

**THE DEVELOPMENT OF LEXICO GRAMMAR AND TEXT  
STRUCTURE OF THE JUNIOR HIGH SCHOOL  
STUDENT NARRATIVE TEXT**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**SALMA AFRIANTI  
NPM. 2102050059P**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
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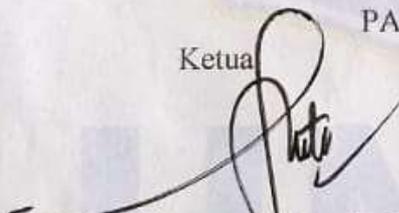
Nama Lengkap : Salma Afrianti  
NPM : 2102050059P  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Development of Lexicogrammar and Text Structure of the Junior High School Students' Narrative Texts

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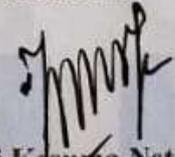
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Ketua

  
Dra. Hj. Syamsuyusnita, M.Pd.

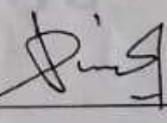
Sekretaris

  
Dr. Hj. Dewi Kesuma Nst, M.Hum.

**ANGGOTA PENGUJI:**

1. Pirman Ginting, S.Pd., M.Pd.
2. Dra. Diani Syahpitri, M.Hum.
3. Dr. Hj. Dewi Kesuma Nst, M.Hum.

1. 

2. 

3. 



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. KaptenMukhtarBasri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN SKRIPSI**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini

Nama Lengkap : Salma Afrianti  
NPM : 2105030059P  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Development of Lexicogrammar and Text Structure of the Junior High School Students' Narrative Texts

sudah layak di sidangkan

Medan, 1 Desember 2022

Disetujui oleh  
Dosen Pembimbing,

**Pirman Ginting, S.Pd., M.Hum.**

Diketahui oleh :

Dekan

**Dr. Hj. Syamsyurnita, S.Pd., M.Pd.**

Ketua Program Studi

**Pirman Ginting, S.Pd., M.Hum.**



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. KaptenMukhtarBasri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama Lengkap : Salma Afrianti  
NPM : 2105030059P  
Program studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Development of Lexicogrammar and Text Structure of the Junior High School Students' Narrative Texts

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Diketahui oleh:  
Ketua Prodi

Pirman Ginting., S.Pd., M.Hum.

Dosen Pembimbing

Pirman Ginting., S.Pd., M.Hum.



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)

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Saya yang bertandatangan dibawah ini :

Nama : Salma Afrianti  
NPM : 210205059P  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Development of Lexicogrammar and Text Structure of the Junior High School Students' Narrative Texts.

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"The Development of Lexicogrammar and Text Structure of the Junior High School Students' Narrative Texts."** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain. Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

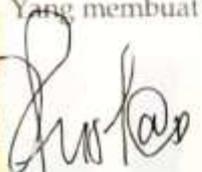
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## ABSTRACT

**Salma Afrianti.Registration Number.2102050059P. THE DEVELOPMENT OF LEXICOGRAMMAR AND TEXT STRUCTURE OF THE JUNIOR HIGH SCHOOL STUDENTS' NARRATIVE TEXTS. English Education Study Program. Universitas Muhammadiyah Sumatera Utara.2023**

This study arranged to describe to what extent the Junior High School Students acquire the lexicogrammar and text structure of narrative text and to describe how the acquisition of lexicogrammar and text structure of narrative text by the Junior High School students develops. For the purpose of this study, qualitative narrative research was used to describe and explain the lexicogrammar and text structure of narrative text written by junior high school students The data of this research is Junior High School students' narrative writing where the students put their ideas of the lexicogrammar and text structure. The source of the data was the students of SMP N 7 Medan. The subjects were the students of grade 7,8 and 9. There are 15 students chosen as the subject, 5 of the students are grade VII students (labeled as subject 1-5), 5 of the students of grade VIII (labeled as subject 6-10) and 5 students of grade IX (labeled as subject 11-15). There are 3 technique of data analysis, namely data condensation data display and conclusion drawing/verification. All the components of lexicogrammar, namely, Verbs, Adjectives, Adverbs, and Past Tense in narrative text are all used by the student of Grade 7,8, and 9 of Junior High School in SMP Negeri 7 Medan It is found that the quality of SFL in the students' writing is not equal. Most of the students' wrote a text without paying attention to the contextual meaning. Also, the students' capability in playing with the words in constructing the texts is moderate. Students' use of lexicogrammar and text structure in narrative text, are influenced by two factors, they are, the students' cognitive development stages based on age and their language mastery.

**Keywords: Development, lexicogrammar, text structure,narrative text, writing ability**

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**Medan,        March 2023**  
**The writer,**

**Salma Afrianti**  
**Reg.No 2102050059P**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In learning English, there are four major skills that should be mastered by students. They are; listening, reading, writing and speaking. But in this study, the writer focuses on writing skill only because among the four skills of learning English, writing is considered as the most difficult skill to learn, as Nunan (1999) states writing is something that most native speakers never master. In learning writing, students have to learn how to put their own ideas, develop their ideas, arrange their ideas into good sentences, make their writing cohesion and coherence, ect. It can be said that a writing product should fulfill some criteria, in term of content, organization, vocabulary, grammar, and mechanics in order to be a good one.

The objective of teaching writing is to enable the students to write what in their thinking creatively. The students are able to interact with academic writing, especially narrative text. In narrative writing, the students are able to master generic structure, language feature, vocabulary and mechanics. The students are able to understand the function of writing. Function means that, we use writing narrative for some purpose, there are : to entertaint, to amuse and give moral value to the readers.

Writing is the expression of language in the from letters, symbols and words. Through writing someone can share their knowledge, conveying ideas, feeling, and intention, to other people. As Nunan (1999) states that writing is the

most difficult skill among the four language skills. Harmer (2004) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. By writing the students will be able to share their thoughts, feelings, ideas, and expression. This ability is useful for students for future. The purpose of education is to teach the students to think and to write well. Therefore, they can express their thoughts effectively. The goal of writing is expressing ideas and thoughts in the written form for the communication. Writing cannot be mastered easily by students because it is a complex subject involving generating and organizing ideas. While writing, the writer needs to organize some ideas and produce those ideas into a written text.

According to Swales (1990:58), genre, is a class of communicative events, the member of which share some set of communicative purpose. Genre consists of two main parts; they are generic structure and lexicogrammar. The generic structures of a text recur or repeated to achieve the same communicative purpose, therefore the generic structure is static (Swales, 2004). Meanwhile, lexicogrammar may change from one text to another in its attempt to achieve the communicative purpose. These changes depend on the writer, context and situation; therefore, in the use of lexicogrammar, the genre is dynamic. The dynamicity of genre depends on writer's style communicative need of cultural social context (Bhatia, 2014).

Language are not all cut from the identical pattern, and this makes a difference in a acquisition. It can be defined that every human has different language development (Clark, 2003). In this research, this theory is the

preliminary theory. It is assumed that the difference is caused by two factors, they are , the Piaget's theory of cognitive development stages which describe that there is different language development stages which are arranged based on the student's age. Knowing the rules of writing includes being aware of linguistic features and having some understanding of genre also become one of the factors to communicative successfully in writing (Harmer, 2017).

### **B. The Problem of the Study**

Based on the limitation of the problem above, the problem of the study are formulated as follows :

1. How lexicogrammar and text structure are developed among the Junior High School students?
2. Why do the development occur the way they do?

### **C. The Scope of the Study**

There are four basic language skills, they are listening, reading, writing, and speaking. Genre of writing includes narrative, recount, expository, argumentative, discussion and descriptive. This research is limited only on describing text structure and lexicogrammar of narrative text written by the students of Junior High School.

### **D. The Objective of the Study**

Based on the problems of the study, the objectives of this study are arranged as follows:

1. To describe what lexicogrammar and text structure used by the students in their writing
2. To describe the reason why Junior High School students' use lexicogrammar and text structure in writing narrative text

### **E. The Significance of the Study**

Theoretically, the research findings will contribute to the theory of English as a foreign language. The findings will be expected to weaken, strengthen, or modify the theory saying that age factor is one of the main determinants of language development on writing text structure and lexicogrammar in narrative text.

Practically, the findings of this study will be significant for English teachers in their attempts to teach writing to the junior high school students.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

In this chapter the research present some points related to this research. Those include Writing, The Nature of Narrative Texts, Language Features of Narrative Texts, The Elements of Narrative Texts, The Social Function of Narrative Texts, The Structure of Narrative Texts, The Development of Lexicogrammar and text structure, Cognitive of Process Writing, Relavant Study, Conceptual Framework.

#### **1. Writing**

Writing is one of four language skills. Nunan (2003) defines writing by a series of contrast, they are: (1) it is both physical and mental act. At the most basic level, writing is the physical act committing words of ideas to some medium. Whether, it is hieroglyphics inked onto parchment or an email message atype into a computer. On the other hand, writing is the mental work of investigating ideas thinking about how to express them, and organizing them into statement and paragraphs that will be clear and understandable to reader, (2) it is both process and product. The writer imagines, organizes, drafts, edits, rereads are the process of writing: while what the readers see, such as, novel, short story, research report, are the product and (3) it's purpose is both to express an ideas of feeling expressed by the writers must impress the readers very much.

Furthermore, Harmer (2007) states that the first thing that the authors should know before writing is they have to consider the purposes of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. It can be concluded that the writer should be able to communicate with the readers through an understandable written text because a good writer is a writer who can express his ideas and impress his readers very much. If the readers can not catch the ideas the writer wants to deliver, it means the readers do not understand clearly what the writer means.

The difficulties in writing doesn't mean that writing can not be mastered. Langan (2010) states that, writing is a skill, that, like any other skills, can be learned and mastered. Practice makes perfect may be used in developing writing skills. Different with speaking skills which can be innate or acquired through imitate process, writing can be learned and mastered through writing practice.

It is supported by Oshima & Hogue (2006) who say that writing is a process not a product, so it needs study and practice to develop this skill. It means that writing a text cannot be done instantly, but it needs a process to do that.

Knowing the rules of writing includes being aware of linguistic features and having some understanding of genre become one of the way to communicate successfully in writing (Harmer, 2007;30). Furthermore, he adds that the first thing that the author should know before writing is they have to consider the purposes of their writing since this will influence not only the type of the text they wish to produce, but also language they use, and the information they choose to include.

## 1.1. Genre

Genre can be defined as a culturally text-type which result from using language (Written or spoken) to help accomplish something (Wignell & Gerrot, 1995). So any instance of living, language is playing some part in context situation we shall call a text and genre it self is defined as a specific text-type. Based on participant there are spoken and written texts. Genre is culture specific. It has particular purposes, particular stages, and particular linguistic feature. Different genres deploy the resources for meaning making through the grammar in different ways. This grammar attempts to describe language in actual use and so focus on text and their context.

## 2. The Nature of Narrative Text

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Schweiker (2002) Narrative writing relates a series of events of an actual occurrence or a proposed occurrence at a particular time and in a particular place. It requires writers to closely observe, explore and reflect upon a wide range of experiences. Bleiman & Webster (2009) Describe types of narrative text there are adventure, mystery, detective, fantasy, war, romance, family saga, thriller, novel of ideas, science fiction gothic horror, coming-of-age.

One of the commonest writing types is narrative. "Narrative writing relates an event or tells a story" (Forresman, 1997). in fiction, narrative often exists for them; most people enjoy a good story. In expository writing, a narrative can be

used to develop a topic. Narration is used to tell a story, to explain the process, or to explain the cause and effect. When using narration, details are usually arranged in chronological order.

A narrative is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story. While a story just is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from perspective insignificant, and perhaps emphasizing others.

### **2.1. The Elements of Narrative Texts .**

According to Milhorn (2006) the elements of narrative text divided into 6 factors there Plot, story, Structure : setting, Characters, point of view, prose, and theme and subject.

#### **a. Plot**

Plot is sequence of events in story as the author chooses to arrange them. It is a chain of events, each of event the result of some prior events and the cause of some subsequent events. Its purpose is to get readers involved by creating tension so they feel a need to know what happens next. The hero and the villain each keep watching the other, forcing each to improve under pressure. This continues until finally gains the upper hand.

#### **b. Story**

Story is the sequence of events in a work of fiction in the order they actually occur. Story and plot may differ because writers use devices like

flashback, recollections, introspections, and flash forward so that the plot does not always produced in a chronological order.

**c. Structure**

Structure is the way the plot is arranged in both a logical and a dramatic manner to create maximum suspense. In all case it consist of a title, a beginning, a middle and an end.

**d. Setting**

Setting is the background on which the writers build the plot and characters. It involved the entire environment: time, place, experience and mood. Setting can be revealed through narration and dialogue and illustrated by the characters' actions, thoughts, and speech patterns.

**e. Voice and Characters**

Characters are usually human, but can be animals, aliens, robots or anything you want to them. Characters have names, physical appearances and personalities. They often wear certain kinds of clothes, speak using slang or jargon, and sometimes have accents. They communicate with each other verbally and non verbally.

Characters are classified as either major and minor, depending on the magnitudes of their roles in the story. Some characters may be either major and minor, also depending on their roles in the story.

**f. Point of view**

Point of view is the perspective from which the reader is allowed to view the action and the characters. The point of view most often used in genre fiction is first person and third person.

### **g. Prose**

The selection of vocabulary, including the use of figurative language, contributes to the overall effect of the story and ultimately to achieving its purpose.

### **h. Theme and Subject**

According to Carver (2003) The theme is the container for your story. Theme will attempt to hold all the elements of your story in place.

## **2.2. The Social Function of Narrative texts**

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The social function of narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways.

People write narrative text might be basically for pleasure, to gain and hold the reader interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience. Cavanagh (1998) state that the purpose of narrative text are to entertain, create, stimulate emotions, motivate, guide or teach through story.

From the explanation above, it means that the social function of narrative text is to amuse the reader or listener, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

Example Narrative Texts :

## **Snow White**

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. **(Orientation)**

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. **(Complication)**

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt a sleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "if you wish, you may live here with us". Snow White told he whole story about her. Then Snow White and the seven dwarfs lived happily ever after. **(Resolution)**

### **2.3. The Generic Structure of Narrative Texts**

Narrative text is arranged by generic structure as follows (Pardiyono, 2007):

1. Orientation : Introducing specific participants; Snow White
2. Complication : Revealing a series of crisis; Snow White's aunt and uncle would leave her in a castle, Snow White run away, Snow White felt hungry in the wood

3. Resolution : The crisis is resolve; the dwarfs permitted Snow White lived in their cottage lived happily.

#### **2.4. Language Features of Narrative Texts**

There are some of Language features of narrative text :

1. The use of material process (behavior and verbal process).
2. The use of relational process and mental process.
3. The use of temporal conjunction and circumstance.
4. The use of past tense.

The language features are provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really importance to describe the characters and settings of the story.

From the explanation above narrative text has certain language features which is adapted from a story. It shows how the whole story is, also it become a special characteristic of narrative text among other text.

### **3. The Development of Lexicogrammar and Text Structure**

#### **3.1. Cognitive Development**

The general point of piaget's view on the cognitive approaches in language development is that language develops on a basis of sensory-motor cognitive structures or schemes (Paivio and Begg, 1981). These structures are acquired through the child's action upon and interaction with people and things. In McLeod (2015), piaget states that children were born with a very basic mental structure on which all subsequent learning and knowledge. He argues that

cognitive development is a progressive reorganization of mental processes as a result of biological maturation and environmental experiences.

Piaget's four stages of cognitive development are:

a. Sensorimotor (Birth to 2 years old)

During the early stages, infants are only aware of what is immediately in front of them. They focus on what they see, what they are doing and physical interactions with their immediate environment.

b. Preoperational (2 to 7 years old)

During this stage, children can use symbols to represent words, images, and ideas, which is why children in this stage engage in pretend play. Language development and make-believe play begin during this stage.

c. Concrete operational (7 to 11 years old)

It is characterized by the idea that children's reasoning becomes focused and logical. Children begin to organize objects by classes and subclasses.

d. Formal operational (11 years old and over)

In this stage, children develop the ability to think in abstract ways. This enables children to engage in the problem-solving method of developing a hypothesis and reasoning their way to plausible solutions. Children can think of abstract concepts and have the ability to combine various ideas to create new ones. By the end of this stage, children have developed logical and systematic thinking. Furthermore, Piaget explains that each child goes through the stage in the same order. No stage can be missed out (Piaget in McLeod, 2015), although some individuals may never attain the later stages.

### **3.2. Development Text Structure**

Japanese children as well as adults seem to have a specific notion of what it means to stay on one topic. Earlier research (Minami, 1990; Minami & McCabe, 1991, 1996) identified that, despite follow-up questions that encouraged them to talk about one personal narrative at length, Japanese elementary school children spoke about free-standing collections of experiences rather than elaborating on any one experience in particular. Previous studies (McCabe, 1997; Minami, 1990; Minami & McCabe, 1991, 1996) have thus concluded that a presentation of multiple experiences seems to be characteristic of Japanese children's narrative. The present study identified a similar, though less prominent, tendency; one third of the children talked about more than one time they were injured in one turn of talk. The difference in results between the present study and the previous one may be attributable to age difference; the present study examined preschool children, whereas the previous study focused on elementary school children. Supporting this interpretation, it is important to note that two thirds of the mothers recalled more than one earliest memory. The difference between children and adults may be attributable to the linguistic/narrative competence that children at a certain developmental stage have at their disposal. A possible speculation is that the older an individual becomes, the more likely it is that he or she can tell about multiple experiences.

This study has shown that there are no significant differences between four-year-olds and five-year-olds with regard to the total number of words and number of different words used in each individual's narrative. That is, the degree

of lexical redundancy of these two groups is almost identical. Moreover, there were no significant gender differences in these categories. As can be seen in individual differences in language acquisition in general (e.g. Goldfield & Snow, 1989), the findings in the present study seem to indicate that age or gender alone may not be good predictors of narrative development, probably because children develop at vastly different rates.

Age, however, does seem to be a factor in the specific area of stanza length. The patterning in stanzas, therefore, has proved to be not only an excellent tool to present how Japanese speakers turn their experiences into narrative, but also an excellent indicator to show what kinds of developmental changes take place among Japanese children aged four and five. With regard to the proportion of three-verse stanzas, there were no differences found between the two different age groups and the maternal group; although the proportion of four- or more verse stanzas is much more common than three-verse stanzas for adults, three-verse stanzas seem to be stable in terms of proportion. On the other hand, a smaller proportion of two-verse stanzas and, in contrast, a larger proportion of four- or more verse stanzas by five-year-olds, girls in particular, indicate that their stanzas are slightly longer than those of four-year-olds. Furthermore, although adults produce more four or more verse stanzas, no statistically significant differences were observed between five-year-olds and adults in any type of stanza. We can conclude that compared to four-year-olds, five-year-olds have begun to produce adultlike narratives.

### 3.3. Lexicogrammar Development

Lexicogrammar, also called lexicalgrammar, is a term used in systemic functional linguistics (SFL) to emphasize the interdependence of vocabulary (lexis) and syntax (grammar). The term, introduced by renowned linguist M.A.K. Halliday, is an amalgamation of the words ‘lexicon’ and ‘grammar’. Adjective: lexicogrammatical.

Think of lexicogrammar not as simply a combination of two fields of study but as a spectrum that contains aspects of lexical studies and aspects of grammatical studies. ‘According to systemic functional theory, lexicogrammar is diversified into a metafunctional spectrum, extended in delicacy from grammar to lexis and ordered into a series of ranked units,’ (Halliday, 2013).

Children have acquired a vocabulary of approximately different words, many of which are the names of concrete objects and common actions. At this young age, children’s lexicons will also include many adjectives and adverbs, that are used to modify a burgeoning repertoire of nouns and verbs. Most of these words will have been learned through informal spoken language interactions with adults and other children, listening to conversations and stories, and having the opportunity to talk about events that occur in children’s daily lives. Then, once children are able to read proficiently, usually by around age nine or 10 years, a new source of vocabulary learning written language becomes available to augment these spoken language opportunities (Sternberg, 1987). With this newly acquired ability to consume a variety of books, magazines, and newspapers, children now gain exposure to a large number of difficult words that occur infrequently in spoken language contexts (Cunningham and Stanovich, 1998;

Nagy et al, 1985), (Stanovich and Cunningham, 1992). As a result their lexicons will gradually expand during the preadolescent (age 9-12) and adolescent (age 13-19) years so that by early adulthood, they will understand and use at least 60 000 different words, including a large number of abstract nouns, later developing metalinguistic and metacognitive verbs, and other terms used to express precise meanings such as adverbs of magnitude, adjectives of emotion, adverbial conjuncts and specialized terminology used in the study of academic subjects such as mathematics (Nippold, 1998) . indeed, this capacity for acquiring new words and for expanding one's knowledge of old ones continues through the lifespan, particularly in individuals who are active readers, writers, speakers, and acquired who enjoy communicating with others.

#### **4. Cognitive Process of Writing**

Cognitive process of taxonomy relies on the understanding of how information is acquired, stored, selected, retrieved, and used (Halpern, 2000). Each of these component processes has its own probability of being successfully completed and can vary in processing speed.

The process of writing is influenced by cognitive activities. According to Rijlaarsdam and Van den Bergh (2006), the differences between writers are related to differences in the quality. Some writers consult the assignment (relatively) frequently during the beginning and considerably less during later phases in the writing process. For some writers, an increase in the probability of occurrence of 'reading the assignment' shows at the end of the writing. For other constant during the writing process.

## 5. Relevant Studies

Here are some relevant studies to this research as material to compare and contrast the research findings with different phenomenon.

This research contributed to this study in arranging the analysis of the data which have the same purpose to analyze the text structure and lexicogrammar the students used.

The study which also add contribution to this research is the study of genre analysis of narrative text written by students of SMPN 7 Medan in 2012-2013 academic year (Maulana, 2013). The study is a narrative qualitative research which has two objective of the study.

The study of connecting cognitive development and constructivism implications from theory for instruction and assessment by Lutz and Huit (2014) provides an overview of the development theories of that provide the basis for the educational application of constructivism. Activities for developing instruction and assessment built on constructivistic theories are also discussed. As in every dominant of human development, there are three major questions that are addressed; what is the role biology, what is the role of experience, and how can the environment be arranged so as to best address the interaction between these two factors. This study explains that the three researchers provide the theoretical underpinnings for the increasingly popular constructivistic approach to the teaching/learning process, have different responses to these questions.

This study informs of analysis the text content to find out the genre and the lexicogrammar in the text written by the students. The study deals with the use of

lexicogrammar and discourse structure in students spoken discourse compares with this study which deals with written text.

(Luardini and Asi, 2014) intended to describe the linguistic competence in writing narrative text by junior high school English teachers in palangkaraya. The analysis was done by applying Genre-Based Approach of Functional Systemic Linguistics in order to describe the language used. The findings showed that the teacher texts were mostly constructed in simple sentences, with the average clause density of each sentence. The types of processes were dominated by material, relational, and mental processes which were supported by temporal circumstances. Topic and textual theme indicated that the texts were organized as a narration.

The study give contribution on how analyse the students' writing text and what lexicogrammar used relates to the genre.

## **B. Conceptual Framework**

There are four language skills. They are, listening, speaking, reading and writing. Writing is one of way to express feelings, ideas, arguments, willingness, and thoughts in the from of words in sentences. It has a significant function as a medium communication to express ideas, to share knwoledge and to exchange information. Writing text is the ability to arrange the idea from one word to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Based on syllabus in Junior High School level, the genre of writing limited five texts, they are descriptive, narrative, report, recount, and procedure

text. In this study it concerns with the use of lexicogrammar and text structure in describing pictures and arrange it into one narrative text.

Language aren't all cut from the identical pattern. It makes a difference in acquisition or it can be defined that every human has different language development. There are some factors underlying the use of lexicogrammar and text structure components in narrative text. In this study, cognitive development and language mastery will analyze as the factors. Cognitive development theory explains four stages of children language development which is based on cognitive development the children have on their ages development. Language mastery of lexicogrammar and text structure use investigates does higher grade level means higher level of language mastery.

This study arranged to describe to what extent the Junior High School Students acquire the lexicogrammar and text structure of narrative text and to describe how the acquisition of lexicogrammar and text structure of narrative text by the Junior High School students develops. The data needed to answer the first and second research problems are the narrative text written by the students. To obtain the data, the observation technique will be applied. The researcher will instruct the students to write narrative text based on the topic given. The researcher chooses pictures to be described because it is interesting and easy to describe. The writer will analyze the lexicogrammar and text structure the students use in their narrative text.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Research Design**

This study will be conducted by applying narrative descriptive qualitative design. In narrative qualitative research the data collected will be in form of words rather than numbers. Bogdan and Biklen (1992) states that narrative qualitative research is a research which has natural setting and the researcher is the key instrument, qualitative means to find out how a theory works in different phenomena whose data collected are in the form of words rather than number. In addition, qualitative narrative research is designed to provide a picture of a situation as it naturally happen (Burns and Grove,2003). Natural means that the research process takes place naturally, as it is in normal situation without process engineering, so that it is required direct engagement of researchers in the research to gain insight, explore the depth, explore the depth, richness, and complexity inherent in the phenomenon.

For the purpose of this study, qualitative narrative research was used to describe and explain the lexicogrammar and text structure of narrative text written by junior high school students.

#### **B. The Source of Data**

The data of this research is Junior High School students' narrative writing where the students put their ideas of the lexicogrammar and text structure.

The source of the data was the students of SMP N 7 Medan. The subjects were the students of grade 7,8 and 9. There are 15 students chosen as the subject,

5 of the students are grade VII students (labeled as subject 1-5), 5 of the students of grade VIII (labeled as subject 6-10) and 5 students of grade IX (labeled as subject 11-15). These labels were used for the analysing the data. The categorisation of the subjects based on Piaget's stages development as shown in table .

**Table 3.1. categorisation of the subjects of the research**

No	Grade	Age	Piaget's Stages of Cognitive Development
1	7	12	Formal Operational
2	8	13	Formal Operational
3	9	14	Formal Operational

### **C. Technique of Collecting Data**

The data needed to answer the first and second reserch problems are the narrative texts written by the students in which text structure and lexicogrammar were analysis. To obtain the data, the observation technique was applied. Elicitation technique used to choose the narrative writing of five students from each grade because there is no treatment in this research, so the process of choosong the data was naturally done, that is, ignore the background of the students, includes, students proficiency in English. As Nunan and Bailey (2009) state that elicitation technuque is all methods used by the researcher to get information directly from informants. The researcher let the students to write description text based on the topic given.

#### **D. Technique of Analysis Data**

In analysis the data, the Interactive Model of Miles, Huberman and Saldana was applied. This model consists of three components, they are data condensation, data display, and drawing and verifying conclusions (Miles, Huberman & Saldana, 2014).

The scheme explained that this model presents analysis as a continuous, interactive process involving three phases that constantly impact upon each other and are carried out simultaneously. The technique of data analysis in this study was formulated in these three steps, they are:

1. Data condensation

Data condensation refers to the process of making the data condensed. To condense the data, the process of identification and classification are applied. The identified data will facilitate its classification which enable the researcher to see the interrelatedness of the data. In this study, the theory of text structure (Knapp & Watkins, 2005) is used as the temporary category for the identification of lexicogrammar and text structure applied by the subjects in the text they wrote.

2. Data display

Data display is defined as an organized assembly of information that permits conclusion drawing and action taking. It will help to understand what is happening and to do something (either analyzed further or take action) based on that understanding .

3. Conclusion drawing/ verification

Conclusion drawing could be done through deciding what the data means or finding the pattern after evaluation the data shown in data display as the

explanation of the findings. Then, the conclusion needed to be tested and verified lest the analysis is left with an interesting story of what happened but one of unknown truth and utility.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

To analysis the data of this study, the data analysis model of Miles, Huberman, and Saldana was used. According to this model, there are four aspects to do namely (1) data condensation, (2) data display and (3) data drawing or conclusions (Miles, Huberman, and Saldana, 2014). The three aspects occur interactively. How the model is applied in the analysis of the data of this study is explained as follows.

##### **1. Data Condensation**

The word condensation comes from the word ‘to condense’ meaning that making large numbers of data smaller without throwing away any parts of the data. To do this, according to Miles, Huberman, Saldana, is through classifying the data, while data classification is done through taking the theory as temporary base of classification. The use of the term ‘temporary’ allows the possibility of more or less classification than what are available in theory. In this study, the data analysis are sentences of 15 pages. After the analysis was conducted, the 15 pages becamess smaller consists of 4 pages of lexicogrammar and 5 of of the structure.

##### **2. Data Display**

Data display, according to Miles, Hubermand, and Saldana, means is making of data visual or to make the the data seen, or cause the data to be seen easily and can be understood easily.

Matrix is more than just displaying data because according to Miles and Huberman, a matrix, should enable the researcher to see the interrelationship between the phenomena studied and help him to interpret the meaning of the relationship.

In this study, the phenomena being studied are (1) The use of text Structure and lexicogrammar in students' narrative text (2) Cognitive levels, which is represented by age or grade of the students, and which considered as a general classification as what Piaget claim, (3) language Mastery which is represented by matters, unlike the cognitive levels.

The data of three phenomenon is arranged in a matrix that help in making interpretation to answer research problem number 2. In relation to the application of aspect no 1 (data collection) as data analysis was conducted by designing the research design as seen on page 68-72. Through this design, the researcher can decide which data to be included and which data considered irrelevant.

### **3. Verification or Conclusion Drawing**

In conclusion drawing, the researcher what the data analyzed mean and their application to answer the research questions by describing and interpreting what the research sess in the data. Conclusion was drawn based on data display.

#### **1. Lexical Used in the Narrative Text**

Theoretically, lexicogrammar is defined as the combination of lexical and grammar (Knapp and Watkins, 2005). It is a term used to emphasize the interdependence of and continuity between vocabulary and syntax. By using this as a base of data analysis, it was found that the students of grade 7, 8, and 9 use the lexicogrammar in their narrative writing.

The components of lexicals are verbs, adjectives, and adverbs (Knapp and Watkins, 2005). Verbs are the dynamic. The components of lexicals are verbs, adjective, and adverbs (Knapp and Watkins, 2005). Verbs are the dynamic element in sentences and clauses which provide the movement or action. Or a sense of what is happening. Adjectives are used as describing words which tend to use before a noun and after a verb. Adverbs are the words use to modify adjectives and other adverbs, or add information to verbs or the manner in which it was perfomend. By using these components as the category of analysis, the result of the data analysis show that verbs, adjectives, and adverbs are used in the Narrative text. The lexical which was used most is Adjectives. It shows that the text written by the students is telling a story through writing narrative text. The proportion of lexical items used in the narrative text are summarized in the table 1.1 below.

**Table 1.1 Lexical Used in the Narrative Text**

<b>No</b>	<b>Types of Lexical</b>	<b>Quotes</b>	<b>Numbers</b>	<b>Percentage (%)</b>
<b>1.</b>	<b>Verbs</b>	I will <b>sell</b> our cow today	<b>22</b>	<b>6%</b>
<b>2</b>	<b>Adjectives</b>	The golden fish become a <b>beautiful</b> woman	<b>105</b>	<b>30%</b>
<b>3</b>	<b>Adverbs</b>	They married and live <b>happily</b>	<b>19</b>	<b>6%</b>

4	Past Tense	Then jack climbed down the vine.	202	58%
		<b>Total</b>	<b>348</b>	<b>100</b>

The use of lexical items are described as following:

### 1.1. Verbs used in narrative text

Based on the data analysis, students' writing narrative text have used verbs such as seen below:

#### A. Grade

7

In data above, we can see the student used the verbs such as spoke, going, close. The verbs is used by the Grade 7 student to tell the activity or action of the character of the story to the reader. Most of the verbs written by the students are in the past tense form because narrative text uses past tense as the language feature. We can see the student added - ed after the verb or in past participle.

#### B. Grade 8

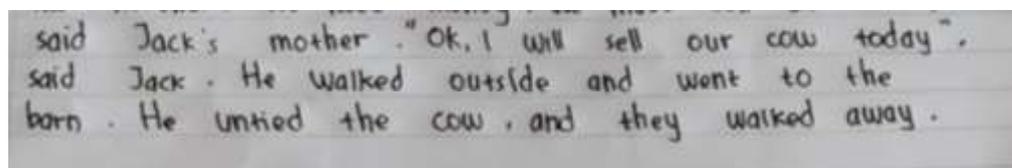
In data above, we can see the student used the verb such as wait, gave, come. The verbs is used by the Grade 8 students to tell the activity or action of the character of the story to the reader. Most of the verbs written by the student are in

the past tense form because narrative text uses past tense as the language feature.

We can see the student added - ed after the verb or in past participle.

### C. Grade

9



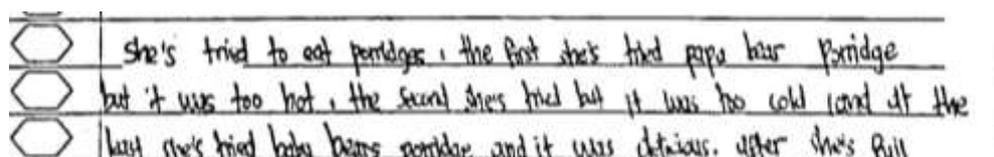
In data above, we can see the students used the verbs such as sell, walked, untied. The verbs is used by the Grade 9 students to tell the activity or action of the character of the story to the reader. Most of the verbs written by the students are in the past tense form because narrative text uses past tense as the language feature. We can see the student added - ed after the verb or in past participle.

Based on the Data Analysis, The students' writing narrative texts shows that there are 22 words that common verbs. However, most of the verbs in the student narrative text is written in the past tense form.

## 1.2. Adjectives used in Narrative Text

As adjectives is used to add information to a noun, the data analysis show that all the students used most adjectives correctly, as shown in Data below:

### A. Grade 7



In the Data above, we can see the students used some adjectives such as hot, cold, and delicious. The adjectives written by the Grade 7 student is to describe several objects in the story. In the example above, the adjective is used to

describes the taste of the porridge which is the object and to describe the difference with other object or other porridge.

#### B. Grade 8

Several years later, Malin returned to his hometown with a very beautiful wife. Malin had become a wealthy merchant who

In the Data above, we can see the students used some adjectives such as beautiful and wealthy. The adjectives written by the Grade 8 student is to describe the character of the story. In the example above, the adjective is used to describe the appearance and the condition of the character.

#### C. Grade 9

Soon, he met a strange man. "Look at that beautiful cow! I want to buy it", said the man. "How much

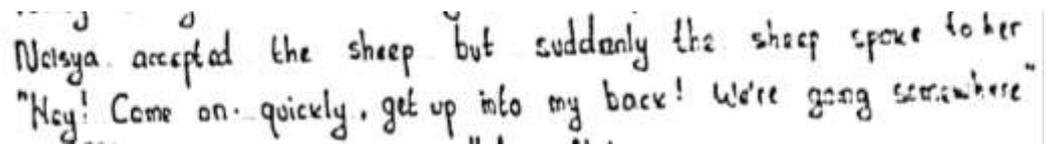
In Data above, we can see the student used some adjectives such as strange and beautiful. The adjectives written by the grade 9 student is to describe character in the story and also the animal in the story. The adjective is also used to describe appearance and condition of the story.

Based on the Data Analysis, The students' writing narrative texts shows that there are 105 words that used adjectives .

### 1.3. Adverbs used in narrative text

Based on the data analysis, all the students used most adverbs correctly, that is, providing more detailed information by adding extra information to verbs as shown in the data below:

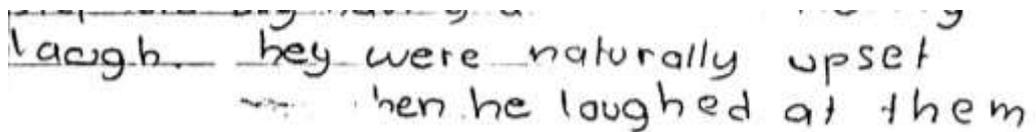
## A. Grade 7



Nelsya accepted the sheep but suddenly the sheep spoke to her "Hey! Come on quickly, get up into my back! We're going somewhere"

Based on the Data above, we can see that the student used the adverbs correctly by using the words such as *suddenly*, *quickly*. The adverbs is used to provide more information of the verb to explain in more details related to the condition of the character in the story to the reader.

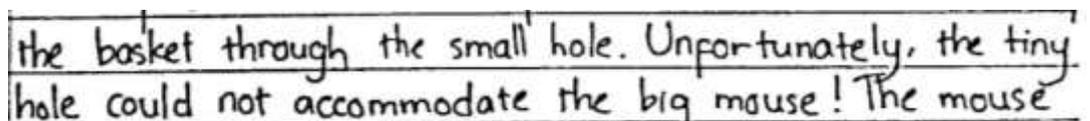
## B. Grade 8



laugh they were naturally upset when he laughed at them

In Data above, we can see the student used correct adverb by using the word 'naturally'. The adverb is used to provide more information to the verb to explain the feeling of the charater and also the condition of the story. In Grade 8, this student is the only one that uses the adverb in their story.

## C. Grade 9



the basket through the small hole. Unfortunately, the tiny hole could not accommodate the big mouse! The mouse

In the Data above, we can see that the student used adverb correctly by using the word 'unfortunately'. The adverbs is used to provide more information related to the complication of the story. In the example above, adverb is used to convey detailed story complication to the reader.

Based on the Data Analysis, The students' writing narrative texts shows that there are 19 words that used Adverbs .

#### 1.4.Past Tense used in narrative text.

Based on the data analysis, the past tense is used as the language feature in narrative text and it is used to describe the story of that happened in the past. It is found that all the students used most past tense correctly as shown in data below:

##### A. Grade 7

and at the least she tried baby bears chairs  
she seat but the chairs is broke

In Data above, the student used past tense in their writing. We can see that there are two words that used past tense such as 'tried' and 'broke'. However, this student made a mistake by using to be 'is' before the noun 'chair' instead of 'was'. This may be because the lack of knowledge on the use of tense.

##### B. Grade 8

Malin, who wanted to change his destiny,  
asked his mother's permission to migrate.  
With the permission off the mother, Malin  
went sailing.

Based on the Data above, we can see that the student used the past tense correctly in their writing. We can see that the student used words such as *wanted, asked, went*. The student's writing shows that they acknowledged the use of past participle and also verb-*ed*. Specifically, the student also used past continuous tense such as '*Malin went sailing*'

##### C. Grade 9

The man gave the beans to Jack. "These must be where  
said the man. The man walked away, and Jack ran  
home." "I didn't get money, but now I have some magic

Based on the Data above, we can see that the student used the past tense correctly in their writing. We can see that the student used words such as gave,said, walked, ran, didn't. The students writing shows that they had acknowledged the use of past participle and also use of the verb-*ed*.

Based on the Data Analysis, The students' writing narrative texts shows that there are 202 sentences that used past tense .

Based on the data analyzed, it is found that grade 7,8, and 9 used lexicogrammar in narrative text, namely (1) Verbs, (2) Adjectives, and (3) Past Tense. However, the use of tense is not yet completely correct because some students still combine past tense with other tense even in describing the story plot of and point of view or situation. This means that the Junior High School student have not used tense correctly until grade 8. It is also found that there are incorrect subject verb-agreement.

## 2. The Structure used in Narrative Text

Theoretically, text structure of narrative text may consists of 3 components, they are; (1) Orientation, (2) complication, and (3) Resultation.

**Table 2.1 Text Structure Used in the Narrative Text**

No	Text Structure components	Quotes	Number	Percentage (%)
1	Orientation	There was a beautiful girl call cinderella.	<b>27</b>	<b>16,8</b>
2	Complication	Malin did not admit that she	<b>112</b>	<b>68,9</b>

		was his mother.		
3	Resultation	They married and live happily ever after.	23	14,3
		<b>Total</b>	<b>162</b>	<b>100</b>

The use of each components of text structure are explained below :

### 2.1.Orientation

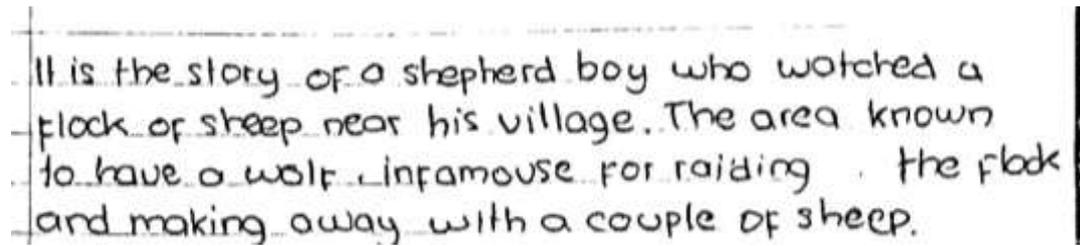
Theoretically, Orientation is defined as introduction of specific participants in the Narrative Text. The students used the complication narrative text structure for each grade described as follows:

#### A. Grade 7

Snow white and Red rose are two little girls living in a cottage  
in the woods. Snow white is a shy and quiet, while Red rose is  
is more lively and cheerful.

In Data above, it shows that the student began the story the orientation structure correctly by introducing the main character and their personality. This orientation is used as information for the reader related to the setting or context. In the example, we can indicate that the story will tell about two little girls with different porsonality.

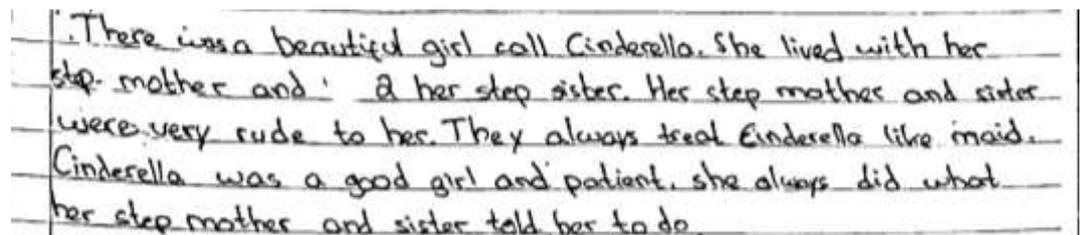
## B. Grade 8



It is the story of a shepherd boy who watched a flock of sheep near his village. The area known to have a wolf infamouse for raiding the flock and making away with a couple of sheep.

Based on the Data above, it shows that the student began the story the orientation structure correctly by introducing the main character and their habit or activity. This orientation is used as information for the reader related to the setting or context. In the example, we can indicate that the story will tell about a shepherd boy. However, because of lacking in grammar, spelling and vocabulary, the orientation becomes unclear and hard to be understood by the readers.

## C. Grade 9



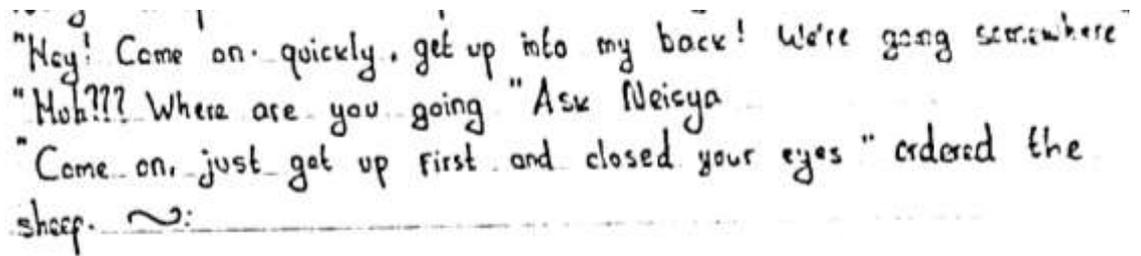
There was a beautiful girl call Cinderella. She lived with her step mother and a her step sister. Her step mother and sister were very rude to her. They always treat Cinderella like maid. Cinderella was a good girl and patient. she always did what her step mother and sister told her to do.

Based on the Data above, , it shows that the student began the story orientation structure correctly by introducing the main character and their personality. This orientation is used as information for the reader related to the setting or context. In the example, we can indicate that the story will tell about a girl and her evil stepmother and stepsisters.

## 2.2.Complication

Complication is revealing a series of crisis. The students used the complication narrative text structure for each grade described as follows:

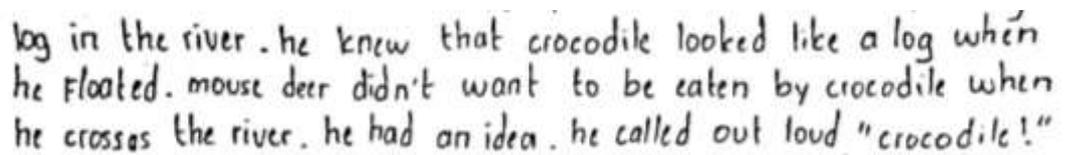
### A. Grade 7



"Hey! Come on quickly, get up into my back! We're going somewhere"  
 "Muh??? Where are you going" "Ask Neisyia"  
 "Come on, just get up first and closed your eyes" ordered the sheep. ~:

Based on the Data above, we can see that the students used complication in their narrative text correctly. It shows that the student had created the crisis of the story by describing the situation until the climax of the story. In this example, the complication is related to the main character, when Neisyia is brought somewhere a sheep she got by selling her jacket somewhere she does not know with her eyes closed.

### B. Grade 8



log in the river. he knew that crocodile looked like a log when he floated. mouse deer didn't want to be eaten by crocodile when he crosses the river. he had an idea. he called out loud "crocodile!"

Based on the Data 2 above, we can see that the student used the narrative text complication structure correctly. It shows that the student had created a crisis to describe the situation of the plot. In this example, the complication is related to the story character or the mousedeer who wanted to cross the river but there are many crocodiles in the river, so the mousedeer had to think of a way to cross the river without being eaten by the crocodile.

## C. Grade 9

One day, a castle soldier told every family in the village, there was a dance party on a castle. Cinderella was not allowed to go to the party because her step mother and sister. Cinderella

Based on the Data above, we can see that the student used the narrative text complication structure correctly. It shows that the student had created a crisis to describe the situation of the plot. In this example, the complication is when the main character cinderella not allowed to go to a party in the castle by her stepmother and stepsiblings.

**2.3.Resolution**

Resolution is when the crisis of the story is resolved. The student used the compilation narrative text structure for each grade described as follows:

## A. Grade 7

Turns out that the dwarf has cursed the prince because he stole his gems and the curse is now broken with the dwarf's death. The end.

Based on the Data above, it shows that the student ended the story resolution correctly by resolving the crisis. The resolution of this story example in conveyed to the reader through plot twist which can entertain the reader. As a resolution, we can indicate that the story ended happily and the crisis is resolved.

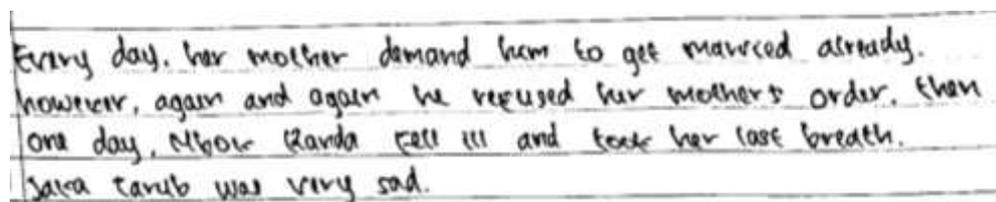
## B. Grade 8

"three". mouse deer kept jumping until he arrived on the other side of the river "how many are there?" asked crocodile. "just enough" said mouse deer. he laughed as he ran to the forest.

Based on the Data 2 above, it shows that the student ended the story resolution correctly by resolving the crisis. As a resolution, we can indicate that the story

ended and the crisis is resolved. In this example, the focus resolution is mousedeer tricked and fooled the crocodile to fulfill his need. The resolution of this story example is conveyed to the reader through moral value which can entertain the reader.

### C. Grade 9



Every day, her mother demand him to get married already. However, again and again he refused her mother's order. Then one day, Albow Randa fell ill and took her lose breath. Saira karub was very sad.

Based on the Data above, it shows that the student ended the story resolution correctly by resolving the crisis. The resolution of this story example is conveyed to the reader by emphasizing emotional engagement with the reader. As a resolution, we can indicate that the story ended sadly and the crisis is resolved in a tragic way.

Based on the data analyzed, it is found that the Grade 7,8, and 9 of Junior High School students used 3 narrative text structure, they are (1) Orientation, (2) Complication and (3) Resolution. This means that the three components of text structure have been used since Grade 7. However, some of the students' narrative writing text shows that their Resolution, which is one of the most important and must exist in narrative text, have not been used effectively, some of the resolution written by the student are limited, which can confuse readers and not engage the reader because the story is 'hanging'.

### **3.The Language Development on The Use of Lexicogrammar and Text**

#### **Structure**

Research problem two was answered by applying the result of data analysis. According to Miles and Huberman, data analysis suitable to investigate the underlying factor of a phenomena is data display analysis as a new way of arranging and thinking more textually embedded data. This type of analysis data can be in the form of chart, table, ect. In this analysis are used to find the factors affecting the use of lexicogrammar and text structure in writing narrative text.

The result of the analysis shows that two factors, namely (1) cognitive development and (2) language mastery affect the use of lexicogrammar and text structure in narrative text of Grade 7,8,and 9 Junior High Scholl students. Each of these factors is presented in the following part.

#### **3.1.Cognitive Development**

Theoretically, cognitive development, as a progressive reorganization of mental processes as a result of biological maturation and environmental experience, is arranged in stages based on ages, (Piaget in Mc. Leod, 2015). It means that age is assumed as one factor which influences language development. In this study, it is suitable to the theory of language development stages which says, the students who are 11 years old and over are in formal operation stage, where they develop the ability to think abstractly, means, they are able to able to think about abstract concepts and have the ability to combine varios ideas to create new ones (Piaget in Mc. Leod, 2015). In this study, the students, who are in

13 years and more, have developed the systematic thinking of lexicogrammar components use on narrative text.

### **3.2. Language Mastery**

Related to the students' language mastery, in terms of fluency in writing narrative text, based on the data, we can see that there are levels of language mastery which may develop according to their age. Furthermore, each student has different language mastery or ability even when they are in the same grade. For instance, the beginner level student has lack of knowledge almost in all lexicogrammar in their writing. Although there are progress throughout the writing, it is not significant, and still find difficulties in making proper sentences to convey the story. The intermediate student however, can successfully improve their ability in writing but cannot manage to improve their writing ability consistently and caused no further improvement. There are still some mistakes in their grammar or sentence structure and still has a little difficulty although the writing is much better than the beginner level. In contrast the advanced student which has the most proper knowledge to write using correct grammar and sentence structure can successfully write a good narrative text and also able to maintain their progress and improvement. The student will have a good understanding of the tenses, grammar and structure. Even though there are some difficulty in delivering the meaning of the story into appropriate sentence, it did not affect the meaning. However, the teacher is the key to students' language mastery in constructing a good narrative text, and teacher should explicitly explain the tenses, grammar and structure, vocabulary, etc to make the student have a

good knowledge and understanding of the lexicogrammar and text structures to avoid making mistakes so student can improve their language mastery.

## **B. Discussion**

The first result of this research is all the text structure and lexicogrammar items are used by the Junior High School students in SMP Negeri 7 Medan. Three items of text structure, namely, Orientation, Complation, Resolution used by the students when writing narrative text. However, the use of Orientatation and Resolution is lower than Complication. All the lexicogrammar items are used by the Junior High School student in SMP Negeri 7 Medan, They are Verbs, Adjectives, Adverbs, and Past Tense. The most lexicogrammar used by the student is Past tense and the least lexicogrammar used by the student is Adverbs. However, the past tense is used incorrectly by some students especially in arranging subject verb-agreement. The verbs written by the students are in the past tense form because narrative text uses past tense as the language feature, except when qoutating speech or dialogue existence of the character, and we can see the student can indicate which tense to use when quotating and narrating the story which needs a deeper understand of pas tense and present tense. Additionally, Grade 8 student used the least adverb in their narrative writing.

The second result of this research is that the language development, that is, using text structure and lexicogrammar in narrative writing, are influenced by their cognitive development and their language mastery. New findings on this research are that cognitive development and which is arranged on general science development is also works on language development of the students who use

English as first language and who use it as the foreign language and the cognitive development theory that works on general science has same effect on student's language development. The findings of this research is not applied generally but limited only on the Junior High School students at SMP Negeri 7 Medan.

Related to the findings above, the first research problem of this study is answered in the student's narrative writing, where the students used all the components of lexicogrammar and text structure. The findings showed that the cognitive theory development works on the student's language development. The higher the grade level, the higher their language use development. Since the students are at 11 years and over, Piaget's theory explains that the students of Junior High School are in the upper stage, that is, formal operational stage, where the students develop the ability to think in abstract ways. It enables the students are able to combine various ideas to create new ones and have developed logical and systematic thinking. It helps the students described the picture with the correct lexicogrammar and text structure.

Harmer's theory of writing implicates that the higher grade level does not mean the higher the ability in writing. As the answer for the second reason in the second research problem. The reason which of why student's written lexicogrammar and text structure the way they do is their language mastery. When they know and are able to use the rules of writing, includes being aware of linguistic features and having some understanding of genre, they will be able to produce good writing. Dealing with the research findings above, hence it is very important to confirm it with the linguistic theories to highlight these findings.

The study of connecting cognitive development and constructivism implications from theory for instruction and assessment by Lutz & Huit (2014) provides an overview of the development theories of that provide the basis for the educational application of constructivism. Activities for developing instruction and assessment built on constructivistic theories are also discussed. As in every domain of human development, there are three major questions that are addressed; what is the role biology, what is the role of experience, and how can the environment be arranged so as to best address the interaction between these two factors. This study explains that the three researchers provide the theoretical underpinnings for the increasingly popular constructivistic approach to the teaching/learning process, have different responses to these questions.

Comparing with this research, there is a line with the previous study above. mastering the concept of using text structure and lexicogrammar become the main point in successfully writing in narrative text. The previous study also analysis the teaching learning model to help the students increase their writing while this research only focus on analysis the use of text structure and lexicogrammar in narrative text.

Luardini and Asi (2014) intended to describe the linguistic competence in writing narrative text by junior high school English teachers in Palangkaraya. The analysis was done by applying Genre-Based Approach of Functional Systemic Linguistics in order to describe the language used. The findings showed that the teacher texts were mostly constructed in simple sentences, with the average clause density of 1.6 each sentence. The types of processes were dominated by material, relational, and mental processes which were supported by temporal

circumstances. Topic and textual theme indicated that the texts were organized as a narration. The next previous study is the research by Yudha and Chakim (2014). The study focused on Grade 10 students' narrative text which the findings are that in term of text structure, most of the students are in 'good' level, and in term of grammar, most of the students are in 'poor' level. In this research, all the students have used all the lexicogrammar and text structure in their writing. However, the use is not correctly yet only in the use of past tense in lexicogrammar and Orientation in text structure.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter displays the conclusion and suggestion of the current study. Herewith, the conclusion of findings derived from each research question is presented. Subsequently, some suggestion are made based on the research findings and discussion, the conclusion are drawn as follow:

1. All the components of lexicogrammar, namely, Verbs, Adjectives, Adverbs, and Past Tense in narrative text are all used by the student of Grade 7,8, and 9 of Junior High School in SMP Negeri 7 Medan. However the use of adverbs has not been used effectively in Grade 8. Some past tense in the students' narrative text is incorrectly used and it is found that since grade 7 the students have used three components of narrative text structure, namely, Orientation, Complication and Resolution. The findings above show that the use of of Resolution component written by the student, is not used correctly and properly because it is not specific and vague. Some of the student still do make mistake related to the function of Resolution. After analyzing all the texts based on the text structure of a narrative text, It found that most of the students have difficulty in coda. Based on the lexicogrammar features of a narrative text, It is found that most of the students have difficulty in using adverb.
2. A. The development of language, in this study, the use of lexicogrammar and text structure in narrative text, are influenced by two factors, they are,

the students' cognitive development stages based on age and their language mastery.

B. Cognitive development which is arranged on the development of students general science development also works on the students' language development who use english as foreign language.

Based on the conclusion above, the students had problem in using lexicogrammatical features of narrative text because they did not use the lexicogrammatical features of the appropriately. So in writing narrative text, many students who still had lexicogrammatical problems that caused by error were the use of past tense, verb, adverb, and adjective.

It can be concluded that the quality of SFL in the students' writing is not equal. Most of the students' wrote a text without paying attention to the contextual meaning. In addition, the students' capability in playing with the words in constructing the texts is moderate. This can be proved by the vocabulary that they chose when writing the texts. Almost all the texts used the common word and there was no significant diversity in each of the texts written.

## **B. Suggestion**

Reflecting to the previous findings of this study. This part presents some suggestion that can be benefited theoritically and practically. In line with the conclusion, above, the suggestion from the researcher are staged as following:

1. Teacher should remind the students concerning the obligatory stages of narrative texts produced by the students since many of students writing do not have the obligatory stage of narrative text. Teachers should also

remind the students to start and to end the narrative they produce since many of the narrative text do not have a proper ending, e.g. coda is not produced by the student, so it means that the story ended without being closed.

2. Teacher should have best teaching strategy and method to teach writing and create an impressing teaching writing technique which can catch the students' attention toward English writing activity. The teacher should give more motivation because the student lack of knowledge about the component or text structure of narrative text and also language use in order to motivate student and prepare the students to be prepared to produce writing.
3. Since the use of Resolution, as text structure is low, it is suggested more exposure of writing narrative text in Junior High School. The students are advised to restudy the text structure, lexicogrammar of narrative text material and practise their language use especially in writing production. The English students can learn from the errors the students made in this study and make writing improvements. The students should reflect on the problems concerning their weaknesses and study hard to compensate their weakness by doing a lot of practices.
4. It is suggested that more exposures of adverbs should be provided to Junior High School students, because the use of adverbs is used the least eventhough it is one of the lexicogrammar components. For further research, who want to conduct a related research to this research would be an advantage and it is suggested that from the significant reference of this

study, the two factor which focuses on the influences are: cognitive development and language mastery are the most dominant.

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# APPENDIX

## Students' Narrative Text Writing

## Grade 7

No. ....

DATE : .....

Goldilocks and Three Bears

Once upon a time right in the forest there's a little girl with golden hair. Her name is Goldilocks, she's a cheerful little girl and sweetness little girl, but her cheerful and her sweetness could be a rather naughty girl. That's why her Mom watches her behind her and always said "Darling just play in the backyard, please and don't go to the Woods." That's why her feels so bored because everyday she's just play in the backyard.

In the one day she's plans want to went and played to the forest. So she's go to the forest when her Mom prepare breakfast for them she's go played in the forest and enjoyed beauty of the forest.

Until a moment ago she's saw a beautiful little butterfly, she tried to chase but she's get lost. she want to back home but she couldn't know the way to back home. she's walked in the forest and found a house, she's knock the door and say "Any-body home?" she's saw the window and doesn't saw anybody in home. so she came to the house and found three bowls porridge.

she's tried to eat porridges, the first she's tried papa bear porridge but it was too hot, the second she's tried but it was too cold and at the last she's tried baby bears porridge and it was delicious. after she's full she's wanted to seat, she walked and found three chairs. she tried papa bears chairs she's tried to climb it but it was too big and high so she's switched the mama bears chairs but it was too big too and at the last she tried baby bears chairs she seat but the chairs is broke

so she get up and walking to the bathroom bear family she entered the

M

1-11  
No.

## "HEAVEN SHEEP"

Once upon a time there was a girl named Neisya, Neisya sells warm jacket in the winter. Neisya was an orphan, her uncle really lived to beat her at home, and took the money she made to buy alcohol.

Once upon a time there was mysterious grandfather bought Neisya's jacket but the grandfather paid for it with a sheep. Neisya accepted the sheep but suddenly the sheep spoke to her "Hey! Come on quickly, get up into my back! We're going somewhere" "Huh??? Where are you going" "Ask Neisya" "Come on, just get up first and closed your eyes" ordered the sheep. ~:

Neisya get up onto the sheep back and closed her eyes, when the sheep ordered Neisya to open her eyes. Neisya was suprised to see very beautiful playground, Neisya so happy and immediatelly tried to climb the slide.

But in the real world Neisya had died, someone founded her body frozen.

Rumpelstiltskin

- Once upon a time there was a small kingdom on the edge of the dark forest. Legend says, there is an evil monster in the forest.
- But, people still live happily under the leadership of the king.
- In the kingdom there is a grinder with his daughter Viona.
- The grinder likes to talk and <sup>exaggerate</sup> his talk.
- Until people report it to the king. Finally the king summoned him to the palace.
- He came and immediately introduce himself to the king and he also told the king about her daughter who could weave straw into gold. After the king heard it he was surprised and immediately ordered the grinder to bring her daughter to the palace. Suddenly the grinder's face turned pale and he went straight home. At home he told her daughter what had happened. Then Viona said "I ~~told you~~ warned you father. don't lies to other, now you trapped on your own lies!
- After that, they went go to the palace to deal with problem.
- After the king looked Viona he ~~was~~ fascinated and acknowledged the beauty of the grinding daughter according to her father's words. Then, the king take Viona into the room full of straw he ordered Viona to turned straw into gold. ~~As~~ she cried because she don't know how to do it. Suddenly there was a bright light and from there appeared a little boy. The little boy asked viona "Why you crying?" and Viona told him her problem. Then the little boy asked what you given to me, if i do it for you? Then Viona said "I don't have anything" after thinking for a while the little man said "your first baby ~~Viona~~ she agreed.

## Snow white and Red rose

Snow white and Red rose are two little girls living in a cottage in the woods. Snow white is a shy and quiet, while Red rose is more lively and cheerful.

One winter night a knock could be heard at the door. Red rose opens the door and finds a bear. At first she is terrified but the bear says "I'm half frozen I merely want to warm up." They let the bear in and bear and got along very quickly.

Every winter night the bear comes every night to stay over, and leaves to the woods. When summer comes he tells them that he has to go protect the treasure from the evil dwarves.

During this summer the girls has encountered the dwarf many times each time saving him from unfortunate situations. This time the dwarf is being held up by the bear. The dwarf begs to the bear to just eat the girls instead. The bear ignores the pleas and kills the dwarf in one slash of its paw. Suddenly the bear turns into a handsome prince.

It turns out that the dwarf has cursed the prince because he stole his gold and the curse is now broken with the dwarf's death. The end.

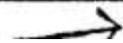
## "Sadistic Sweet"

Once upon a time there were two brothers living in a town called Port HamSmith. Their names are Damon and Jaden. They live in a fairly small house near the coast. Damon's age is 12 years old, meanwhile Jaden's age is only 10.

When the brothers were playing in the outskirts of the town, Jaden saw a weird tree that grows candy canes. Jaden said, "Hey Jaden, let's try the fruits of this weird-looking tree!" After that, they both ate the candy canes of the tree, but they didn't know the side effects of the candy cane.

After they ate the candy cane, they both fell asleep. When waking up, Damon realized they're in a different place. "Jaden, wake up! We are far from home!" screamed Damon. They were up in a place called "Sugar Valley". Not long after they arrived, the ruler of the place showed up. Her name is Princess Bon Bon. "Welcome to land of sweetness and happiness!" said the princess. She welcomed them by letting them live in her cream cake palace.

Fast forward 3 days since the brothers live in Sugar Valley. The princess ordered Kernel Vafon, who is a candy corn that serves as her secretary, to plan something weird. They planned to turn the brothers into gingerbread and then eat them. Jaden heard their plans and told his brother to escape. Fortunately, Damon knew the way out of the place.



## Grade 8

<input type="checkbox"/>	The who boy cride wolf
<input type="checkbox"/>	
<input type="checkbox"/>	It is the story of a shepherd boy who watched a
<input type="checkbox"/>	flock of sheep near his village. The area known
<input type="checkbox"/>	to have a wolf, infamouse for raiding the flock
<input type="checkbox"/>	and making away with a couple of sheep.
<input type="checkbox"/>	
<input type="checkbox"/>	Every villoger knew of the menance and
<input type="checkbox"/>	was always ready to come to the aid of anyone
<input type="checkbox"/>	who had a problem with a wolf. But the boy
<input type="checkbox"/>	overlooked the of the villagers
<input type="checkbox"/>	ridingluck them.
<input type="checkbox"/>	
<input type="checkbox"/>	For his amusement, he brought out the villag-
<input type="checkbox"/>	ers, three times, by crying our for help,
<input type="checkbox"/>	saying, "wolf, wolf".
<input type="checkbox"/>	
<input type="checkbox"/>	The ever vigitant villagers immediately
<input type="checkbox"/>	came to help him, only to find the
<input type="checkbox"/>	shepherd boy having a hearty
<input type="checkbox"/>	laugh. hey were naturally upset
<input type="checkbox"/>	when he laughed at them
<input type="checkbox"/>	for getting fooled.
<input type="checkbox"/>	

### Kancil dan buaya b.inggris version

One day, mouse deer went down to the river to take a drink, but he knew that the crocodile might be waiting underwater to eat him so he said out loud, "I wonder if the water's warm. I'll put in my leg and find out." Of course mouse deer didn't put in his leg, he picked up a stick instead and put one end into the water chomp...! crocodile grabbed the stick and pulled it underwater, mouse deer laughed "Ha.. Ha.. Ha.. Stupid crocodile! can't you tell the difference between a stick and a leg?" then mouse deer ran off to drink somewhere else.

in the next day, mouse deer wanted to cross the river, he wanted to eat the fruits on the other side of the river, he saw a floating log in the river, he knew that crocodile looked like a log when he floated, mouse deer didn't want to be eaten by crocodile when he crosses the river, he had an idea, he called out loud "crocodile!" crocodile rose from the water "hello mouse deer, have you come to be my lunch?" mouse deer smiled, "sorry, not today crocodile, I have orders from the king, he wants to invite all the crocodiles in this river to a party, he wants me to count all the crocodiles so he could prepare enough meal for you".

"Really...? tell us what to do", said crocodile "you must line up from this side of the river to the other side," said mouse deer, crocodile then got all his friends and family, they lined up across the river, mouse deer then jumped onto crocodile's back "one" he counted, he jumped onto the next crocodile "two" And the next crocodile "three", mouse deer kept jumping until he arrived on the other side of the river "how many are there?" asked crocodile, "just enough" said mouse deer, he laughed as he ran to the forest.

Kelas: VIII-9

## Malin Kundang

Once upon a time there was a child named Malin Kundang who was born to a poor family. His mother is a widow who lived in poverty.

Malin, who wanted to change his destiny, asked his mother's permission to migrate. With the permission of the mother, Malin went sailing.

Several years later, Malin returned to his hometown with a very beautiful wife. Malin had become a wealthy merchant who owned dozens of merchant ships.

His mother, who heard her son's return, came to welcome him. But Malin was ashamed to see his mother in tattered clothes like a beggar.

Malin did not admit that she was his mother. His mother was so disappointed and hurt that she cursed. If Malin was indeed her son, he would become a stone because

Keyzia Safina  
VIII-B

4/oktober-2022

The prince and the pea  
A prince longed to get married there were many fine girls in the kingdom but his mother the queen insisted that he wait for a real princess he wait for a real princess one night a princess come to the chastle gate her carriage had broken down and she needed shelter for the night the princess come to the chastle gate her carriage had broken down and she needed shelter for the night the princess fell in love with her but his mother wanted proof that she was a real princess the queen slipped a single dried pea under a dozen mattresses on tender enough to feel it the princess tossed and turned that night and woke up quite black and blue from the pea only then did the queen agree to her happy son's marriage.

Faith Anaya

VIII - 8

No.:

Date:

Snow White and the 7 dwarfs.

Once upon a time, there was a beautiful princess named snow white. She had skin as white as snow, lips as red as blood and hair as black as ebony. However, her evil stepmother, the queen was jealous of her beauty. The stepmother had a magic mirror. One day she asked the mirror "Mirror, mirror on the wall, who is the fairest of them all". To her surprise, the mirror replied "Snow white is the fairest of them all". The queen flew into rage, and ordered her loyal henchmen to kill Snow white, and take her heart as a proof of her death. The henchmen then tried to kill Snow white, but could not do it to the poor girl. He then told her to run away and escape to the forest, and take a pig's heart in order to trick the queen, while Snow white hid in the woods until she ran away into the forest. After passing for a long time, she started feeling tired, so she entered a deep hole near in to the forest. She was very scared, then she saw a cute little cottage. The kind princess without hesitation entered the cottage and took a nap there. Little does she know

OKEY





## Jack and the beanstalk

Jack and his mother lived on a farm. They were very poor. They sold all of their furniture to buy food. "I'm hungry, I haven't eaten breakfast," said Jack. "I'm sorry, we have eaten all our food," said his mother. "We need money, we must sell our cow," said Jack's mother. "OK, I will sell our cow today," said Jack. He walked outside and went to the barn. He untied the cow, and they walked away.

Jack and the cow walked along the road. Soon, he met a strange man. "Look at that beautiful cow! I want to buy it," said the man. "How much is it?", "It's five dollars," said Jack. "I have no money." "But how about some magic beans?", "OK!" said Jack. The man gave the beans to Jack. "These must be water," said the man. The man walked away, and Jack ran home. "I didn't get money, but now I have some magic beans!" said Jack. "What? no money? go to bed," said his mother angrily. Then she threw away the beans.

The next morning, Jack went outside, there was a huge vine. The beans grew! the vine goes to sky. "I'm going to climb it," said Jack. At the top, Jack saw a goose, the goose laid some golden eggs. "I'm going to take it!" said Jack.

Then Jack climbed down the vine. Jack and his mother were happy.

No.:

Date: 4-10-2022

 Jaka Tarub

Once upon a time, in a village, there lived a widow named Mbok Randa. She lived alone because her husband has long passed away.

One day, he raised a step boy to become her son, he named him Jaka Tarub. then Jaka Tarub has grown up.

Jaka Tarub became a very good looking, dazzling, and kind hearted young man. he also has a magic on him. every day, he always helped her mother in the fields. because of his attractive face, so many pretty girls wanted to be his wife, otherwise, he didn't want to get married yet.

Every day, her mother demand him to get married already.

however, again and again he refused her mother's order. then

one day, Mbok Randa fell ill and took her last breath.

Jaka Tarub was very sad.

Name : Aqueen Cintha Aeria  
Class : IX-1

04-10-2022

### The Legend Of The Lake Toba

Once upon a time, there lived a man in the small hut in north Sumatra. He liked fishing very much. One day, he caught a golden fish and surprisingly the golden fish become a beautiful woman like a princess. And the man was falling in love with her and asked her to get married. But, the beautiful woman asked the man to keep her secret that she was a golden fish.

And then after they getting married, they had a son. And one day, the son had eaten his father's lunch because he was very hungry. And knowing this, his father was very angry and shouted that he was a son of golden fish. The son ran to the mother and told about this all to make sure that his father was lie or not. Knowing this the mother was very sad and she realized that her husband has broken the promise.

The woman was crying a lots and she shouted angrily too that makes the earth quack and the big hole on the earth. And her tears were become a water in that big hole, that we call it now as a lake toba.