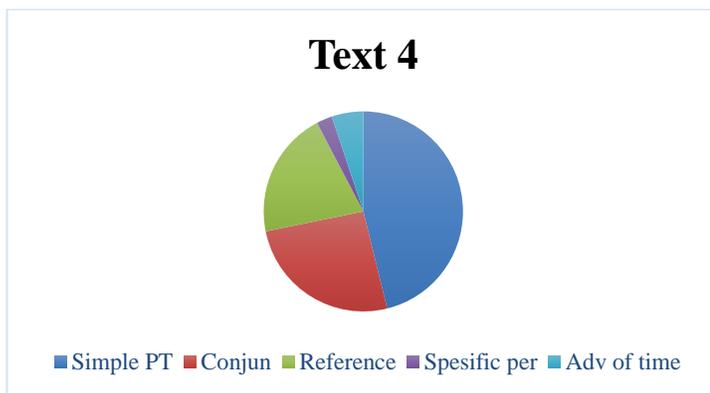
This student’s text is properly organized since several applications of language features are applied; yet the writer did the error of lexicogrammar’s employment

such the word “is”. That lexis is actually incorrent, and it must be “was” because of simple past tense.

Then, the word “but” is fortunately wrong since this application doesn’t belong to the correctness, or in detail, the sentence must be “she wanted to pursue further education, but Javanese women at the time were barred from higher education”; the use of comma must be omitted.

Likely, some employments of language feature of recount text were investigated by the researcher; the discovery was such simple past tense, grammatical conjunction, grammatical reference, adverbial of time, and particular name of person. Then, the figure was as follows:

Figure 4: The Presentation of Lexicogrammar in Text 4



Based on the figure displayed, the researcher found that the writer of this text employed certain language

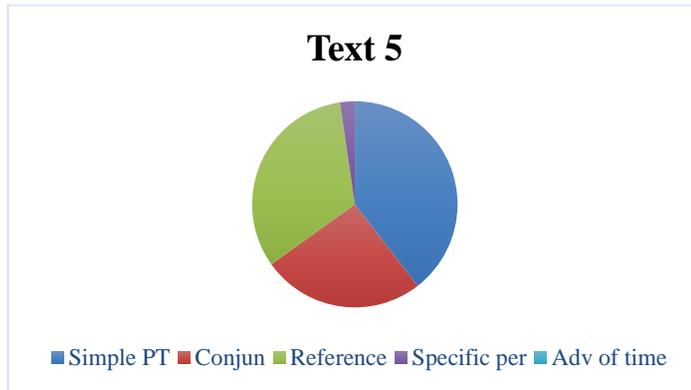
features; they were such simple past tense, grammatical conjunction, grammatical reference, specific name of person, and adverbial of time. In detail, the highest employment of lexicogrammar in this text was the form of simple past tense; its occurrence was 18 times of occurrence, and the samples were such “was, married, elected, returned, became”. The second employment was grammatical conjunction; its manifestation was 10 times, e.g., the word “and”. In addition, the word “they, his, and he” was the third occurrence of grammatical reference whereas the use of adverbial time was twice with the instance: after and until. This text focused on the particular person which was *B.J Habibie*.

The formulation of simple past tense form was not proper because the writer wrote both mistakes: the word “is” for auxiliary verb and “became” for irregular form of simple past tense. Vice versa, the word “is: must be written “was” while the word “become” must be formed “became”.

The researcher most likely looked into several language features of recount text and discovered simple past tense, grammatical conjunction, grammatical

reference, adverbial of time, and a specific person's name.
The following of text 5 was the sample:

Figure 4: The Presentation of Lexicogrammar in Text 5



According to the chart presented, this text employed numerous samples of language features where those functions qualified the organization of the text. This recount text possessed simple past tense, grammatical conjunction and referenc, adverb of time, and specific person. Furthermore, the most realization in this text was simple past tense with 17 times of employment; its samples like the words “was, is, belongs, worked, completed” while the second position was grammatical reference with 14 times of occurrence, e.g., the word “it, he, his”. Then, grammatical conjunction usage was occurred 11 times with some words’ samples such “Both..and, but, although, and”. Besides, the sample of adverbial of time was applied 4

times; its sample like the words “when, after, before, until”. This text focused on recounting *Ki Hajar Dewantara*.

However, the form of simple past tense in this student’s text is incorrectly written such as the word “belongs, is, extends, provide” they are must be formed in simple past tense.

2. The Reasons of the Realization of Lexicogrammar in Students’ Text

This second covered students’ perception toward the realization of language feature of recount text; where through this finding via structural interview, the researcher displayed non-numerical description of lexicogrammar. There were five questions which functioned to make the second research problem clear; those questions were supportive to help the readers understand how some language features were applied.

There were five students who were interviewed by the researcher; the first question was about the significance of writing:

The first student who was interviewed was Ganang Yuniar from class X science 1; he said, “I see that writing is important for my English skill because I think via writing product the people can have their personal idea to

see something”. Similarly, the second student, Alya who came from X science 2, said that that *writing is very important because when someone writes his/her writing means he or she is aware to represent the idea and also through the writing we can formally communicate with others people.*

Likely, this question born similar response where it was from the third student; her name was Tarish. S.Y. Q from X science 3. She said, “Writing is significant for me in learning English ability since this skill, I can take many advantages such as sharing my idea, communicating with others people, or giving the information to public readers.” Furthermore, Joana C was as the fourth student from X science 4 claimed that *writing was for her writing is very important when I am learning about writing; writing is significant since this application serves many meaningful expressions. And by the writing such texts, I can deliver my personal points.*

The last respondent was from Sirelia Caesar Anggi from class X science 5; she perceived that *writing is significant since this improves our ability to communicate and clarify our thoughts to others and to ourselves.*

The next finding was about several obstacles which found by the students in writing the recount text.

Therefore, some students were invited to have structural interview that asked them to convey their personal thought about the problems of composing this recount text. The first candidate was from Ganang Yuniar X science 1. He thought that *his text is not properly written because he missed using certain proper language feature especially for simple past tense. In this simple past tense, he forgot to differentiate either regular form or irregular form. However, he could easily apply such grammatical conjunction, personal pronoun, or adverbial of time well.*

Similarly, the problem was also derived from Alya Na'afiaresi, X science 2, who said, "I find some problems in writing the recount text; they are such using proper simple past tense because sometime I forget to use the correct form of simple past tense and the proper reference." Moreover, Tarish. S.Y. Q who came from X science 3 perceived in case of serious problem in writing that *she actually found numerous obstacles to organize it; for example, she didn't use the proper conjunction and the form past time.*

Joana C who came from X science 4 in the issue of obstacles in writing biography text said, "I have found several obstacles; for example, I cannot use the simple past tense properly because I confuse to use either regular form

or irregular form or simple past tense.” Whereas, the last respondent, Sirelia Caesar Anggi who was from X science 5, responded that *she had run into a few roadblocks; for example, she could use the simple past tense correctly since she was unsure whether to use the regular or irregular version of the simple past tense.*

In addition to the third question which must be responded by the students was about the significance of lexicogrammar in organizing the text. This first question was responded by Ganang Yuniar from X science 1; he then said, “I am actually familiar enough with this language feature which used in recount text such grammatical pronoun, conjunction, adverb of time and place, and simple past tense.”

Additionally, Alya Na’afiaresti came from X science 2; she claimed that *she understood about the lexicogrammar of recount text because her teacher teaches about them. She guessed that the language feature of recount text is simple past tense, conjunction, adverb of time and place, and preposition.* Furthermore, the perception about awareness of lexicogrammar especially for recount text. *The writer found that language feature of recount text is such adverb of time, adverb of place,*

pronoun, past tense, and conjunction; this response was from Tarish. S.Y. Q who came from X science 3.

Likely, Joana C who came from X science 4 said, “Actually, I know some parts of lexicogrammar for recount text; they are such simple past tense, conjunction, adverbial of time and place, and grammatical pronoun.” Additionally, Sirelia Caesar Anggi was from X science 5 thought, “I am aware of the lexicogrammar of recount texts because my teacher has taught me about it. Simple past tense, conjunction, adverb of time and place, and preposition are probably the language features of recount text.”

Then, these five students agreed that the realization of lexicogrammar within biography text was in fact hard to be employed since those elements, e.g., simple past tense, grammatical conjunction and reference, adverbial of time, and particular name of person. They were typically positioned as the level of linguistic structure or grammar. In short, the writers were required to understand how the forms were used.

The last question of interview was about the statement of solution to cover the learners’ difficulties. The first student said, “In my personal idea, besides my teacher gives some effective teaching to easily understand the

material also I can push myself to read a lot and understand the content.”

The second student responded, “By reading a lot and do many exercises will make me comprehend the function of lexicogrammar of recount text.” The third learner supposed, “My teacher should give me solution such as explaining me how to understand the lexicogrammar of recount text. And I’ll also read from any source of the text.”

The fourth pupil also said, “I think my teacher could give me the alternative teaching to easily recognize the names of lexicogrammar and how to execute them.” The fifth learner thought, “My teacher should provide me with a solution, such as teaching how to decipher the lexicogrammar in the recount text. I’ll also read the text from any source.”

B. RESEARCH DISCUSSION

This following academic explanation was series of discussion toward the realization of lexicogrammar which featured in students’ text. The text was written in case of person’s biography where those products were systematically organized by the students of X.

The first discussion was served to give the detail explanation toward what some language features which employed by the students to structure the text. According to the first finding, the writer could perceive that some language features of recount text (Biography) were proper enough since such lexicogrammar forms featured by the students to write the text.

Based on the student's product, the use of simple past tense seemed various; the form simple past tense was the base of how to structure recount text. Since this text was utilized to tell someone personality at the past, so the lexis of tense was written in form of verb 2 (simple past tense). conjunction looked functional because of its function. In addition to its signification, the Past Simple Tense is used to describe actions that occurred before the present moment. The manner in which an action was carried out was unimportant in the Simple Past. The fact that the activity was accomplished in the past is all that matters. The incident could have happened recently or a long time ago.

Then, the use of grammatical reference was also featured to organize the text; the students applied this kind of language feature to refer both previous or subsequent word. The term "reference" is frequently used in grammatical analysis to describe a relationship of identity that occurs

between grammatical units, such as when a pronoun "refers" to a noun or noun phrase that they were, such as the words "He, his, she, her, they, or we."

In term of the words' connection, the learners employed this language feature to help them link a word to another word or clause to another clause. Therefore, a conjunction is an element of speech that connects two sentences, clauses, phrases, or words together. Without realizing it, the writer utilized conjunctions frequently in his discourse. They could be used in place of beginning a new sentence in writing.

Generally, the function of adverbial time which served by the writers to widely identify certain period especially the time expressed at the past. The reason of why this lexicogrammar was featured was because when describing period, for how long, and how often something happened, various temporal adverbs are utilized. The most typical application of adverbs of time is to tell us when something happened. Adverbs that inform us when something happened are typically found at the end of sentences.

In accordance with the specific information of a person whom being observed; the names of the people involved in the biography are used in a biographical recount which this reason was because this text focused on describing one person.

However, the students who had written this recount text which employed numerous language features to knowingly structure paragraph by paragraph seemed like there were some that were not quite right. This inaccuracy was such the uncorrected form of simple past tense, e.g., the word “is, holds, won’t, is, will, or etc”(See appendix 2). On the other words, That lexis was actually incorrent, and it must be “was” because of simple past tense. In addition to the wrongness of grammatical conjunction was like the word “but” was fortunately wrong since this application didn’t belong to the correctness, or in detail, the sentence must be “she wanted to pursue further education, but Javanese women at the time were barred from higher education”; the use of comma must be omitted.

The second part of discussion was about the students’ responses where the researcher could interpret that the writing based on the students’ answers were quite significant as this skill provided the learners how to express literally their idea. The detail of students’ responses could be observed in appendix 3.

Typically, the discussion why writing ability seemed important was because writing aids emotional development, critical thinking skills development, and academic success.

Students who have honed their writing skills are also better equipped to convey their understanding of complex subjects.

In term of writing's error in arranging the text, most the students found their obstacles when they arranged the simple past tense as well as the usage of grammatical conjunction. Commonly, the students seemed complicate or confuse when the faced the form of irregular form of simple past tense. For the reason that it's perhaps the most difficult tense in English to grasp because it may be employed in a variety of ways. It's also difficult to translate into other languages because the equivalent tense isn't always used in the same way.

In addition, the use of grammatical conjunction was difficult enough where the leaners felt hard to put the samples of grammatical connection in complex sentences so that they left inaccuracy of the practice. Besides, the sentences can be constructed to generate the desired meaning by understanding the grammatical rules.

In case of lexicogrammar's usage, the students were actually requested to familiarize them since this feature of application aided the writers to connect as well as structure the written text systematically. According to the students' responses, they were in fact aware that this employment was ever taught by their teacher. Since the learners were learning about this lexicogrammar especially for the function of

recount text, they familiarized them, e.g., simple past tense, both grammatical reference and conjunction, adverb of time, and specific name of person.

The fourth question was about the students' opinion toward the employment of lexicogrammar within writing a text. The students mostly responded that this feature was hard to be applicated or practiced although they had extra effort to learn by themselves via reading and practicing. Yet, these number of learners found some mistakes in practicing when they wrote this requested product.

Those were both research findings and discussion toward the realization of lexicogrammar which featured by the students to write their biography text; these descriptive explanations were achieved from both structural documentation and structural interview.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter basically aids the public readers to observe both research conclusion and research suggestion. Those reports were in line provided the summary and recommendation to the further research of the practice of lexicogrammar which featured in several recount texts written by students of X in Academic Years 2021/2022.

A. Research Conclusion

This segment was about what the researcher could serve her personal conclusion toward the topic highlighted; this study was about the realization of lexicogrammar which featured in students' recount text in grade X of SMA Negeri 14 Semarang. Through both documentation and students' interview, two research problems were procedurally achieved.

The first summary resulted that the employment of lexicogrammar of biography text which had been structured by the students occasioned various samples of language features; they were such the use of simple past tense, grammatical reference, grammatical conjunction, adverbial of time, and specific name of person. according the result of findings, the most occurrence of lexicogrammar was simple past form, then the feature of grammatical reference,

grammatical conjunction, adverb of time, and the least occurrence was the particular name of person. Although there were some mistakes of the language usages such as the unfunctional form of simple past tense and ungrammatical feature of conjunction, the learners were eager to develop their ability in writing via reading a lot, doing many practices, and teachers' guidance.

The second research conclusion was about the result of students' perception toward the significance of lexicogrammar in featuring recount text. Via some questions delivered by the researcher, the students mostly perceived that the writing for them was important or significant; it was because writing was as one of four skills in learning English. Within this writing, the use of lexicogrammar which functioned to realize the density of lexis was also substantial although the students saw that those application were quite hard. Besides, the students strived to solve some mistakes such inefficacy of simple past form and grammatical conjunction.

B. Research Suggestion

Based on the study conducted and the result reported, this research suggestion recommended to the students who learnt, in this period, to structure the systematic text must pay

very careful attention toward the single proper usages of lexicogrammar so that the mistakes of the form could be omitted, e.g., the form of simple past tense whether irregular form or regular one.

In the issue of teaching transfer, the teachers could give intensive facilitation or effective teaching methodology to their learners such how to effectively distinguish both regular or irregular form so that the learners then understand their samples accurately.

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APPENDIX I
Students' Recount Text

TEXT 1

Name : Ganang Yuniar

Class : X Mipa 1

The Life Journey of Ir. Soekarno

Bung Karno was a charismatic figure and had great influence for the independence of Indonesia. He was the first president of Indonesia. Bung Karno who was also known as Ir. Soekarno was born on June 6, 1901, in Surabaya, East Java. His parents were Raden Soekemi Sosrodihardjo and Ida Ayu Nyoman Rai. His father was a teacher in an elementary school in Bali, also a place where he met Ida Ayu, Bung Karno's mother.

In 1926, he established Algemene Studie Club and it became the root of Partai National Indonesia which was established in 1927. Unfortunately, in December 1929 he was arrested and in jail by Netherland company due to his activities in PNI. In August 1933, he was arrested again by Netherland company and thrown away in Flores. However, Bung Karno never gave up. He sent his letters to his teacher in *Persatuan Islam*, named. From 1938 to 1942 Soekarno was thrown away to

Bengkulu province and he was released when Japan came to Indonesia in 1942.

In the era of Japan's government in Indonesia, Japan thought that politicians and other figures were important. Japan used them to attract the society's attention. One of them was Soekarno. However, Soekarno had a plan and he actively prepared the independence of Indonesia such as making the outline of Pancasila, UUD 1945 and the foundation of the government and also the script of the proclamation for the Independence Day of Indonesia.

Now, Sukarno is the only Indonesian president who holds the title of a national hero. His struggle, his tenacity, his patience in achieving independence have inspired many people. His struggle won't be in vain if we fill the times of independence by helping others and spreading kindness. The spirit of his nationalism is ingrained, burning the spirit of the youth to protect and care for the homeland of Indonesia. Soekarno will always be remembered for all the time.

TEXT 2

Name : ALYA NA'AFIARESTI

Class : X Mipa 2

Dr. Kanjeng Raden Tumenggung Radjiman Wedyodiningrat was born on 21st April 1879 in Yogyakarta. He was an Indonesian physician and one of the founding figures of the Indonesian Republic. He was a member of the Budi Utomo organization, in 1945 was electing to lead the Investigating Committee for Preparatory Work for Independence (BPUPKI).

He is the son of Mr. Sutrodono who was a retired corporal in Yogyakarta. Meanwhile her mother was from Gorontalo. Radjiman was graduated from an elite elementary school for indigenous children, Europeesche Lagere School (ELS) on April 27 1893 in Yogyakarta. Then, he continued at the Javanese medical school or School tot Opleiding van Indische Artsen (STOVIA) and He was graduated on December 22 1898. Radjiman was asked to become a personal doctor at the Surakarta Susuhunan Palace. Then, in 1909, he decides to go to the Netherlands to continue his education and deepen his medical knowledge, and surprisingly he only need one year to complete his studies on Netherlands. After he was back from Netherlands, He was recorded as a member of the Volksraad (People's Council), from 1918 to 1921. He was also actively involved in the founding of the Great Indonesia Party

(Parindra) which was founded in 1935 in Surakarta by Dr Soetomo and friends. In the history of the States of Indonesia, the important role of Dr KRT Radjiman Wedyodiningrat was the Chairman of the Investigative Agency for Preparatory Work for Indonesian Independence (BPUPKI). When the proclamation of independence was carried out, Dr. KRT Radjiman Wedyodiningrat still continues his career. He has been appointed a member of the Supreme Advisory Council (DPA), a member of the Central Indonesian National Committee (KNIP), and a member of the House of Representatives (DPR). And He was died in Ngawi, East Java, on September 20, 1952 at the age of 73 years old.

Because his important role For Investigative Agency for Preparatory Work for Indonesian Independence (BPUPKI). He was named a National Hero of Indonesia on 8 November 2013.

TEXT 3

Name : Tarish. S.Y.Q

Class : X Mipa 3

Raden Adjeng Kartini also known as Raden Ayu Kartini, was born on April 21, 1879, in the village of Mayong, Java, Indonesia. She was prominent Indonesian activist who advocated for women's rights and female education. She was born into an aristocratic Javanese family in the Dutch East Indies (present-day Indonesia).

After attending a Dutch-language primary school, she wanted to pursue further education, but Javanese women at the time were barred from higher education. She met various officials and influential people, including J.H. Abendanon, who was in charge of implementing the Dutch Ethical Policy. After her death, her sisters continued her advocacy of educating girls and women.

Kartini's letters were published in a Dutch magazine and eventually, in 1911, as the works: *Out of Darkness to Light*, *Women's Life in the Village*, and *Letters of a Javanese Princess*. Her birthday is now celebrated in Indonesia as Kartini Day in her honor, as well as multiple schools being named after her and a fund being established in her name to finance the education of girls in Indonesia

TEXT 4

Name : Joana C

Class : X Mipa 4

B.J. Habibie is a role model and pride for many people in Indonesia. He is the third President of the Republic of Indonesia. His full name and title are Prof. DR(HC). ing. Sc. multi. Bacharuddin Jusuf Habibie. He was born in Pare-Pare, South Sulawesi, on June 25, 1936. He was the fourth of eight children, the couple Alwi Abdul Jalil Habibie and RA. Tuti Marini Puspowardojo. Habibie married Hasri Ainun Habibie on May 12, 1962 and they have two sons, Ilham Akbar and Thareq Kemal.

In Indonesia, Habibie was Minister of State for Research and Technology/Head of BPPT for 20 years, chairman of the Indonesian Muslim Intellectuals Association (ICMI), led a strategic state-owned company, was elected vice president of the Republic of Indonesia and become the 3rd President of the Republic of Indonesia after Suharto resigned in 1998. During Habibie's time, there was a referendum in East Timor, until finally East Timor separated from Indonesia. In his short tenure, BJ Habibie has laid the foundation for democratic life and regional unity in Indonesia with the passing of the law on regional autonomy and the law on political parties, the law on general elections and the law on the composition of council members. the position of the DPR/MPR.

Descending from his position as President, Habibie returned to Germany with his family. In 2010, Ainun died of cancer. As a therapy for the loss of a loved one, Habibie wrote about a love story with Ainun, which was later recorded under the title "Ainun and Habibie". This book has been filmed with the same title.

TEXT 5

Name : **Sirelia Caesar Anggi**

Class : **X Mipa 5**

May 2, 1889 Ki Hajar Dewantara born in Yogyakarta. The original name of Ki Hajar Dewantara is Raden Mas Soewardi Soeryaningrat. He comes from a family of Yogyakarta Kingdom. Raden Mas Soewardi Soeryaningrat, he was renamed Ki Hajar Dewantara when even 40-year-old Caka year count did. Since that time, he was no longer using knighted before his name. It is intended that he be free to close to the people, both physically and in his heart. He is a figure of a polite, simple and noble-hearted. Although the gentility but Ki Hajar

Dewantara still hang out with the people downstairs and diligently provide succour to the needy. The journey of life Ki Hajar Dewantara really characterized the struggle and devotion in the interest of his people. He completed elementary school in ELS (Netherlands elementary school) then extends to the STOVIA (school Doctor Bumiputra), but not until the end due to illness. He then worked as a journalist on several newspapers, among others, Sedyotomo, Java, Midden De Express, Indian Oetoesan, Kaoem, Moeda Tjahaja Timoer and Poesara. In his time, he belongs to the author reliable. His writings

are very communicative, sharp and so capable of uplifting patriotic anticolonial readers.

Finally, He gave the example of and motivation to young people to keep passion in learning about science. One of the motivational words of Ki Hajar Dewantara which until now still inherent in the minds of all of us, namely: “Tut wuri handayani” ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani.

APPENDIX II
THE REALIZATION OF LEXICOGRAMMAR

| No | Students' name | Samples of lexicogrammar | | | | |
|----|----------------|--|--------------------------|-------------------------------|-------------------|------------------------------|
| | | Simple past tense | Conj | Pronoun | Particular person | Adv of time |
| 1 | Ganang Yuniar | 25 times Came, thrown, gave, sent, were, or was | 13 times And, if, and | 20 times His, we, them, he | 1 Soekarno | 3 Now, when, all the time |

The text is actually good in organization since some language features are typically applied. However, the students are not actually aware in closing the statement since some words, many times repeated, are written in simple present tense: for examples, “is, holds, won’t, is, will” also the function of adverbial of time doesn’t belong to any correct

| | | | | | | |
|---|------------------|--|--------------------|---------------------|---|------------------------------|
| 2 | Alya Na’afiaresi | 21 times Was died, was named, was, was recoded, and continued | 7 times And, or | 18 times He, his | 1 Dr. Kanjeng Raden Tumenggung Radjiman Wedyodiningrat | 4 times Then, after, when |
|---|------------------|--|--------------------|---------------------|---|------------------------------|

This recount text looks systematic because several parts of language features are practically employed. Yet, some mistaken words are many times repeated such as the use of simple past tense; the writer continuously wrote “continoues, need, has been appoited”. They are actually incorrect, and must be written in the form of past tense. In addition, inappropriate word could be

corrected such the word “her” it must be “his”.

| | | | | | | |
|---|---------------------------|---|--------------------|--------------------|------------------------------|----------------|
| 3 | Tarish. S.Y. Q | 14 times Was, known, advocated, was published, and continued | 7 times Or, and | 9 times She her | 1 Raten adjeng Kartini | Twice After |
|---|---------------------------|---|--------------------|--------------------|------------------------------|----------------|

This student’s text is properly organized since several applications of language features are applied; yet the writer did the error of lexicogrammar’s employment such the word “is”. That lexis is actually incorrent, and it must be “was” because of simple past tense. Then, the word “but” is fortunately wrong since this application doesn’t belong to the correctness, or in detail, the sentence must be “she wanted to pursue further education, but Javanese women at the time were barred from higher education”; the use of comma must be omitted.

| | | | | | | |
|---|----------------|--|-----------------|-----------------------------|------------------|--------------------------|
| 4 | Joana C | 18 times Was, merried, ellected, returned, became | 10 times And | 8 times They, his, he | 1 B.J Habibie | Twice After and until |
|---|----------------|--|-----------------|-----------------------------|------------------|--------------------------|

The formulation of simple past tense form was not proper because the writer wrote both mistakes: the word “is” for auxillary verb and “became” for irregular form of simple past tense. Vice versa, the word “is: must be written “was” while the word “become” must be formed “became”

| | | | | | | |
|---|-------------------------------------|--|---|-----------------------------|----------------------------|--|
| 5 | Sirelia Caesar Anggi | 17 times Was, is, belongs, worked, completed | 11 times Both..and But, although, and | 14 times It, he, his | 1 Ki Hajar Dewantara | 4 times When, after, before, until |
|---|-------------------------------------|--|---|-----------------------------|----------------------------|--|

The form of simple past tense in this student's text is incorrectly written such as the word "belongs, is, extends, provide" they are must be formed in simple past tense

APPENDIX III
STUDENTS' INTEVIEW

| | |
|---|---|
| 1 | Do you see that writing is significant? Explain in general! |
| 2 | Do you find such problems in writing recount text? What are they? |
| 3 | To write recount text, the writers have to familiarize with lexicogrammar. Are you familiar with them? What are they? |
| 4 | Do you agree that feature of lexicogrammar is hard? Why? |
| 5 | How do you need to solve those problems? |

Name : Ganang Yuniar

Class : X Mipa 1

1. I see that writing is important for my English skill because I think via writing product the people can have their personal idea to see something.
2. I felt when I am writing my personal writing in case of the recount text, I found my text is not properly written because I missed using certain proper language feature especially for simple past tense. In this simple past tense, I forget to differentiate either regular form or irregular form. However, I can easily apply such grammatical conjunction, personal pronoun, or adverbial of time well
3. I am actually familiar enough with this language feature which used in recount text such grammatical pronoun, conjunction, adverb of time and place, and simple past tense.
4. Yes, I do. This lexicogrammar is for me hard to be functionally applied because it gives the text functional and systematic to be read for the public readers.
5. In my personal idea, besides my teacher gives some effective teaching to easily understand the material also I can push myself to read a lot and understand the content.

Name : Alya Na'afiaresti

Class : X Mipa 2

1. In general, I can say that writing is very important because when someone writes his/her writing means he or she is aware to represent the idea and also through the writing we can formally communicate with others people.
2. Yes, I find some problems in writing the recount text; they are such using proper simple past tense because sometime I forget to use the correct form of simple past tense and the proper reference.
3. Yes, I understand about the lexicogrammar of recount text because my teacher teaches about them. I guess that the language feature of recount text is simple past tense, conjunction, adverb of time and place, and preposition.
4. I think yes because lexicogrammar is the vital of text so that the writers must be paid very careful when use of them in texting the text.
5. By reading a lot and do many exercises will make me comprehend the function of lexicogrammar of recount text.

Name : Tarish. S.Y. Q

Class : X Mipa 3

1. Writing is significant for me in learning English ability since this skill, I can take many advantages such as sharing my idea, communicating with others people, or giving the information to public readers.
2. In writing my personal text, I actually found numerous obstacles to organize it; for example, I didn't use the proper conjunction and the form past time.
3. I have enough awareness about lexicogrammar especially for recount text. I found that language feature of recount text is such adverb of time, adverb of place, pronoun, past tense, and conjunction.
4. When I am learning about this recount text, I found so many obstacles such as composing the text clearly and the use of correct vocabularies. So that this part is very hard for me.
5. My teacher should give me solution such as explaining me how to understand the lexicogrammar of recount text. And I'll also read from any source of the text.

Name : Joana C

Class : X Mipa 4

1. I do understand that writing is very important when I am learning about writing; writing is significant since this application serves many meaningful expressions. And by the writing such texts, I can deliver my personal points.
2. I have found several obstacles; for example, I cannot use the simple past tense properly because I confuse to use either regular form or irregular form or simple past tense.
3. Actually, I know some parts of lexicogrammar for recount text; they are such simple past tense, conjunction, adverbial of time and place, and grammatical pronoun.
4. Lexicogrammar is for me too hard because it takes a lot time to understand and differentiate
5. I think my teacher could give me the alternative teaching to easily recognize the names of lexicogrammar and how to execute them.

Name : Sirelia Caesar Anggi

Class : X Mipa 5

1. I think that writing is significant since this improves our ability to communicate and clarify our thoughts to others and to ourselves.
2. I've run into a few roadblocks; for example, I can't use the simple past tense correctly since I'm unsure whether to use the regular or irregular version of the simple past tense.
3. Yes, I am aware of the lexicogrammar of recount texts because my teacher has taught me about it. Simple past tense, conjunction, adverb of time and place, and preposition are probably the language features of recount text.
4. Yes, I believe, because lexicogrammar is so important to text that writer must be very careful when using it in texting.
5. My teacher should provide me with a solution, such as teaching how to decipher the lexicogrammar in the recount text. I'll also read the text from any source.

APPENDIX IV

THE LETTER OF RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
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Nomor: B-2413/Un.10.3/D.1/PG.00/08/2021

Semarang, 04 Agustus 2021

Lamp :-

Hal : Mohon Izin Riset

a.n : Lina Karlina

NIM : 1603046117

Yth.

Kepala Sekolah SMAN 14 Semarang
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahakan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Lina Karlina

NIM : 1603046117

Alamat : Ds. Mekarsari Kec. Cipicung Kab Kuningan Jawa Barat

Judul skripsi : "The Use Of Lexicogrammatical Features In Recount Texts

(A Descriptive Analysis At The X Grade Students Of SMAN 14 Semarang)

Pembimbing :

1. Dra. Hj. Ma'rifatul Fadlilah, M. Ed

Selubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut. Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.





PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 14 SEMARANG
KOTA SEMARANG

Jalan Kokrosono Semarang, Kelurahan Panggung Lor, Kecamatan Semarang Utara,
Kode Pos 0177 ☎ (024) 3513404, Fax. (024) 3564343
Email : smn14smg_psdhless@yahoo.com Web : <http://smn14-smg.sch.id>

SURAT KETERANGAN

Nomor : 070/1028/IX/2021

Yang bertanda tangan di bawah ini:

Nama : Dra. Sulastrri, M.Pd
NIP : 19620304 198703 2 004
Pangkat / Gol. : Pembina, IV/a
Jabatan : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama : Lina Karlina
NIM : 1603046117
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri (UIN) Walisongo
Kegiatan : Penelitian ke Guru SMA Negeri 14 Semarang

Telah melakukan Penelitian di SMAN 14 Semarang pada 8 Agustus 2021 s.d. 30 Agustus 2021, dengan Judul Penelitian "*The Use Of Lexicogrammatical Features In Recount Texts*". Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 20 September 2021
Kepala Sekolah,

Dra. Sulastrri, M.Pd.
NIP. 19620304 198703 2 004

APPENDIX V
SCHOOL PROFILE

Identitas Sekolah

Nama Sekolah : SMA NEGERI 14
NPSN / NSS : 20328899 / 301036308503
Jenjang Pendidikan : SMA
Status Sekolah : Negeri

Lokasi Sekolah

Alamat : Jl. Kokroso
RT/RW : 5/13
Kelurahan : Pangung Lor
Kode Pos : 50177
Kecamatan : Semarang Utara

Data Pelengkap Sekolah

SK Pendirian Sekolah : 052/3/1988
Tgl SK Pendirian : 08 Februari 1988
Status Kepemilikan : Pemerintah Daerah
SK Ijin Operasional : 11/A5.1/E/1988
SK Akreditasi : 220/BAP-SM/X/2016
Tgl SK Akreditasi : 29 Oktober 2016
Luas Tanah : 10000 m²
Nomor Telepon : 024-3513404
Email : sman14smg_padbllass@yahoo.com
Website : <http://sman14-smg.sch.id>

APPENDIX VI
CURRICULUM VITAE

Name : Lina Karlina
Address : Desa Mekarsari RT 01/ RW 01
Kecamatan Cipicung Kabupaten
Kuningan Jawa Barat
Place, Date of birth : Kuningan, May 06th 1998
Gender : Female
Nationality : Indonesia
E-mail : karlinalinasmg@gmail.com
Phone : 089638719632
Education : 1. Formal Education
Background :

- SDN 1 Mekarsari
- SMPN 1 Cipicung
- SMK Patriot IV Ciawigebang
- UIN Walisongo Semarang

2. Informal Education

- TPQ Nu'urus Shofaa Mekarsari
Cipicung (2004 - 2006)
- MD Nu'urus Shofaa Mekarsari
Cipicung (2006-2010)

Semarang, 18 September 2021



Lina Karlina
1603046117

