DIAGNOSING LANGUAGE STYLE OF NARRATIVE PASSAGES IN EFL TEXTBOOKS: A LINGUISTIC-STYLISTIC ANALYSIS

SKRIPSI

Submitted in Partial Fulfillment of Requirement

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"Diagnosing Language Style of Narrative Passages in EFL Textbooks: A Linguistic-Stylistic Analysis"** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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ABSTRACT

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This study discussed the stylistic analysis study used in EFL Textbook especially in narrative passages. This study aimed to describe the types of language styles, the lexical categories and figures of speech in narrative passages. This research was conduct using a qualitative descriptive research. The data source are taken from EFL textbook entitled Practice Your English Conversation Daily. There are 3 stories that is analyze from the textbook. There are The Legend of Malin Kundang, The Rats and The Elephants and Sura and Baya. The results showed that there were 2 types of language styles found, namely: formal style and casual style, 4 categories of lexical categories found, namely: verbs, nouns, adjectives and adverbs, 4 figures of speech found, namely: alliteration, assonance, euphemism and personification in narrative passages on the textbook. It is hoped that this research can help students understand narrative texts and can help students to create narrative texts with an appropriate language style.

Keywords: Stylistic, Language Style, Narrative

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

Textbooks are nearly as ubiquitous in schools as teachers and exams (Shannon, 2010). The textbook has become a nearly universal component of classroom teaching (Mohammad Mohammadi, 2014). As one of the most important language learning resources, the textbook has a significant impact on language learning efficacy (Huang, 2019). It not only serves as a guide for teachers when delivering content, but it also gives required feedback through a range of explanations and tasks. It influences learners' attitudes and performance regarding resources (Mutiara Ayu, 2018). Textbooks are one of the most important materials utilized to satisfy the student-centered objectives of a course. One of the textbooks used in schools is the EFL (English Foreign Language) textbooks.

According to Tom Hutchinson, 1994, "A textbook provides a very significant role in English teaching and learning". Teachers and students hold EFL (English as a Foreign Language) textbooks in high regard. When providing the contents, it serves as a guide for the teachers, but it also provides the required information through a variety of explanations and exercises (Mutiara Ayu, 2018). EFL Textbooks contains a lot of material that students will learn in it. including one of them is material about Narrative.

Narrative passages are one of the things that must be learn in learning English. Narrating is an advanced discourse skill that correlates with and predicts numerous aspects of academic success, such as improving memory, vocabulary, print awareness, and decoding and tale comprehension (Gigliana Melzi, 2011). The use of textbooks will greatly assist teachers and students in learning narrative passages material. However, not all textbooks have an effective role. Using simply textbooks, from cover to cover, with no supplementary materials is not the most effective way to address the demands of pupils (Mohammad Mohammadi, 2014). If language textbooks are not socially and culturally contextualized, pupils will not see them as relevant to their lives, reducing their incentive to study the language (Huang, 2019). We need something to ensure that the textbook has a positive impact on pupils and is of high quality. Evaluation of textbooks has become a crucial practice in the world of education (Azam Ahmadi, 2016). One thing that can be the source to be analyze in the research from content of textbook is language style.

According to Ducrot and Todorov (1993), The selection of language style involves making a decision amid many options when utilizing language. Language style can be defined as the words used by a specific collection of people when speaking in a particular location and circumstance (Ratna Sari Dewi, 2022). Language style is an instrument of verbally or in writing expressing a feeling or thinking; it encompasses all forms of communication that convey figurative meaning (Panumbangan, 2013: 149). According to Joos (1976) Style of language refers to the manner of language used by the speaker and is characterized by a

degree of formality. Joos divides these speech styles into five forms, namely; frozen style, formal style, consultative style, casual style and intimate style. Analyzing the language style in the EFL textbook will help us understand the different types of language styles employed in the textbook. The language style in EFL Textbooks is an important thing to know because besides it increase the cultural knowledge but also teach the students to write their own story. The language style in EFL Textbooks is interesting to study because we can find what types of language style is commonly used by the author of the textbook.

One of the most common linguistic analysis on literature is stylistics (Candria, 2019). Stylistics focuses on the ornamental aspects of both written and spoken language. Stylistic analysis examines literary texts, speeches, legal documents, news reports, commercials, and many other forms of linguistic expansion (Almahameed, 2020). Stylistic analyses concentrate on a writer's language in a literary text and can provide us with valuable information for a more objective examination of the author and the text (Tezcan, 2014). Stylistics places a great deal of emphasis on the study of aesthetic elements of both written and spoken language. Stylistics is not a distinct discipline, but it can be used to obtain a deeper understanding of literature, journalism, and linguistics (Almahameed, 2020). The two main objectives of stylistic analysis are to aid readers in creating meaningful interpretations of the text and to increase readers' general knowledge and awareness of language. These objectives will assist pupils in reading and studying literature while enhancing their language proficiency (Sharma, 2019). Therefore, it is important for students and teachers to know the stylistic forms that

exist in the EFL Textbook that they use, especially in the narrative section. Besides being able to know the meaning of the text, students can also improve their language skills and improve students' ability to create their own stories by using appropriate language styles.

Learning success is dependent on both the learner and the teacher, particularly the teacher's language style. The pupils' comprehension is influenced by the teachers' language style (Liyana Puspasari, 2021). However, quite a lot of problems were found where both the teacher and students did not understand the style of language in the material, especially the narrative part. Students are less able to make their own stories with a good and appropriate language style. The ability to understand language styles is very important for teachers and students for the success of learning activities. In this case, the researcher interested to describe and interpret not only the types of language styles used by the author in EFL Textbooks entitled Practice Your English Conversation Daily especially the narrative passages using the theory of Martin Joos (1976) but also describe the stylistics study used by the author in EFL textbook entitled Practice Your English Conversation Daily especially the narrative passages using the theory of Leech & Short (2007).

B. Identification of Problem

Based on the above content, the following problems were identified:

1. EFL Textbooks always contain literature works that are narrative text like The Legend of Malin Kundang, The Rats and Elephants, and Sura and Baya to be the sources of reading for students.

2. The use of language in narrative text found in EFL Textbooks sometimes difficult to be understood by students because of the use of figurative language.

3. In narrative text consist of some stylistic components like lexical categories, language style, etc to be difficult for students to understand.

4. From the narrative text in EFL Textbook we can know the style about the author of the textbook.

C. Scope and Limitation

The scope of this research is limited to one aspect of language contained in EFL textbooks; it is not possible to analyze all aspects of language. So, the scope of this research is the stylistic analysis of an EFL textbook, and the researcher's analysis is limited to the stylistic aspects found in narrative texts, such as language styles and stylistics research from the authors' "Practice Your English Conversation Daily" textbook.

D. Formulation of Problem

In order to investigate the problem, the research questions that follow were formulated:

1) What are the types of language styles used by the authors of EFL Textbook found in narrative passages?

2) How is the stylistic-analysis study which is used by the authors of EFL Textbook found in narrative passages?

E. Objective of Study

Based on the problems identified in the research above, this study aims to describe:

1. To describe the kinds of language styles used in EFL Textbook about the narrative passages.

2. To describe the stylistic-analysis study used in EFL Textbook about the narrative passages.

F. The Significant of Study

The significances of this study are expected to be beneficial theoretically and practically :

1. Theoretically

This study is expected that the students, teachers and researcher know about the lexical categories and the types of language styles which used by the author.

2. Practically

This study is expected to improve the researcher's comprehension and research skill, particularly in the sociolinguistic field.

1. This study will encourage students to apply linguistic style in spoken or written communication.

2. For the future researcher, this study is expected to be useful as an additional reference.

3. For the readers, to be well educated about linguistic stylistic in EFL Textbook.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Textbook

Almost all of the time, educational decisions have an effect on how curriculum materials, like textbooks, are made (Widodo, 2018). Textbooks are the major means of teaching pupils with knowledge and information in a straightforward and ordered manner (Touraan Ahour, 2012). Textbooks are one of the most popular types of materials used to teach a language (Weninger, 2018). For both students and teachers, textbooks are essential parts of the educational process. Textbooks are as common in classrooms as teachers and standardized assessments (Shannon, 2010). Although textbooks may not contain all of the knowledge required for the teaching and learning process, they are a crucial instructional resource (Yuvi Sri Widia, 2022). Textbooks could be used to supplement a teacher's lesson plan. Aside from teacher involvement, the textbook may be the primary point of contact for pupils with the language. Textbooks can also serve as a sort of teacher training because they provide advice for how to conduct classes.

1.1. EFL Textbook

Many countries teach and encourage students to study English as a second language. Even in places where the language is not an official one (Nishanthi,

2018). Textbooks are a key and necessary teaching aid for language learning in an academic setting, and EFL/ESL teachers rely on them as a core foundation for their instruction (Hussain Ahmad, 2014). Therefore, the EFL textbook will really help teaching and learning activities in schools. EFL textbooks serve a vital role in providing students with language learning input during classroom activities. (Rofik, 2020).

2. Narrative Passages

According to Anderson (1997), A narrative text is a type of English text which is meant to keep the viewer or listener interested. The story could be made up or it could be true. It could be a folk tale, a legend, a fable, a short story, or science fiction. Every story has problems that lead to the end and then to a way to solve those problems. The material is divided into three sections: orientation, complication, or issues, and resolution. According to (Gigliana Melzi, 2011), Narrative passages are one of the things that must be learn in English. Narrating is an advanced discourse skill that correlates with and predicts numerous aspects of academic success, such as improved memory, vocabulary, print awareness, and decoding and tale comprehension. Narrative motives are the most fundamental and compact structural components of a text's narrative structure. The motivations, among other things, the characters, narrator, narration, the composition (storyline, plot), narrative techniques, receptive author, story sequences, the story, addressee, time, and place are the primary narrative categories (Pavelka, 2014).

2.1. The Structure of Narrative Passages

The generic structure of narrative texts consists of five elements, those are:

a) Orientation (introduction) includes the text's thesis. In this level, students are introduced to the narrative's characters. What occurred and who was engaged in the story are described. In this level, atmosphere is also used to persuade students to continue following the story. In other words, the orientation of a narrative text indicates who the protagonist was, when and where the action took place, and where the protagonist was located.

b) Sequence of Events (complication), this section describes the story's progression. The difficulty encountered by the main character. The complication adds intrigue to the narrative by preventing the protagonist from achieving his or her objectives. It occurs in the midst of the plot.

c) Resolution, it informs the reader (students), how the problem was resolved it is also known as problem solution. A gratifying narrative provides the solution to the issue.

d) Reorientation, It informs the reader the moral of the story and tells the character what the story has already told them. These components must be present in narrative text. It provides additional explanation to make the story plain and comprehensible. Occasionally, however, students discover multiple complications and solutions.

e) Evaluation, This section can be combined with the orientation section. It contains the beginning of the story. Evolution describes the time and

location of the event being recounted. These components must be present in narrative text. It provides additional explanation to make the story plain and comprehensible. Occasionally, however, students (readers) discover multiple complications and resolutions. It may occur when the problem (complication) has not yet been identified or resolved.

2.2. The Advantages of Narrative Passages

Anderson (2003a) explain that a narrative is a piece of writing that describes a story and plays with the reader. Character, setting, and plot are all present. Typically, the characters, setting, and problem of the story are introduced in the outset. The issue achieves its zenith in the middle. The conclusion resolves the issue. Narrative text stories are created not only as stories of fiction and myth, but also according to classifications and many forms of story concepts. Examples of narrative text include fairy tales, imagined stories, etc. In narrative text certainly has advantages to be learned, especially advantages for students.

a. Many readers are attracted to narrative writing because it contains a variety of stories.

b. Narrative text assists students in developing their thinking skills so that they can be more creative.

c. Narrative writing also contains various moral messages that can be used to teach the reader.

3. Stylistics

Stylistics, which has been variably perceived as an eclectic and relatively new concept, has its roots in conventional rhetoric (Nnadi, 2010). At the close of the 18th century and the beginning of the 19th century, the art of rhetoric nearly died out and was absorbed by linguistics. Despite the fact that the term "stylistics" had been used from the early nineteenth century, it emerged in literary discourse around the turn of the twentieth century as "Stylistics" (Tariq, 2018). Stylistics has recently been recognised as an area of literary studies. Stylistic studies focus on the language used by a writer in a literary piece, and they can provide us with useful data for a more impartial analysis of the writer and the text (Tuncay, 2014). Stylistics is the study of style, language expression, and expression effect using modern linguistic theories and methods (Huang, 2019). It is important to highlight that stylistics seeks to tie literary effects to linguistics by not only describing the formal aspects of texts but also demonstrating their functional implications for text comprehension   (Dadjo, 2022).

3.1. Stylistic Analysis Study

Aspects that can be studied from a literary work include lexical aspects, grammatical aspects, figure of speech, etc.

A. Lexical Categories

Leech and Short (2007) divide the lexical categories check-list into five sections: general, nouns, adjectives, verbs, and adverbs:

a. General: is the vocabulary basic or complex; formal or informal; descriptive or evaluative; specific or particular

b. Noun: Nouns are a grammatical class of words that refer to people, places, objects, ideas, phenomena, substances, or concepts, with the majority of its members having inherently determined grammatical gender (in languages that inflect for gender). A noun can be abstract (referring to events, perceptions, processes, moral or social qualities), concrete, proper, or collective.

c. Adjectives: an adjective is a member of the class of words that modify nouns. An adjective describes the qualities or characteristics of a noun.

d. Verbs: Verbs are part of the grammatical class of words that typically denote an event, an action, or a state. They function as a minimal predicate in a clause and determine the number and categories of other constituents that may appear. It significantly contributes to the meaning.

e. Adverbs: Adverbs are words that modify verbs, adjectives, other adverbs, and other categories of words, phrases, and clauses. It is a member of the class of words that modify verbs for categories such as time, manner, location, and direction.

B. Grammatical Categories

Grammatical categories consist of nine essential elements: sentence type, sentence complexity, clause type, clause structure, noun phrases, verb phrases, other phrase types, word classes, and general.

a. Sentence type: It entails the use of declarative statements, questions, commands, exclamations, and minor sentence categories (such as sentences with no verb). There are simple, compound, compound-compound, and complex sentences. Each sentence is defined by its use of independent and dependent clauses, conjunctions, and subordinators.

b. Sentence complexity: A complex sentence is comprised of at least one independent clause and one dependent clause. The conjunctions and subordinators that connect the clauses in a complex sentence assist the dependent clauses relate to the independent clause.

c. Clause types: Clauses, like phrases, are groups of related terms, but different from phrases, clauses contain a subject and verb. There are numerous varieties of clauses that can be utilized to create sentences, including relative, noun, and adverbial clauses. In addition to containing a subject and a verb, an independent clause expresses a complete notion and can stand alone as a grammatically correct sentence. In contrast, a subordinate or dependent clause does not express a complete thought and is therefore not a sentence. A subordinate clause that remains alone is a common form of grammatical error known as a sentence fragment.

d. Clause structure: In syntactic theory, the most studied topic is clause structure, which is about how words and phrases are put together in a sentence and how they relate to each other.

e. Noun phrases: noun phrases are phrases that have a noun (or an indefinite pronoun) as their subject or execute the same grammatical function as a noun. They can act as verbs, subjects, and objects, as predicate phrases, and as prepositional complements.

f. Verb Phrases: Verb phrases are made up of one or more verbs and one or more other words that show stress, mood, or person. It is a part of a phrase or sentence that has a verb and gives more information about the subject. It is also a phrase that works as an adverb or adjective. It is made up of a verb and its complements, which could be adjectives or things.

g. Other phrase types: Other phrase kinds include prepositional phrases, adverb phrases, and adjective phrases. A prepositional phrase is a collection of words that includes a preposition. An adverb phrase is a collection of words that serve as an adverb in a sentence. An adjective phrase is a combination of words in a sentence that describe a noun or pronoun.

C. Figures of Speech

They are characteristics that are set apart from conventional communication rules in some way by the language code. Such characteristics are generally classified as follows:

1. Grammatical and Lexical schemes: Grammatical and lexical schemes include grammar components, parts of speech, sentences, and phrases utilised in writing. It assists us in determining the nuances of time, place, and what has been done, what will be done, and what has occurred in the past. We can learn about the author's intended meanings by analysing texts grammatically and foreshadowing ideas and events. The overall number of vocabulary items and the use of words in a piece of text are referred to as lexical systems. It entails studying specific words and idioms in various linguistic situations. It entails the investigation of semantics, word creation, and morphology.

2. Phonological schemes: it concentrates on analysing sound patterns, the utterance of various words, and the formation of systemic use of sound in the language in order to determine a text's meaning, ideas, focal points, and idiosyncratic behaviours. Phonological devices include alliteration, repetition, consonance, and assonance, among others.

3. Tropes: it refers to any recurring figure of speech, motif, image, character, or plot device. Such deviations are frequently a clue to the special meanings associated with traditional figures of speech like metaphor, metonymy, synecdoche, paradox, and irony.

C.1. Types of Figure of Speech

There are many different forms of figures of speech that we utilize in our everyday conversation. Let's have a look at some of the most popular and widely utilized ones:

a. Personification, personification is the process of imbuing abstract or inanimate objects with human character or qualities. For example, we frequently use expressions like the howling wind, dancing leaves, time passes, and soon.

b. Metaphor, a metaphor is used to suggest a comparison between two entities that share some characteristics but are otherwise distinct. For example : He is the star of our class.

c. Simile, a simile is a figure of speech that contrasts two objects that are not identical but share similar traits. These are typically made by using the words 'as' or 'like'. For example : He is as brave as lion.

d. Alliteration, A sentence containing alliteration consists of words that begin with the same consonant sound. For example : She sells sea shells on the seashore.

e. Hyperbole, a hyperbole is an exaggeration used as a figure of speech. It is the use of hyperbolic language to emphasize or magnify the impact of something. For example : She's as old as the hills.

f. Assonance, Assonance is a form of speech that involves the repetition of vowel sounds. For example : How now, brown cow.

g. Euphemism, In our daily lives, we often use euphemisms. This figure of speech serves as a term to substitute other expressions that are regarded impolite or offensive, while retaining their original meaning. For example : He died (He passed away)

4. Language Style

Language is an important way for people to communicate. It is made up of words put together in sentences and phrases into paragraphs according to principles of cohesion and coherence (Dadjo, 2022). According to Ducrot and Todorov (1993), the selection of language style involves making a decision amid many options when utilizing language. According to Fachruddin (1994: 49) style of language is the language statement of someone who, whether consciously or unconsciously, intends to inspire and captivate the attention of listeners or readers to a specific purpose or sense. People use a variety of language patterns to communicate. For instance, the language used in meetings is more formal than that used in casual conversation with peers (Dameria Purba, 2021).

4.1. Kinds of Language Style

According to Joos (1976) style of language refers to the manner of language used by the speaker and is characterized by a degree of formality. To elaborate in language style, Joos (1976) stated that there are five kinds of language styles; frozen style, formal style, consultative style, casual style and intimate style. They can described as follow :

A. Frozen Style

Frozen style is employed in extremely formal settings, such as palaces, churches, state ceremonies, and speeches, among others. The most formal manner of speech is frozen. It is typically employed for formal ceremonies, government events, and international meetings. The speech is meticulously organised and delivered because it relies heavily on the use of language. For example : Pledges, anthems, marriage ceremonies, laws, etc.

B. Formal Style

Formal style is defined as the language used in serious or significant situations. Formal speech communication is unidirectional, with the speaker merely transmitting information to the listener. Formal speech style frequently discourages audience participation and interaction between communicators. For example :   Announcements, SONA, welcome addresses, etc.

C. Consultative Style

Consultative style is used in semiformal communication situations, such as speaking with an unfamiliar person. Unlike the formal and frozen styles of discourse, the consultative style of communication involves cooperation but does not necessarily require participation. According to Joos, consultative communication is automatic because the speaker does not plan what he is going to say more than three seconds in advance and the listener can interrupt the speaker. For example : regular classroom discussions, doctor-patient, etc.

D. Casual Style

Casual style is a style that is used for the conversation in our relaxed or normal situation that is appropriate for conversations between acquaintances outside of the classroom and occasionally family members. Casual speech is characterised by slang meanings or expressions that are readily understood without excessive explanation. For example : phone calls, everyday conversation with friends, chats, inside jokes of friends, etc.

E. Intimate Style

Intimate style is a language developed solely between families, lovers, and the closest of companions. This mode of communication utilises few words. Even with a single nonverbal gesture or behaviour, such as a rising tone of voice, a groan, or an arched eyebrow, the communicators understand each other. For example : Couple talking about their future plans, family sharing ideas, very close friends sharing secrets, etc.

B. Conceptual Framework

This study attempts to explain one of the elements in the EFL Textbook, which is to examine the stylistic analysis contained in the Narrative text based on Matin Joos (1976) to explain about language styles & Leech and Short (2007) to explain lexical category. The things that are studied are language style and lexical categories. it can be seen in the chart below :
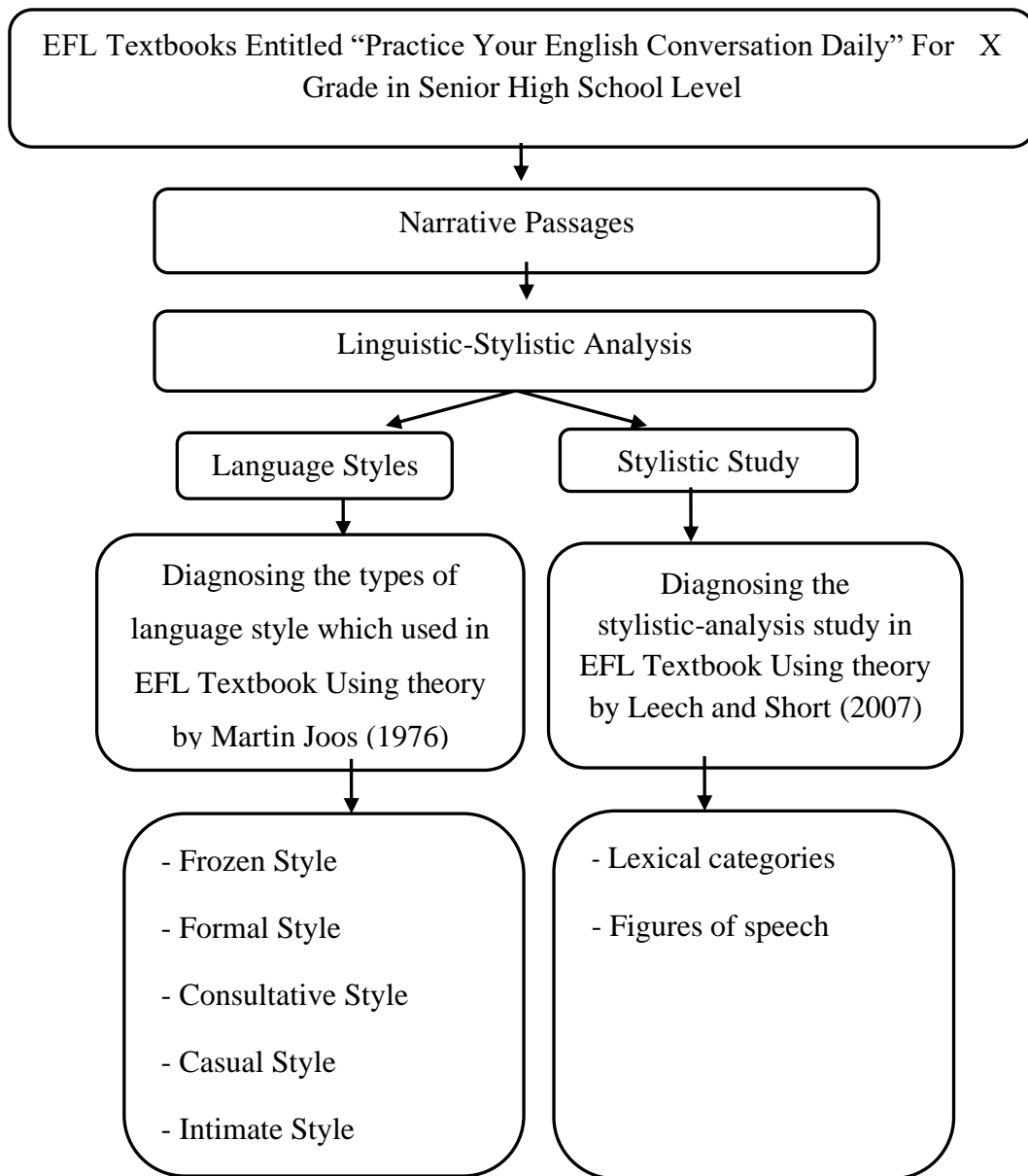
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┌─────────────────────────────────────────────────────────────┐
│  EFL Textbooks Entitled "Practice Your English Conversation   │
│        Daily" For   X Grade in Senior High School Level       │
└─────────────────────────────────────────────────────────────┘
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│                     Narrative Passages                        │
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│                 Linguistic-Stylistic Analysis                 │
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              ↙                              ↘
┌───────────────────────┐        ┌───────────────────────┐
│    Language Styles     │        │     Stylistic Study    │
└───────────────────────┘        └───────────────────────┘
            │                                │
            ▼                                ▼
┌───────────────────────┐        ┌───────────────────────┐
│  Diagnosing the types  │        │    Diagnosing the      │
│  of language style     │        │  stylistic-analysis    │
│  which used in EFL     │        │  study in EFL Textbook │
│  Textbook Using theory │        │  Using theory by Leech │
│  by Martin Joos (1976) │        │  and Short (2007)      │
└───────────────────────┘        └───────────────────────┘
            │                                │
            ▼                                ▼
┌───────────────────────┐        ┌───────────────────────┐
│  - Frozen Style        │        │  - Lexical categories  │
│  - Formal Style        │        │  - Figures of speech   │
│  - Consultative Style  │        │                        │
│  - Casual Style        │        │                        │
│  - Intimate Style      │        │                        │
└───────────────────────┘        └───────────────────────┘
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Figure 2.1. Conceptual Framework

C. Related Study

The first is the research about Language Style "Language Functions and Styles Used by Vendors at Legian Beach" by Riris Sidabutar, I Gede Sadia (2018). This research focused to analyze the language functions used by vendors at Legian beach as well as to find the style of language they use in their conversations with tourists. The researcher used theory by Bruce Tillit and Mary Newton Brother (1985), Martin Joos (1976,) and Mandell and Kirzner (2003). The results of this research indicate that eight of the eleven language functions proposed by Bruce Tillit and Mary Newton Bruder were used by vendors at the Legian beach in their conversations with tourists. There are four types of language styles they use in communicating with tourists. From those four styles of language, they mostly used informal style.

The second is the research about Stylistic "Linguistic Stylistic Analysis of Wole Soyinka's The Lion and the Jewel" by Servais Dieu-Donné Yédia Dadjo (2022). This research focused to analyze the aims at describing and interpreting lexical categories and figures of speech used to convey meanings. The researcher used theory by Leech & Short (2007). The result of this research indicate the frequency distribution of the lexical categories is established as follows: verbs 37.07%, nouns 25.84 %, adjectives 22.47%, adverbs 14.6%. The proportions of figures of speech are as follows: smile 20%, metaphor 18.33%, personification 18.33%, repetitions 13.33%, parallelism 11.66%, alliteration 11.66% and irony 6.66%.

The third is the research about Stylistic "A Stylistic Analysis of the Short Story "The Little Match Girl" by Yazan Shajer Almahameed. This study attempts to analyzes stylistically four language levels pertinent to the story; namely phonological level, syntactic level, graphological level and semantic level. The result of this research indicate three figures of speech found in the story namely: personification, simile and hyperbole. It could be concluded that the language of the author is characterized by variation and uniqueness, in which he employs several linguistic and poetic devices to exhibit his unparalleled style and fingerprint, making the story deep, touching and interesting to follow.

The fourth is the research about language styles "Language Style Found in Indonesian Movies" by Simamora Maraden. This study attempts to identify kinds of language style and tries to find the most dominant language style usage employed on the Five Indonesian movies. The writer use the Martin Joos Theory (1967) "the five types are Frozen style, Formal style, Consultative style, Casual style and Intimate style. The researches collects the data from Five DVD of Indonesian movies" LaskarPelangi (The rainbow troops), HabibiedanAinun (Habibie and Ainun), Sang Pencerah (The Enlightener), Skandal (The Scandal) and Ada ApaDenganCinta" (What's Up With Love). Based on the result of the research, there are five language styles of found in Indonesian movies. They are 3.6% Frozen style, 12.5 % Formal style, 19.4% Consultative style, 6.7% Casual style, 3.8% Intimate style. Based on the percentage of the dominant language style used is Casual.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The method that used in this research is descriptive qualitative because the data is document analysis. A piece of information that have meaning and have a substantial impact on the research's content (Sugiyono, 2015). The source of the data for this research is the EFL textbook "Practice Your English Conversation Daily" used by pupils in the first grade of senior high school. This study aims to observe the utterances in this textbook and tried to give detailed information about language styles and lexical categories that are used in narrative passages in the EFL Textbook. The way how the collect the data is by identifying, analyzing and classifying the types of language styles and the lexical categories in narrative passages from the EFL Textbook. Then, the writer analyzed the data found in social media Twitter used the theory by Martin Joos (1976) to explain the types of language style and used theory by Leech & Short (2007) to explain the lexical categories.

B. Source of Data

The data in this research is taken from EFL Textbooks entitled Practice Your English Conversation Daily composed by Prof. Drs. Konder Manurung DEA., PhD., Grace Novenasari Manurung, S.Pd., M.Pd., Maulana Fajar Sidik, S.Par., MBS. This textbook published in 2021 by Tridi Media Prima. The ISBN

of this book is 987-623-96107-8-4. This textbook used by first grade students in senior high school level. Furthermore, there are some titles that to be the source for this research are The Legend of Malin Kundang, The Rats and The Elephants, and Sura and Baya. This textbook include many material for the students. One of them is about Narrative Passages. Besides, the researcher also used other resources like journals, textbook, etc that related to the topic discussion.

C. Technique of Collecting Data

In gathering the data for this research, the researcher does some steps below :

1. The researcher search the EFL textbook entitled Practice Your English Conversation Daily in the library.

2. The researcher decides the topic to be analyzed that is Narrative Passages.

3. The researcher reads the narrative passages in EFL textbook entitled Practice Your English Conversation Daily.

4. The researcher identifies and analyzes the types of language styles and the lexical categories which used by the authors found in speech the narrative passages in EFL Textbook entitled Practice Your English Conversation Daily Textbook.

5. The researcher classifies the types of language styles and the lexical categories which used by the authors found in speech the narrative passages

6. in EFL Textbook entitled Practice Your English Conversation Daily Textbook.

D. Technique of Analyzing Data

Utilizing Miles and Huberman's (1994) theory, the researcher decided to use multiple data collection methods in order to conduct an exact data analysis for this research. First, the researcher search the narrative passages in the textbook. Then, the researcher read the narrative passages and classified them based on language style by Martin Joos (1976) theory and classified them based on the lexical categories by Leech & Short (2007) theory.

1. Data Reduction

Data reduction is a process that comprises summarizing, choosing the topic and focusing on what is important, and searching for the problem's theme and pattern. The researcher search the EFL textbook that contain narrative text. The researcher reads the narrative passages in EFL Textbook entitled Practice Your English Conversation Daily. The narrative texts in the textbook entitled The Legend of Malin Kundang, The Rats and Elephants, and Sura and Baya .

2. Data Display

Following data reduction, the following stage will be displayed drawing. In this section, the researcher identified the kinds of language style and identified the

stylistic-analysis study which found in the narrative texts. The data found from the textbook will be identified and analyzed first, then be classified according to the group and the related theory. The data classified according to each types that are language styles, the lexical categories and figures of speech.

3. Conclusion Drawing

After showing the data, the researcher draw a conclusion. The researcher classified the data and put the data collection in a table to show which ones are the language style, lexical categories and figures of speech. The researcher concluded by presenting the analyses' results which answer the research question. It is used for summarizing all data. Therefore, it becomes transparent.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data obtained from the EFL textbook, especially in the narrative passages, reveals the various types of language styles and stylistic-analysis study that used by the authors of the textbook. To determine the types of language style contained in the narrative passages used Martin Joos (1976) theory.There are 5 types of language styles such as: frozen style, formal style, consultative style, casual style and intimate style. While, to determine the stylistic-analysis study contained in the narrative passages used Leech and Short (2007) theory which will analyze the lexical categories and figures of speech. The data collection step in this study began with observing the narrative passages contained in the EFL textbook. Then, the researcher made a table to find out the types of language styles and stylistic-analysis used by the authors. The data were taken from 3 narrative stories in the EFL textbook entitled The Legend of Malin Kundang, The Rats and The Elephants, and Sura and Baya. Of the three stories, the stylistic analysis part that can be explained in this research includes 3 parts, namely: language style, lexical categories and figures of speech. The stylistic part of the analysis can be explained in tables as follows:

1. The Types of Language Style found in Narrative Passages

Table 1: Types of Language Styles found in The Legend of Malin Kundang story

No	Sentences	Language Style
1	A long time ago, in a small village near the beach West Sumatera, a woman and her son lived.	Formal Style
2	They were Malin Kundang and her mother.	Formal Style
3	Her mother was a single parent because Malin Kundang's father had passed away when he was a baby.	Formal Style
4	Malin Kundang had to live hard with his mother.	Formal Style
5	Malin Kundang was a healthy, diligent, and strong boy.	Formal Style
6	He usually went to sea to catch fish.	Formal Style
7	After getting fish, he would bring it to his mother, or sold the caught fish in the town.	Formal Style
8	One day, when Malin Kundang was sailing, he saw merchant's ship which was being raided by a small band of pirates.	Formal Style
9	He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.	Formal Style

10	The merchant was so happy and thanked to him.	Formal Style
11	In return, the merchant asked Malin Kundang to sail with him.	Formal Style
12	To get a better life, Malin Kundang agreed.	Formal Style
13	He left his mother alone.	Formal Style
14	Many years later, Malin Kundang became wealthy.	Formal Style
15	He had a huge ship and was helped by many ship crews loading trading goods.	Formal Style
16	Perfectly he had a beautiful wife too.	Formal Style
17	When he was sailing his trading journey, his ship landed on a beach near a small village.	Formal Style
18	The villagers recognized him.	Formal Style
19	The news ran fast in the town, "Malin Kundang has become rich and now he is here".	Formal Style
20	An old woman ran to the beach to meet the new rich merchant.	Formal Style
21	She was Malin Kundang's mother.	Formal Style

22	She wanted to hug him, released her sadness of being lonely after so long time.	Formal Style
23	Unfortunately, when the mother come, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman.	Formal Style
24	For three times her mother begged Malin Kundang and for three times he yelled at her.	Formal Style
25	At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!".	Casual Style
26	After that he ordered his crews to set sail.	Formal Style
27	He would leave the old mother again but in that time she was full of both sadness and angriness.	Formal Style
28	Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.	Casual Style
29	Malin Kundang just laughed and really set sail.	Formal Style
30	In the quiet sea, suddenly a thunderstorm come.	Formal Style
31	His huge ship was wrecked and it was too late for	Formal Style

	Malin Kundang to apologize.	
32	He was thrown by the wave out of his ship.	Formal Style
33	He fell on a small island.	Formal Style
34	It was really too late for him to avoid his curse.	Formal Style
35	Suddenly, he turned into a stone.	Formal Style

Table 2: Types of Language Styles found in The Rats and The Elephants story

No	Sentences	Language Style
36	Once upon a time their lived a group of mice under a tree in peace.	Formal Style
37	However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats.	Formal Style
38	Many of them were even crushed to death.	Formal Style
39	Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route.	Formal Style
40	On hearing the sad story, the elephant's king	Formal Style

	apologized and agreed to take another route.	
41	And so the lives of the rats were saved.	Formal Style
42	One day, elephant-hunters came to the jungle and trapped a group of elephants in a huge nets.	Formal Style
43	Then the elephant king suddenly remembered the king of the rats.	Formal Style
44	He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the kings and told him about the trapped elephants.	Formal Style
45	The rat's king immediately took his entire group of rats and the cut open the nets which has trapped the elephant's herd.	Formal Style
46	The elephant herd was totally set free. They danced with joy and thank the rats.	Formal Style

Table 3: Types of Language Styles found in Sura and Baya story

No	Sentences	Language Style
47	A long time ago, there were two animals, Sura and Baya.	Formal Style
48	Sura was the name of a shark and Baya was a crocodile.	Formal Style
49	They lived in a sea.	Formal Style
50	Once Sura and Baya were looking for some food.	Formal Style
51	Suddenly, Baya saw a goat.	Formal Style
52	"Yummy, this is my lunch", said Baya.	Casual Style
53	"No way! This is my lunch. You are greedy", said Sura.	Casual Style
54	Then they fought for the goat.	Formal Style
55	After several hours, they were very tired.	Formal Style
56	Feeling tired of fighting, they lived in the different places.	Formal Style
57	Sura lived in the water and Baya lied in the land.	Formal Style

58	The border was the beach, so they would never fight again.	Formal Style
59	One day, Sura went to the land and looked for some food in the river.	Formal Style
60	He was very hungry and there was not much food in the sea.	Formal Style
61	Baya was very angry when he knew that Sura broke the promise.	Formal Style
62	They fought again.	Formal Style
63	They both hit each other.	Formal Style
64	Sura bit Baya's tail.	Formal Style
65	Baya did the same thing to Sura.	Formal Style
66	He bit very hard until Sura finally gave up and went back to the sea.	Formal Style
67	Baya was happy.	Formal Style

2. The Lexical Categories found in Narrative Passages

Table 4: Lexical Categories found in The Legend of Malin Kundang Story

No	Words	Lexical Categories
1	Near, Live, Were, Was, Had, Passed, Went, Catch, Get, Would, Bring, Sold, Saw, Help, Thanked, Return, Asked, Become, Recognized, Ran, Become, Meet, Wanted, Hug, Released, Come, Denied, Begged, Yelled, Said, Ordered, Set, Leave, Apologize, Laughed, Fell, Avoid. Caught	Verb
2	A, Time, Village, The, Beach, West Sumatra, Woman, Parent, father, Baby, Boy, Sea, Fish, Town, Ship, Sail, Merchant, Raided, Band, Pirates, Power, Life, Crews, Loading, Trading, Goods, Wife, Journey, Villagers, News, An, Mother, Sadness, Three, Angriness, Stone, Thunderstorm, Wave, Island, Malin Kundang	Noun
3	Long, In, Small, Single, Hard, Healthy, Diligent, Strong, Turn, Brave, Defeated, Happy, Better, Agreed, Alone, Wealthy, huge, Beautiful, Landed, Fast, Rich, Old, New, Lonely, Long time, Well dressed, Like, Dirty, Ugly, Full, Enraged, Cursed, Quiet, Wrecked, Late, Thrown	Adjective

4	Ago, Away, Usually, One day, Perfectly, So, Later, Too, Now, Here, Unfortunately, Enough, Never, Again, Both, Finally, Just, Really, Suddenly, Out	Adverb

Table 5: Lexical Categories found in The Rats and The Elephants Story

No	Words	Lexical Categories
1	Lived, Were, Approach, Request, Guide, Hearing, Apologized, Take, Saved, Came, Trapped, Remember, Summon, Go, Seek, Help, Told, Cut, Open, Set Free, Danced, Thank	Verb
2	Once, A, Time, Group, Mice, Tree, Peace, Elephants, Crossing, Jungle, Homes, Rats, Many, Death , Chief, Herd, Route, Story, King, Hunters, Jungle, Nets, Joy	Noun
3	Destroyed, Crushed, Decided, Another, Sad, Agreed, Huge, Entire	Adjective
4	Unknowingly, Even, Then, So, One Day, Suddenly, Immediately, Totally	Adverb

Table 6: Lexical Categories found in Sura and Baya Story

No	Words	Lexical Categories
1	Were, Was, Lived, Fought, Feeling, Went, Looked, Knew, Broke, Hit, Bit, Gave up	Verb
2	A, Time, Animals, Name, Shark, Crocodile, Sea, Once, Looking For, Food, Goat, Lunch, Said, Hours, Places, Water, Land, Border, Beach, River, Promise, Tail, Sura, Baya	Noun
3	Long, Some, Yummy, Greedy, Several, Tired, Different, Hungry, Much, Angry, Hard, Happy	Adjective
4	Ago, Suddenly, No way, Then, Never, Again, One day, Very, Each Other, Finally, Back	Adverb

3. The Figures of Speech found in Narrative Passages

Table 7: The Figure of Speech Found in The Legend of Malin Kundang Story

No	Sentences	Figures of Speech
1	He had a huge ship	Alliteration
2	She wanted to hug him, released her sadness of	Assonance

	being lonely after so long time.	
3	His mother was a single parent	Euphemism
4	Malin Kundang's father had passed away	Euphemism

Table 8: The Figure of Speech Found in The Rats and The Elephants Story

No	Sentences	Figures of Speech
1	There lived a group of mice under a tree in peace.	Assonance
2	Many of them were even crushed to death.	Assonance
3	On hearing the sad story, the elephant's king apologized and agreed to take another route	Personification
4	Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route.	Personification
5	He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the kings and told him about the trapped elephants.	Personification

6	The rat's king immediately took his entire group of rats and the cut open the nets which has trapped the elephant's herd.	Personofication
7	They danced with joy and thank the rats.	Personification

Table 9: The Figure of Speech Found in Sura and Baya Story

No	Sentences	Figures of Speech
1	Then they fought for the goat.	Personification
2	They both hit each other.	Personification
3	Sura bit Baya's tail	Personification

B. Data Analysis

1. The Analysis of   Language Styles Types found in Narrative Passages

According to Joos (1976) language style refers to the manner of language used by the speaker and is characterized by a degree of formality. Joos (1976) stated that there are five kinds of language styles: frozen style, formal style, consultative style, casual style and intimate style. After selecting the data, 67 sentences that are used language styles found in the narrative passages of the EFL

textbook. Based on the theory of Martin Joos (1976) and the results of the analysis from this study, 2 types of language styles were found in narrative passages entitled The Legend of Malin Kundang, The Rats and The Elephants and Sura and Baya. They are formal style and casual style, which can be described as follow:

In The Legend of Malin Kundang story, the researcher found 2 types of language styles that are used by the authors of the textbook. They are formal style and casual style. Some examples that can be taken from this story is:

a. "A long time ago, in a small village near the beach West Sumatera, a woman and her son lived". In this sentence, the introducing of the story began and the sentence used formal language. The language used is formal language and there is no language that uses regional elements. So, the author of this textbook wrote this sentence used formal style.

b. "Malin Kundang has become rich and now he is here". In this statement, there is one villager that announce an information to everyone in the village. This communication occurs in one-way and using formal speech style. The villager speak in formal style to the other villagers.

c. "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!". In this statement, Malin Kundang yelled at his mother to say that she is not her mother. Malin speaks using casual language style to the mother he didn't recognize.

d. "Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize". In this sentence. The authors write "didn't" which makes this sentence informal. So, the author used casual style in this sentence.

In The Rats and The Elephants story, the researcher found 1 types of language styles that is used by the authors of the textbook. That is formal style. Some examples that can be taken from this story is:

a. "Once upon a time there lived a group of mice under a tree in peace". In this sentence, the introducing of the story began and the sentence used formal language. There is no slang word found in this sentence. So, the authors of this textbook write this sentence used formal style.

b. "However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats". In this sentence, the authors also used formal language to tell the story. So, the authors of this textbook write this sentence used formal style.

In Sura Baya story, the researcher found 2 types of language styles that is used by the authors of the textbook. They are formal style and casual style. Some examples that can be taken from this story is:

a. "A long time ago, there were two animals, Sura and Baya". In this sentence, the introducing of the story began and this sentence uses good and correct grammatical elements. So, the authors of this textbook write this sentence used formal style.

b. "Baya saw a goat. "Yummy, this is my lunch", said Baya. "No way! This is my lunch. You are greedy", said Sura". In this conversation happen between Sura and

Baya who know each other. They can speak what style they want use. So, Sura speaks used casual language style to Baya and Baya speaks used casual language style to Sura.

Based on the analysis above, the researcher found no frozen style, 33 formal style, no consultative style, 2 casual style and no intimate style in The Legend of Malin Kundang story. In The Rats and The Elephants story, the researcher found no frozen style, 11 formal style, no consultative style, no casual style and no intimate style. The last story is Sura and Baya, the researcher found no frozen style, 19 formal style, no consultative style, 2 casual style and no intimate style. Therefore, formal style is the language style that is most often used by the authors of the EFL textbook especially in the narrative passages.

2. The Analysis of Lexical Categories found in Narrative Passages

According to Leech and Short (2007) lexical category is generally concerned with vocabulary, morpheme, and semantics. Based on the theory of Leech and Short (2007) divide the lexical category checklist into five categories: general, nouns, adjectives, verbs, and adverbs. After selecting the data, 254 lexical categories were found used in the narrative passages of the EFL textbook. The results of the analysis from this study, 4 categories of lexical categories were found in narrative passages entitled The Legend of Malin Kundang, The Rats and The Elephants and Sura and Baya which can be described as follow:

a. Verbs, a verb is a word in the syntactic class that usually implies an event, action, or state. In The Legend of Malin Kundang story, the researcher found 38 verbs, some of them are: Bring, Hug, Help and many more. In the second story entitled The Rats and The Elephants, the researcher found 22 verbs including: Were, Apologized, Saved and many more. The last story is Sura and Baya, the researcher found 12 verbs, some of them are: Hit, Bit, Was and many more. The words "Bring", "Hug", "Help", "Hit" and "Bit" are called a verb because the word shows an action. The words "Were" and "Was" is called a verb because these two words are an auxiliary verb and the words "Apologized" and "Saved" are regular verb.

b. Nouns, a noun is a grammatical class of words that relate to people, places, objects, ideas, phenomena, substances, or concepts. In The Legend of Malin Kundang story, the researcher found 41 nouns, some of them are: Malin Kundang, Ship, Stone and many more. In the second story, The Rats and The Elephants. The researcher found 23 nouns some of them are: Tree, Homes, Nets and many more. And the last story, Sura and Baya. The researcher found 22 nouns, some of them are: Shark, Crocodile, Goat and many more. The word "Malin Kundang" is called noun because it mentions the specific name of the person which means it is a proper noun. The words "Ship", "Stone", "Tree", "Homes", "Nets", "Shark". "Crocodile" and "Goat" are concrete nouns because these words are nouns that can be observed by the five senses.

c. Adjectives, an adjective is a word that refers to a group of words that modify nouns. An adjective describes the features or characteristics of a noun referent. In the first story entitled The Legend of Malin Kundang. The researcher found 36 adjectives including: Healthy, Diligent, Strong and many more. In the second story, The Rats and The Elephants. The researcher found 8 adjectives including: Sad, Huge and many more. In Sura and Baya story, the researcher found 12 adjectives including: Greedy, Hungry, Angry and many more. The words "Healthy", "Diligent", "Strong", "Sad", "Huge", "Greedy", "Hungry" and "Angry" are called adjectives because these words describe human, animal and object characteristics.

d. Adverb, an adverb is word that modify verbs, adjectives, other adverbs, or other words, phrases, or clauses. In the first story entitled The Legend of Malin Kundang. The researcher found 20 adverbs, some of them are: Ago, Usually, Perfectly and many more. In the second story entitled The Rats and The Elephants. The researcher found 8 adverbs, some of them are: Then, So and many more. In the third story entitled Sura and Baya. The researcher found 11 adverbs, some of them are: Never, Very and many more. The word "Perfectly" is part of adverb because the word is a part of adverb of manner. The words "Then" and "Ago" are called adverbs are because these two words describe time which means they are part of adverb of time. The words "Usually" and "Never" are part of adverb of frequency. The words "So" and "Very" are part of adverb of degree because these words explains the extent to which something happened.

2.2. The Analysis of Figures of Speech found in Narrative Passages

According to Leech and Short (2007) characteristics of figures of speech are highlighted by departing in some way from general communication norms through the language code, such as the exploitation of formal or grammatical patterning regularities and deviations from the linguistic code. After selecting the data, some sentences that is used figures of speech were found in the narrative passages of the EFL textbook. The results of the analysis from this study, 4 types of figures of speech namely: alliteration, assonance, euphemism and personification were found in narrative passages entitled The Legend of Malin Kundang, The Rats and The Elephants and Sura and Baya which can be described as follow:

a. Alliteration, alliteration is a sentence that consists of a series of words that begin with the same consonant sound. The researcher found 1 sentence that is used alliteration. An example of alliteration is one of the sentence in The Legend of Malin Kundang Story. "**H**e **h**ad a **h**uge ship" In this part, the authors of the textbook employs words that have the same initial letter repeated in more than two words. Therefore, this part is using the alliteration figure of speech because the sentence repeat the initial letter "h" more than two times.

b. Assonance, an assonance is a form of speech that involves the repetition of vowel sounds. The researcher found some sentences that is used assonance. Some example of this figure of speech are from The legend of Malin Kundang story and The Rats and The Elephants story. Some of them are: "Sh**e** want**e**d to hug h**i**m, r**e**l**ea**sed her sadness of b**e**ing lonel**y** after so long time." and "There l**i**ved a group

of mice under a tr**ee i**n p**ea**ce". In these sentences the researcher found the use of assonance figures of speech. This is because assonance is a figure of speech that employs vowel-based repetition. The same thing the authors of this textbook did. The authors repeat the vowel "i" in these sentences.

c. Euphemism, this figure of speech serves as a term to substitute other expressions that are regarded impolite or offensive, while retaining their original meaning. The researcher found 2 sentences that is used euphemism. One of the sentence is from The Legend of Malin Kundang story that is "Malin Kundang's father had **passed away**". In this sentence, The researcher found the use of euphemism figures of speech. Euphemism figures of speech are used to soften phrases that are considered rude. As in that part, the authors of the textbook choose to use the word "passed away" instead of using the word "died".

d. Personification, personification is the process of imbuing abstract or inanimate objects with human character or qualities. The Researcher found some sentences that is used personification. One of the example is from The Rats and The Elephants story, that is: "They **danced** with joy and **thank** the rats", in this sentence, the word "they" is meant for the herd of elephants and mice and the words "danced" and "thank" are used for the activities carried out by the herd of elephants and mice. Herds of elephants and rats are animals, so by them doing the dance, it's the same as them acting like humans. Therefore, the sentence is identified using personification figure of speech.

C. Discussion

After analyzing the data, two types of language style were found in three narrative stories entitled The Legend of Malin Kundang, The Rats and The Elephants and Sura and Baya in EFL textbook namely; formal style and casual style. The researcher found 63 formal style and 4 casual style contained in the narrative stories of the textbook. And it can be conclude that the authors often used formal style in the EFL textbook especially in the narrative passages. The researcher also found four categories of lexical categories in narrative passages namely, verbs, nouns, adjectives and adverbs that contained in the narrative passages. The last, The researcher also found four type of figures of speech namely, alliteration, assonance, euphemism and personification that is used by the authors of the textbook especially in narrative passages.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the 3 data which researcher analyze. The researcher conclude that the authors of the EFL textbook using 2 types of language style, 4 categories of lexical categories and 4 figures of speech that is used in narrative passages. Formal style is being the most language style favorite by the authors of the textbook to be used in the narrative passages entitled: The Legend of Malin Kundang, The Rats and The Elephants and Sura and Baya. The authors of the textbook also uses many lexical categories, including verb, noun, adjective and adverb in narrative passages. The last is figures of speech. Figures of speech that is most being used by the authors of the textbook is personification. Beside it, assonance, euphemism and alliteration also used by the authors of Practice Your English Conversation Daily textbook.

However, the narrative story in this book is not perfect because researchers found several incorrect uses of words. For example in The Legend of Malin Kundang's story. The authors of the textbook uses "her mother" even though the authors should have used "his mother" because Malin Kundang is a man.

B. Suggestion

1. For researchers, It is suggested to conduct research by expanding studies on other stylistics in order to obtain new findings, particularly concerning language styles, lexical categories, and figurative language.

2. For Students, It is suggested that stylistic works related to language styles, lexical categories, and figures of speech continue to be developed in order to enhance linguistic studies and increase motivation to study linguistics, particularly stylistics.

3. For the authors, It is suggested to be more careful in using words in narrative text because researchers found several incorrect uses of words.

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APPENDIXES

Appendix 1. The Tables

1. The Types of Language Style found in Narrative Passages

Table 1: Types of Language Styles found in The Legend of Malin Kundang story

No	Sentences	Language Style
1	A long time ago, in a small village near the beach West Sumatera, a woman and her son lived.	Formal Style
2	They were Malin Kundang and her mother.	Formal Style
3	Her mother was a single parent because Malin Kundang's father had passed away when he was a baby.	Formal Style
4	Malin Kundang had to live hard with his mother.	Formal Style
5	Malin Kundang was a healthy, diligent, and strong boy.	Formal Style
6	He usually went to sea to catch fish.	Formal Style
7	After getting fish, he would bring it to his mother, or sold the caught fish in the town.	Formal Style

8	One day, when Malin Kundang was sailing, he saw merchant's ship which was being raided by a small band of pirates.	Formal Style
9	He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.	Formal Style
10	The merchant was so happy and thanked to him.	Formal Style
11	In return, the merchant asked Malin Kundang to sail with him.	Formal Style
12	To get a better life, Malin Kundang agreed.	Formal Style
13	He left his mother alone.	Formal Style
14	Many years later, Malin Kundang became wealthy.	Formal Style
15	He had a huge ship and was helped by many ship crews loading trading goods.	Formal Style
16	Perfectly he had a beautiful wife too.	Formal Style
17	When he was sailing his trading journey, his ship landed on a beach near a small village.	Formal Style
18	The villagers recognized him.	Formal Style

19	The news ran fast in the town, "Malin Kundang has become rich and now he is here".	Formal Style
20	An old woman ran to the beach to meet the new rich merchant.	Formal Style
21	She was Malin Kundang's mother.	Formal Style
22	She wanted to hug him, released her sadness of being lonely after so long time.	Formal Style
23	Unfortunately, when the mother come, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman.	Formal Style
24	For three times her mother begged Malin Kundang and for three times he yelled at her.	Formal Style
25	At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!".	Casual Style
26	After that he ordered his crews to set sail.	Formal Style
27	He would leave the old mother again but in that time she was full of both sadness and angriness.	Formal Style

28	Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.	Casual Style
29	Malin Kundang just laughed and really set sail.	Formal Style
30	In the quiet sea, suddenly a thunderstorm come.	Formal Style
31	His huge ship was wrecked and it was too late for Malin Kundang to apologize.	Formal Style
32	He was thrown by the wave out of his ship.	Formal Style
33	He fell on a small island.	Formal Style
34	It was really too late for him to avoid his curse.	Formal Style
35	Suddenly, he turned into a stone.	Formal Style

Table 2: Types of Language Styles found in The Rats and The Elephants story

No	Sentences	Language Style
36	Once upon a time their lived a group of mice under a tree in peace.	Formal Style
37	However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats.	Formal Style

38	Many of them were even crushed to death.	Formal Style
39	Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route.	Formal Style
40	On hearing the sad story, the elephant's king apologized and agreed to take another route.	Formal Style
41	And so the lives of the rats were saved.	Formal Style
42	One day, elephant-hunters came to the jungle and trapped a group of elephants in a huge nets.	Formal Style
43	Then the elephant king suddenly remembered the king of the rats.	Formal Style
44	He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the kings and told him about the trapped elephants.	Formal Style
45	The rat's king immediately took his entire group of rats and the cut open the nets which has trapped the elephant's herd.	Formal Style
46	The elephant herd was totally set free. They danced with joy and thank the rats.	Formal Style

Table 3: Types of Language Styles found in Sura and Baya story

No	Sentences	Language Style
47	A long time ago, there were two animals, Sura and Baya.	Formal Style
48	Sura was the name of a shark and Baya was a crocodile.	Formal Style
49	They lived in a sea.	Formal Style
50	Once Sura and Baya were looking for some food.	Formal Style
51	Suddenly, Baya saw a goat.	Formal Style
52	"Yummy, this is my lunch", said Baya.	Casual Style
53	"No way! This is my lunch. You are greedy", said Sura.	Casual Style
54	Then they fought for the goat.	Formal Style
55	After several hours, they were very tired.	Formal Style
56	Feeling tired of fighting, they lived in the different places.	Formal Style
57	Sura lived in the water and Baya lied in the land.	Formal Style

58	The border was the beach, so they would never fight again.	Formal Style
59	One day, Sura went to the land and looked for some food in the river.	Formal Style
60	He was very hungry and there was not much food in the sea.	Formal Style
61	Baya was very angry when he knew that Sura broke the promise.	Formal Style
62	They fought again.	Formal Style
63	They both hit each other.	Formal Style
64	Sura bit Baya's tail.	Formal Style
65	Baya did the same thing to Sura.	Formal Style
66	He bit very hard until Sura finally gave up and went back to the sea.	Formal Style
67	Baya was happy.	Formal Style

3. The Lexical Categories found in Narrative Passages

Table 4: Lexical Categories found in The Legend of Malin Kundang Story

No	Words	Lexical Categories
1	Near, Live, Were, Was, Had, Passed, Went, Catch, Get, Would, Bring, Sold, Saw, Help, Thanked, Return, Asked, Become, Recognized, Ran, Become, Meet, Wanted, Hug, Released, Come, Denied, Begged, Yelled, Said, Ordered, Set, Leave, Apologize, Laughed, Fell, Avoid. Caught	Verb
2	A, Time, Village, The, Beach, West Sumatra, Woman, Parent, father, Baby, Boy, Sea, Fish, Town, Ship, Sail, Merchant, Raided, Band, Pirates, Power, Life, Crews, Loading, Trading, Goods, Wife, Journey, Villagers, News, An, Mother, Sadness, Three, Angriness, Stone, Thunderstorm, Wave, Island, Malin Kundang	Noun
3	Long, In, Small, Single, Hard, Healthy, Diligent, Strong, Turn, Brave, Defeated, Happy, Better, Agreed, Alone, Wealthy, huge, Beautiful, Landed, Fast, Rich, Old, New, Lonely, Long time, Well dressed, Like, Dirty, Ugly, Full, Enraged, Cursed, Quiet, Wrecked, Late, Thrown	Adjective

4	Ago, Away, Usually, One day, Perfectly, So, Later, Too, Now, Here, Unfortunately, Enough, Never, Again, Both, Finally, Just, Really, Suddenly, Out	Adverb

Table 5: Lexical Categories found in The Rats and The Elephants Story

No	Words	Lexical Categories
1	Lived, Were, Approach, Request, Guide, Hearing, Apologized, Take, Saved, Came, Trapped, Remember, Summon, Go, Seek, Help, Told, Cut, Open, Set Free, Danced, Thank	Verb
2	Once, A, Time, Group, Mice, Tree, Peace, Elephants, Crossing, Jungle, Homes, Rats, Many, Death , Chief, Herd, Route, Story, King, Hunters, Jungle, Nets, Joy	Noun
3	Destroyed, Crushed, Decided, Another, Sad, Agreed, Huge, Entire	Adjective
4	Unknowingly, Even, Then, So, One Day, Suddenly, Immediately, Totally	Adverb

Table 6: Lexical Categories found in Sura and Baya Story

No	Words	Lexical Categories
1	Were, Was, Lived, Fought, Feeling, Went, Looked, Knew, Broke, Hit, Bit, Gave up	Verb
2	A, Time, Animals, Name, Shark, Crocodile, Sea, Once, Looking For, Food, Goat, Lunch, Said, Hours, Places, Water, Land, Border, Beach, River, Promise, Tail, Sura, Baya	Noun
3	Long, Some, Yummy, Greedy, Several, Tired, Different, Hungry, Much, Angry, Hard, Happy	Adjective
4	Ago, Suddenly, No way, Then, Never, Again, One day, Very, Each Other, Finally, Back	Adverb

3. The Figures of Speech found in Narrative Passages

Table 7: The Figure of Speech Found in The Legend of Malin Kundang Story

No	Sentences	Figures of Speech
1	He had a huge ship	Alliteration
2	She wanted to hug him, released her sadness of	Assonance

	being lonely after so long time.	
3	His mother was a single parent	Euphemism
4	Malin Kundang's father had passed away	Euphemism

Table 8: The Figure of Speech Found in The Rats and The Elephants Story

No	Sentences	Figures of Speech
1	There lived a group of mice under a tree in peace.	Assonance
2	Many of them were even crushed to death.	Assonance
3	On hearing the sad story, the elephant's king apologized and agreed to take another route	Personification
4	Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route.	Personification
5	He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the kings and told him about the trapped elephants.	Personification

6	The rat's king immediately took his entire group of rats and the cut open the nets which has trapped the elephant's herd.	Personofication
7	They danced with joy and thank the rats.	Personification

Table 9: The Figure of Speech Found in Sura and Baya Story

No	Sentences	Figures of Speech
1	Then they fought for the goat.	Personification
2	They both hit each other.	Personification
3	Sura bit Baya's tail	Personification

Appendix 2. The Legend of Malin Kundang Story

The Legend of Malin Kundang

A long time ago, in a small village near the beach West Sumatera, a woman and her son lived. They were Malin Kundang and his mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town, "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother come, Malin Kundang who was in front of his

well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!". After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm come. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Appendix 3. The Rats and The Elephants Story

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day, elephant-hunters came to the jungle and trapped a group of elephants in a huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the kings and told him about the trapped elephants. The rat's king immediately took his entire group of rats and the cut open the nets which has trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Appendix 4. Sura and Baya Story

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch", said Baya. "No way! This is my lunch. You are greedy", said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lied in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Appendix 5

Form : K – 1

KepadaYth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Mutia Khairani
NPM   : 1902050073
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 119 SKS
IPK Kumulatif : 3.65

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
22/12/22	Diagnosing Language Style of Narrative Passages in E Textbooks : A Linguistics-Stylistic Analysis	
	Investigating The Relationship Between Negative Words and Social Media Attitudes Among Indonesian Millennials	
	Investigating The Connection Between Motivation and Anxiety in Grown-up EFL Learners	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 20 Desember 2022

Hormat Pemohon,

Mutia Khairani

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 6

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

==

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Mutia Khairani
NPM   : 1902050073
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut :

Diagnosing Language Style of Narrative Passages in EFL Textbooks: A Linguistics-Stylistic
Analysis

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Ratna Sari Dewi, S.Pd., M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 20 Desember 2022
Hormat Pemohon,

Mutia Khairani

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 7

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400   Medan 20217   Form : K3

Nomor   : 837 /II.3/UMSU-02/F/2023
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
              Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Mutia Khairani
N P M   : 1902050073
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Diagnosing Language Style of Narrative Passages in EFL
                   Textbooks: A Linguistics-Stylistic Analysis

Pembimbing   : Ratna Sari Dewi, S.Pd., M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

  1.Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
  2.Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
  3.Masa kadaluwarsa tanggal : **11 Februari 2024**

Medan   20 Rajab   1444 H
         11 Februari   2023 M

Wassalam

Dra. Hj. Syamsu Yurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1.Fakultas (Dekan)
2.Ketua Program Studi
3.Pembimbing Materi dan Teknis
4.Pembimbing Riset
5.Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix 8

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Mutia Khairani
NPM   : 1902050073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Diagnosing Language Style of Narrative Passages in EFL Textbooks: A
Linguistic-Stylistic Analysis

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
22/12/2022	Title		
29/5/2023	Revise chapter 1		
12/6/2023	Acc chapter 1, Revise chapter 2		
13/6/2023	Acc chapter 2		
15/6/2023	Revise chapter 3		
19/6/2023	Acc All chapters		

Diketahui/Disetujui
Ketua Prodi

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

Medan, 19-06-2023
Dosen Pembimbing

(Ratna Sari Dewi, S.S., M.A)

Appendix 9

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 23 Bulan Juni Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Mutia Khairani
N.P.M : 1902050073
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Diagnosing Language Style of Narrative Passage in EFL Textbooks: A Linguistic-Stylistic Analysis.

No	Masukan dan Saran
Judul	Revise : No need (") in the title.
Bab I	- Background - formulation and objectives
Bab II	- Literature Review
Bab III	- How is the technique of Collecting the data. - How is the analysis the data.
Lainnya	- Writing systemic use buku panduan penulisan skripsi. - Check and Recheck the grammar.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Fatimah Sari Siregar, S.Pd., M.Hum.)

Dosen Pembimbing

(Ratna Sari Dewi, S.S., MA.)

Panitia Pelaksana

Ketua

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

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

Appendix 10

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

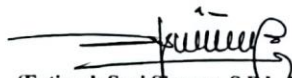|	
Nama Lengkap	: Mutia Khairani
N.P.M	: 1902050073
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Diagnosing Language Style of Narrative Passages in EFL Textbook: A Linguistic-Stylistic Analysis

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 23, Bulan Juni, Tahun 2023

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 14 Agustus 2023

Ketua,

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

Appendix 11

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Mutia Khairani
N.P.M	:	1902050073
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Diagnosing Language Style of Narrative Passages in EFL Textbooks: A Lingusitic Analysis

Pada hari Jumat, tanggal 23, bulan Juni, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 14 Agustus 2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd., M.Hum.)   (Ratna Sari Dewi, S.S., MA.)

Diketahui oleh
Ketua Program Studi,

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

Appendix 12

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

PERPUSTAKAAN

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.2018

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567

NPP. 1271202D1000003 http://perpustakaan.umsu.ac.id M perpustakaan@umsu.ac.id perpustakaan_umsu

SURAT KETERANGAN
Nomor: 2870 /KET/II.9-AU/UMSU-P/M/2023

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Mutia Khairani**
NPM	:	**1902050073**
Univ./Fakultas	:	**UMSU/ Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Diagnosing Language Style of Narrative Passages in EFL Textbooks: A Linguistic-Stylistic Analysis"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, <u>26 Safar 1445 H</u>
12 September 2023 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

Appendix 13

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Nama : Mutia Khairani
NPM : 1902050073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Diagnosing Language Styles of Narrative Passages in EFL Textbooks: A Linguistic-Stylistic Analysis

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan	Keterangan
23/8/2023	Revise chapter 3	M	
2/9/2023	Acc chapter 3 & Revise chapter 4	M	
6/9/2023	Revise chapter 4	M	
7/9/2023	Acc chapter 4, Revise chapter 5	M	
8/9/2023	Acc chapter 5	M	
11/9/2023	Acc All chapters	M	

Diketahui/Disetujui   Medan, 12 September 2023
Ketua Prodi   Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)   **(Ratna Sari Dewi, S.S., M.A.)**

Appendix 14

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama	: Mutia Khairani
NPM	: 1902050073
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Diagnosing Language Style of Narrative Passages in EFL Textbooks: A Linguistic-Stylistic Analysis

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"Diagnosing Language Style of Narrative Passages in EFL Textbooks: A Linguistic-Stylistic Analysis"** 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 Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, Oktober 2023
Hormat saya
Yang membuat pernyataan,

Mutia Khairani

Appendix 15

MUTIA KHAIRANI

Gmail: khairanim791@gmail.com | Phone: 0895-6035-43298 | WA:
0895-6035-43298

I have the ability to adapt to fast, sociable and able to learn something new and work in groups or individually.

Education :

- Elementary school at SD Negeri 101785 Mabar (2006-2011)
- Junior High School at SMP Negeri 42 Medan (2012-2014)
- Senior High School at SMK Swasta PAB 2 Helvetia (2015-2018)
- Faculty of Teachers Training and Education, Universitas Muhammadiyah Sumatera Utara (2019 – 2023)

Experience:

- Internship at Dinas Perindustrian dan Perdagangan Provinsi Sumatera Utara in 2016
- As an English Teacher on Pengenalan Lapangan Persekolahan (PLP) 1 & 2 at SMP Swasta PAB 2 Helvetia in 2021
- As an English Teacher on Pengenalan Lapangan Persekolahan (PLP) 3 at SMA Swasta Asuhan Daya in 2022
- As an English Teacher on Kuliah Kerja Nyata (KKN) at SD Negeri 105396 Ujung Rambe in 2022

Additional skills:

- Teaching English
- Bilingual English and Indonesia
- Microsoft Office
- Good Communication Skills