

**A CORPUS-BASED APPROACH TO THE USE OF GRAMMATICAL  
METAPHOR IN ACADEMIC WRITING: DISTINGUISHING THE  
ABSTRACT COMPLEXITY WRITTEN IN LINGUISTIC AND  
SCIENCE**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirement  
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English Education Program*

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## PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing : Distinguishing the Abstract Complexity Written in Linguistic and Science." 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.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Juni 2024  
Hormat saya  
Yang membuat pernyataan,

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## **ABSTRACT**

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The objective of this research was to find out the types of grammatical metaphor in experiential function that are mostly used in both of the articles and to describe the distinguish of abstract written in linguistic and science article. The descriptive qualitative method was applied in this study of grammatical metaphor specifically in experiential function in the abstract written in linguistic and science. The findings were shown that the material processes in those types were most frequently applying on the linguistic and science abstract. It was showed that there were 12 categories (7 material process in linguistic article or 77.8% and 5 material process in science article or 62.5%) out of 35 categories of the sentences from both abstract selected. The use of from material process was dominating the abstract of linguistic and science, and it had been as the characteristics of the abstract in the experiential function specially in material process. The results of this research could be extra information in studying grammatical metaphor that focused on ideational metaphor that is experiential function and logical function, interpersonal metaphor, and textual metaphor.

**Keywords: grammatical metaphor, linguistic, science, article**



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Medan, Desember 2023  
Researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is a system of communication that consists of a set of sounds and written symbols that people in a specific area or region use for talking or writing. Text or speech is an example of written or spoken communication that is conveyed to the reader or listener by a writer or speaker and has significance. Provides two linguistic concepts. Language is defined in the first sense as a mode of communication between members of the public using sound signals produced by human speech utensils. Second, language is a communication system that employs arbitrary vowel symbols (speech sounds).

It is inextricably linked with the Corpora that have been used in language learning and instruction since the 1980s, when they first appeared in their contemporary form as systematically organized electronic collections of texts (Vyatkina and Boulton 2017: 1). With the introduction of computer technology, corpus linguistics has quickly claimed its position in language instruction and study. Researchers agree that corpus data enriches the process of learning languages and is an important resource in learning and teaching (Huang 2011: 482). Crystal (1997) defines corpus as "a large collection of linguistic data, either written texts or transcription of recorded speech, that can be used as a starting point of linguistic description or as a means of verifying hypotheses about a language,"

As described in Dash (2008: 28). The corpus is defined in this definition

as a collection of both written and spoken texts. These writings can be saved in machine-readable formats, allowing access to various types of linguistic description and analysis.



Computers now combine with traditional language teaching methods to generate what is known as Computer-Assisted Language Learning (CALL) or Computer-Assisted Language Teaching (CALT). Learners can now have direct access to the corpus, even if they have no prior expertise, and develop examples and exercises for learning purposes, thereby improving their learning skills. Corpora provide learners with a wealth of examples for learning single words, phrases, clauses, and even entire sentences. It provides learners with several demonstrations of grammar variation for a single assignment. It can help you acquire synonyms, vocabulary, collocations, idioms, proverbs, and so on. Meanwhile Corpus is considered as a relatively new trend in language teaching, but some hold back from incorporating them in the process of learning and teaching. Some argue that they are technically challenging and time-consuming and some raise the issue that some types of corpus software do not have free access for learners and when accessing the free online corpus, students encounter a large amount of data and therefore get confused. However, the researchers argue that these complaints can be regulated and resolved by having a good guidance from well-trained teachers. Meanwhile, the metaphor's arrangement is also consistent with the corpus.

Metaphor is derived from Greek *meta-*, „beyond“ and *phora*, which is derived from *pherein*, „to carry“. In its original, etymological sense, therefore, metaphor refers to a kind of movement from one thing to another: one thing is carried beyond itself to something different. A metaphor compares two things without using *like* or *as* between two different things. Metaphor is a familiar

concept, and it is generally taken to be easy to recognize. In the following sentence, metaphor is seen as relating to the way a particular word is used, and the term metaphor is used as the opposite of literal, to describe the meaning word.

These main functions of metaphor are called meta functions. The definitions which follow are the more conventional and formal ways of describing the meta. what is known as Computer-Assisted Language Learning (CALL) or Computer- Assisted Language Teaching (CALT). Learners can now have direct access to the corpus, even if they have no prior expertise, and develop examples and exercises for learning purposes, thereby improving their learning skills. Corpora provide learners with a wealth of examples for learning single words, phrases, clauses, and even entire sentences. It provides learners with several demonstrations of grammar variation for a single assignment. It can help you acquire synonyms, vocabulary, collocations, idioms, proverbs, and so on. Meanwhile Corpus is considered as a relatively new trend in language teaching, but some hold back from incorporating them in the process of learning and teaching. Some argue that they are technically challenging and time-consuming and some raise the issue that some types corpus software do not have free access for learners and when accessing the free online corpus, students encounter large amount of data and therefore get confused. However, the researchers argue that these complaints can be regulated and resolved by having a good guidance from well-trained teachers. Meanwhile, the metaphor's arrangement is also consistent with the corpus.

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quality is realized by an adjective in lexico grammar. Logical metaphor is the metaphorical ways of realizing the consequential and temporal relation inside clauses. Types of ideational metaphor includes process types and nominalization. Process type consist of material, mental, relational, verbal and behavior. Nominalization is a process where by a verb or an adjective is transformed into a nominal group. Interpersonal metaphors in general is organized in two systems, mood and modality. In metaphors of modality, the grammatical variation which occurs is based on the logico semantic relationship of projection. Metaphors of mood, in a similar way as metaphors of modality: in this type of interpersonal metaphor, a mood meaning is not expressed in the clause, but rather as an explicit element outside the clause.

This research talks about the types of grammatical metaphor used in the

linguistic and science articles and the distinguish between abstract complexity written in linguistic and science. The reason why the researcher chooses the object of this research because in the articles there are many clauses where one type of process is represented in another grammar or uses figurative language which is not real meaning.

#### **A. The Identification of the Problem**

Based on the background of the study above, the issues identified as follows:

1. There were dominantly types of grammatical metaphor in experiential function in the abstracts of articles
2. The distinguish between abstract complexity written in linguistic and science

#### **B. The Scope and Limitation**

The scope of this research was Semantics analysis. This analysis was limited to the grammatical metaphor, specifically in Ideational metaphor. The study will be limited on Ideational metaphor which are divided into two types, that are experiential metaphor and logical metaphor. There are processes type include five categories, they are material process, mental process, relational process, verbal process and behavioral process.

#### **C. The Formulation of the Problem**

Based on this research, the researcher will formulate the formulation of the problem as follows:

1. What types of grammatical metaphor in experiential function that are mostly used in both of the articles?
2. How to distinguish the abstract complexity written in linguistic and science article?

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

Based on the problem, the objectives of the study are:

1. To find out the types of grammatical metaphor in experiential function that are mostly used in both of the articles
2. To describe the distinguish of abstract written in linguistic and science article

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

The finding of this research are expected to be useful theoretically and practically.

##### 1. Theoretically

The findings of this study should provide students with fresh knowledge and comprehension of grammatical metaphor, as well as contribute to the development of formal and informal language, notably in expanding and enhancing the study of grammatical metaphor.

##### 2. Practically

The result of the research can be useful for

- a) researcher, this research will be used to increase the knowledge of the teachers and makes them more understand about

grammatical metaphor.

- b) readers, this research can give new information about grammatical metaphor.
- c) other researchers“, as their additional references to conduct further research in grammatical metaphora.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

This chapter present a review of related scientific and explanation of the related material. The researcher presents some theories related to this study in order to strengthen this study.

##### 1. Definition of Semantics

Linguistic semantics is the topic of this book, but we need to limit to ourselves to the expression of meanings in a single language, English. Charles (1998:03). The researcher thinks that semantic was a part of linguistics. On the other word, semantics was one of the branched of linguistics studying about the meaning of language. According to Charles

W. Kreidler (1998:3) semantic is the systematic study of meaning and linguistic semantic is the study of how languages organize and express meanings. Its means that, meaning in linguistic semantic was very needed for us to limit ourselves to the expression of meanings in a single language. Than the last systematic study of meaning is about linguistic, linguistics wants to understand how language works. The researcher understands that the meaning of a word is fully reflected by it context. Here, the meaning of the word is constituted by its contextual relations. Therefore, a distinction between of participation as well as modes of participation was made.



In order to, accomplish this distinction any part of a sentence that bears a meaning and combines with the meanings of other constituents. Meaning

could be concluded that are idea or concepts that could be transferred from the mind of the speaker to the mind the hearer by embodying them, as it were, in the form of one language or another.

## **2. Definition of Grammatical Metaphor**

Grammatical metaphor is a linguistic resource that characterizes written language complexity. It performs a variety of critical functions in academic, administrative, and scientific discourse (Devrim 2015). There are currently three models of grammatical metaphor in the literature, each with its own definition and type of grammatical metaphor. According to Devrim (2015), any analysis of grammatical metaphor should be clearly based on one of the models in order to appropriately identify instances of this resource in texts. The current paper, as stated in the introduction, aims to investigate the most common type of grammatical metaphor, known as ideational metaphor involving nominalization. Because this type of metaphor involves stratal tension between semantics and grammar (Martin2008), the widely used stratal tension model in the literature will be used as the analytical framework for this paper. The stratal tension model's definition and types of grammatical metaphors will be presented in the following sections.

- a. Definition of grammatical metaphor from the stratal tension model According to the stratal tension model, a grammatical metaphor is “a substitution of one grammatical class or one grammatical structure by another” (Halliday 1994:

79). Key to this model are two types of realization relationships between the grammatical and semantic levels of language known as congruent and non-congruent. Halliday (1985; 1994) explains that congruent forms are the natural ways that language encodes an expressed meaning, such as when actions are realized by verbs, and when people, places, and things are realized by nouns. However, non-congruent relationships between semantics and grammar also occur in language use, such as when nouns are used to indicate processes (which are naturally realized by verbs) or qualities (which are naturally realized by adjectives Banks 2003)

b. Types of Grammatical Metaphors from the stratal tension model

The stratal tension model proposes two types of grammatical metaphor: ideational metaphor and interpersonal metaphor (Halliday 1985; 1994). Martin (1992) further classified ideational metaphor into two sub-types: experiential metaphor and logical metaphor. Experiential metaphor is realized by construing processes as things (e.g., explode becomes explosion) or qualities as things (e.g., free becomes freedom). Logical metaphor is achieved by constructing a causal relationship using a verb (e.g. because, lead to) rather than a conjunction (e.g. because) (Martin 1992). For example, the two clauses in this complex sentence Air is polluted because fossil fuels burn can be expressed by a one-clause sentence The burning of fossil fuels causes air pollution. In these examples, the two clauses air is polluted and fossil fuels burn are transformed into two noun groups air pollution and the burning of fossil fuels respectively,

which are connected by the verb causes.

These two nouns groups use experiential metaphor pollution and burning, enabling casual relationships within the clause, “rather than being restricted to congruent realizations between clauses” (Christie & Derewianka 2008: 90). The second type of grammatical metaphor according to Halliday (1985; 1994) is an interpersonal metaphor which includes a metaphor of mood and a metaphor of modality. Interpersonal metaphors of modality are realized when modal meanings are expressed outside the clause, while congruently, modal meanings are conveyed within the clause. For example, to express a high likelihood of being true (e.g. this must be true), modal meanings can be expressed outside the clause (e.g. it is certain that this is true). In the same way, interpersonal metaphors of mood are realized when mood meanings are not expressed within the clause. For example, congruently, a command functions as a warning (e.g. Don’t go there!). Metaphorically, a statement can be used to give a warning I wouldn’t go there if I were you.

### **3. Grammatical Metaphor and Academic Writing**

Grammatical metaphor is a common persuasive writing resource in secondary schools, tertiary institutions, and the workplace. According to Halliday (1998: 6), the use of grammatical metaphor in writing aids in the creation of "a form of discourse that is highly explicit in its construction of argument (experimentation, formulation of general principles, logical

steps in reasoning, and so on)". Learning to use grammatical metaphors allows students to gain technical knowledge in a variety of disciplines and "enables

the development of argumentation, providing resources for the accumulation, compacting, foregrounding, and backgrounding of information and evidence so that the argument can move forward" (Christie & Derewianka 2008: 24). The academic article based on the essay cannot be separated from the institutions of the academic periodical or journal which has a relatively short history beginning (to all intents and purposes) with *The Philosophical Transactions of the Royal Society* in 1665 with Henry Oldenburg as its first editor and featuring his correspondence with Europe's leading scientists. The academic journal article, which is still the main form of scientific communication, is also defined in part by a set of evolving academic practices that includes peer review. With the Internet, the future of the journal is undergoing a huge transformation, especially as databases, manuals, reference works, guides, indexes, and full-text articles became available to the public knowledge banks.

#### **4. Article**

An article is a written work published in a print or electronic medium. It may be for the purpose of propagating news, research result, academic analysis, or debate.

#### **5. Abstract**

An abstract is a brief summary of a research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose.

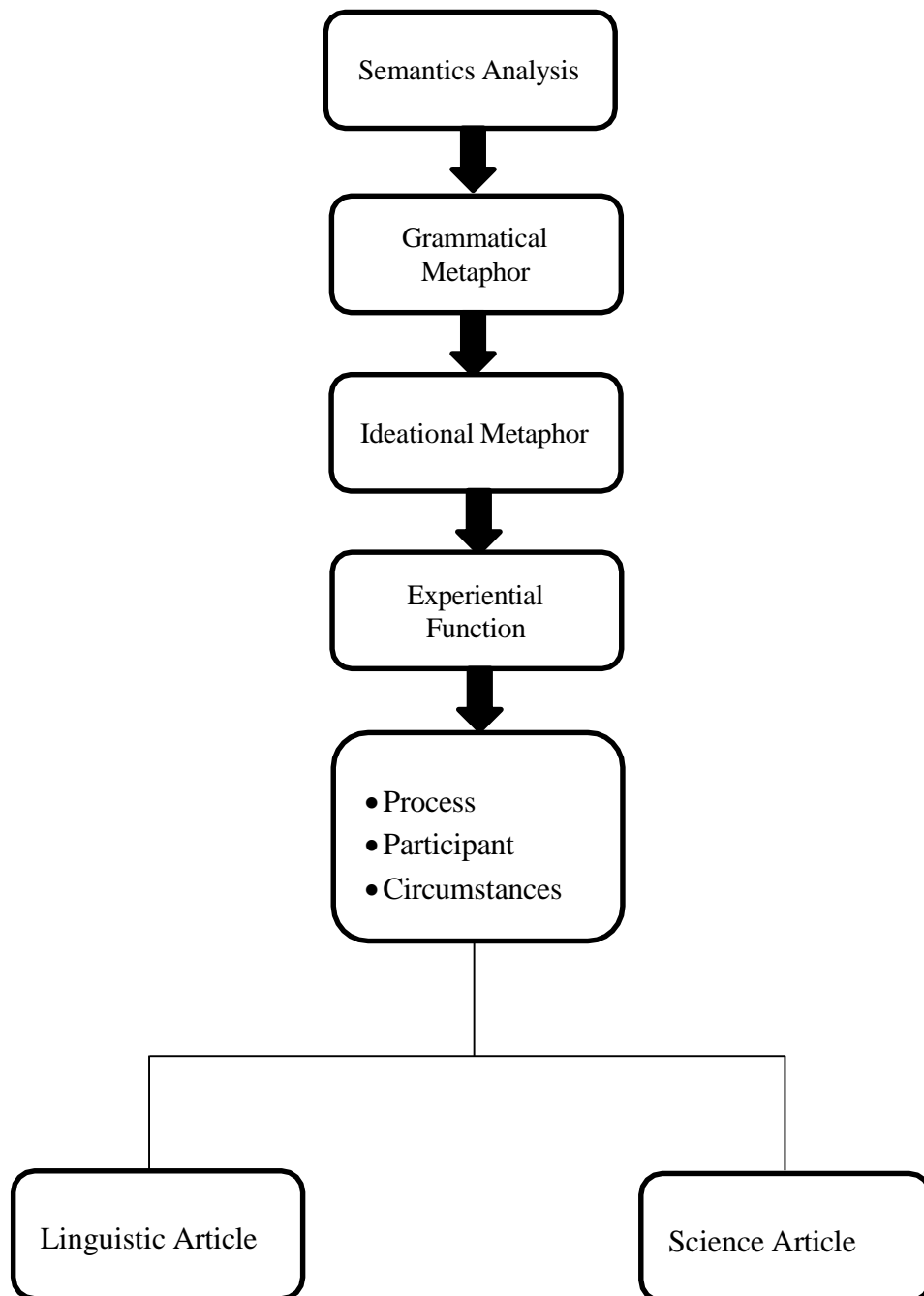
## **B. Conceptual Framework**

Halliday's approach relies on the fact that there are different choices of grammatical structures, congruent and incongruent ones. Grammatical metaphor is conceived as an incongruent realization of a given semantic configuration in the

lexico grammar (1985: 321). The concept of grammatical metaphor depends on the idea that there is a direct line of form to meaning to experience (1985: xix). As far as Halliday is concerned the lexico grammar is a natural symbolic system. This means "...that both the general kinds of grammatical pattern that have evolved in language, and the specific manifestations of each kind, bear a natural relation to the meanings they have evolved to express" (Halliday 1985: xviii). There is a link between the categories of the grammar and reality. That is, grammar and reality are related in a congruent manner. This means that the direct line of form to meaning to experience is maintained intact. The different grammatical functions assigned to the participants in the clause structure express the different roles of these parts in respect to the whole and, for the selection in meaning; there will be a natural sequence of steps leading towards its realization. But there also exists grammatical metaphor "whereby meanings may be cross-coded, phenomena represented by categories other than those that evolved to represent them" (Halliday 1985: xviii).

In other words, for any semantic configuration there is one congruent expression and a set of metaphoric variants or incongruent expressions. This variation or incongruent expression is understood as a “selection of words that is different from that which is in some sense typical or unmarked” (Halliday 1985: 20). The following is a conceptual framework chart:





*Figure 2.1 Conceptual Framework by Halliday (1994)*

### C. Related Study

These are some researches that had been conducted and related with this study

- a. Johan (2013). Ideational Grammatical Metaphor in Steve Jobs' 2005 Commencement Address at Stanford University. This study aimed to describing how ideational grammatical metaphor are employed in Steve Jobs' 2005 Commencement Address at Stanford University and also identifying the type of ideational grammatical metaphor used in it. This study was a descriptive qualitative method after segmenting it into clauses and classifying the type of ideational metaphor used in the commencement address. Finding of this study showed there were 90 appearance of ideational grammatical metaphor in Steve Jobs' 2005 Commencement Address at Stanford University. The highest employment of ideational grammatical metaphor is the ideational grammatical metaphor type 13 with 33% appearance which indicates that this commencement address by Jobs mostly performs the expanding of noun and the shift of circumstance into the expansion of thing in order to avoid the ambiguity by simplified the words used in the grammatical metaphor supports a speech to sound more formal. It is possible because with employing ideational grammatical metaphor, the implementation of dynamic structure which is commonly found in everyday conversation can be reduced.
- b. Elviyani (2017). Grammatical Metaphor in One Direction's Album "Made

in The A.M". This study deals with the use of grammatical metaphor in one direction album made in the a.m and use types of ideational metaphor code (transitivity). The objectives of the study were to describe the types of ideational metaphor code and find out the most dominant one. This research was carried out by using descriptive qualitative method. The data were collected from choosing one direction album made in the a.m. There were seventeen songs found and seventeen songs were taken to be analyzed. The technique used to analyze the data obtained was by identifying the ideational metaphor, classifying the ideational metaphor into their types, and taking the percentage to get the most dominant type. There were 129 ideational metaphor used in one direction album made in the a.m. the finding of the data analysis showed that six types of ideational metaphor namely material process with the amount 20 (15.5%), mental process 47 (36.4%), relational process 25 (19.3%), behavioral process 10 (7.8%), verbal process 14 (11%), and existential process 13 (10.0%) were realized in the album made the a.m. From all types of ideational metaphor, it was found that the most dominant type was mental process with the amount 47 (36.4%).

- c. Yuya Kaneso (2016). Ideational Grammatical Metaphor Features of EFL Textbook. Various genres of textbooks have been researched from the perspective of Systemic Functional Linguistics (SFL). Although the previous research has been concerned with textbooks covering subject

areas in English speaking countries, it has not examined English as a Foreign Language (EFL) textbooks. By analyzing 14 EFL textbooks for junior high school and high school students from the perspective of the SFL grammatical metaphor, this study attempts to examine levels of lexicogrammatical complexity and its sequential features as used in the data. The findings show that semantic junctions whereby semantic elements are incongruently realized at the level of lexicogrammar do not always follow grade sequences of EFL textbooks. The establishment of overall ratio of grammatical

metaphorical types in the EFL textbooks in this study further provides suggestive evidence that there may be a semantic gap between standardized EFL test and the level of textbooks used at schools.

## **CHAPTER III**

### **METHODOLOGY**

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

The research design of this research is case study aimed to identify the kinds of grammatical metaphor focusing on the Ideational metaphor. Using a qualitative descriptive method, this research took data sources from two different types of articles, namely linguistic and science. After that, this research was carried out using the data collection method by grouping the data first, then classifying the data, coding the data, and interpreting the data based on the theory of Miles, Huberman and Saldana (2014). Then, to analyze the data the researcher also still used the theory of Miles, Huberman and Saldana (2014) with three stages, namely collecting data first then selecting data based on the type of ideational metaphor especially in the experiential function, then concluding the results obtained from the previous stages.

#### **B. Source of Data and Data**

The sources of data were taken from the linguistic article entitled Brain imaging of tongue-twister sentence comprehension: Twisting the tongue and the brain by Timothy A. Keller, Patricia A. Carpenter, and Marcel AdamJust(<https://www.sciencedirect.com/science/article/abs/pii/S0093934X02005060>) and for the science article was from the article entitled Synergetic effects of phonological awareness, vocabulary, and word reading on bilingual children’s reading comprehension: A three-year study by Xiuhong Tong,

Ming Chiu, and Shelley Xiuli Tong Ph.D  
<https://www.sciencedirect.com/science/article/abs/pii/S0361476X23000073>)

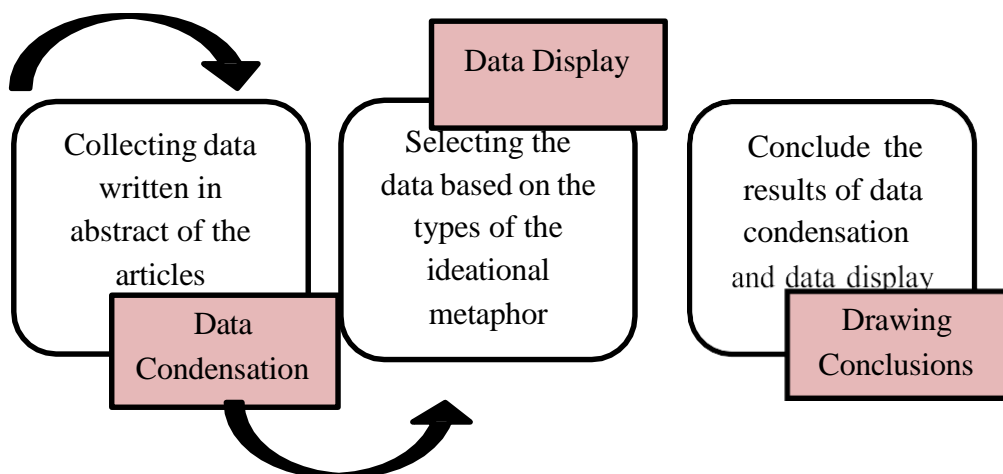
The data was taken from two different kinds of abstract articles.

### C. Technique of Collecting Data

In this research, the method of collecting the data use the observation. The researcher collected the data through technique of reading the abstract and selecting the words which are containing the kinds of ideational metaphor and classifying the metaphor. In this study, researchers were directly involved in data collection and data analysis activities, so researcher use data tabulation to facilitate data analysis and classification. This data analysis technique includes for stages, namely; (1) grouping the data, (2) classifying the data, (3) coding the data, and (4) interpreting the data and describing the data.

### D. Technique of Analyzing Data

Data were analyzed using several appropriate steps Miles, Huberman and Saldana's theory (2014) is analyzing data with three steps: data condensation, presenting data (display data), and drawing conclusions or verification.



*Figure 3.1 Components of technique analyzing data by Miles, Huberman, Saldana (2014)*

From the image of the data analysis model according to Miles and Huberman above can be explained as follows:

A. Data Condensation

The data that has been obtained will be selected, focused, concluded and abstracted so that it becomes the right data to be used as material for analysis such as the results of observations made in the two articles. Data was obtained from 2 different types of articles, namely linguistics and science.

B. Data Display

The condensed data will be displayed, the aim of which is to make it easier for researchers to collect information and data that is really needed for analysis.

C. Drawing Conclusions/Verification

Data that has been selected correctly will then summed up to obtain maximum data as a result of data recovery and ready for analysis.

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### 1. Data

The two types of the different articles that focused on the abstract were taken by the researcher as the resource of the data in which it specified into sentences as the real data for grammatical metaphor analysis by using the Halliday's theory (1994) that was classified being the ideational metaphor in the experiential function that consists of threetypes that are process, participant and circumstances. The following were abstract data from the two different types of articles:

No	Source of Title	Title	Types of Article
1	a. Author: Timothy A. Keller, Patricia A. Carpenter, and Marcel Adam Just b. Year: 2003 c. Name of Journal: Brain and Language	Brain Imaging of Tongue-Twister Sentence Comprehension: Twisting the Tongue and the Brain	Linguistic Article



2	<p>a. Author: Xiuhong Tong, Ming Ming Chiu, and Shelley Xiuli Tong Ph.D</p> <p>b. Year: 2023</p> <p>c. Name of Journal: Contemporary Educational Psychology</p>	<p>Synergetic Effects of Phonological Awareness, Vocabulary, and Word Reading on Bilingual Children's Reading Comprehension: A Three-Year Study</p>	<p>Science Article</p>
---	---	---	------------------------

**1. Brain imaging of tongue-twister sentence comprehension: Twisting the tongue and the brain (linguistic article) by Timothy A. Keller, Patricia A. Carpenter, and Marcel Adam Just**

*1.1 This study used fMRI to investigate the neural basis of the tongue- twister effect in a sentence comprehension task.*

*1.2 Participants silently read sentences equated for the syntactic structure and the lexical frequency of the constituent words,*

*1.3 but differing in the proportion of words that shared similar initial phonemes.*

*1.4 The manipulation affected not only the reading times and comprehension performance,*

*1.5 but also the amount of activation seen in a number of language-related cortical areas.*

1.6 *The effect was not restricted to cortical areas known to be involved in articulatory speech programming or rehearsal processes (the inferior frontal gyrus and anterior insula),*

1.7 *but also extended to areas associated with other aspects of language processing (inferior parietal cortex) associated with phonological processing and storage.*

**2. Synergetic effects of phonological awareness, vocabulary, and word reading on bilingual children's reading comprehension: A three-year study (science) by Xiuhong Tong, Ming Ming Chiu, and Shelley Xiuli Tong Ph.D**

2.1 *Using comparable measures of first language (L1) Chinese and second language (L2) English, this three-year longitudinal study examined the synergetic effects of phonological awareness, vocabulary,*

2.2 *and word reading on reading comprehension development among 227 Hong Kong Chinese-English bilinguals from Grades 2-4.*

2.3 *Structural equation growth modeling revealed that all three factors were significantly linked to one another*

2.4 *and to initial reading comprehension for each language. Across languages, L1 Chinese vocabulary was directly linked to initial L2 English reading comprehension,*

2.5 *while L1 Chinese phonological awareness was indirectly linked to initial L2 English reading comprehension via L2 English vocabulary and word*

*reading.*

*2.6 These findings underscore the synergetic effects of early phonological*

*2.7 and lexical skills in determining early reading comprehension ability*

*inboth L1 and L2.*

## **B. Data Analysis**

From the analysis part of sentences in each articles, they could be classified into some explanation of the experiential metaphor.

### 1. The linguistic abstract

#### 1.1 This study used fMRI

Process: material

*to investigate the neural basis of the tongue-twister effect*

Process: material

*in a sentence comprehension task.*

Circumstances: contingency

#### 1.2 Participants

Participants: actor

*silently read sentences equated for the syntactic structure*

Process: material

*and the lexical frequency of the constituent words,*

Circumstances: contingency

#### 1.3 but differing

process: mental

in the proportion of words

participants: phenomenon

1.4 that shared

process: material

similar initial phonemes.

Participants: goal

1.5 The manipulation affected

Process: material

not only the reading times and comprehension performance

participants: goal

1.6 but also the amount of activation

participants: goal

seen in a number of language-related cortical areas.

Circumstances: contingency

1.7 The effect was not restricted

Process: relational

to cortical areas known to be involved in articulatory  
speech

programming or rehearsal processes (the inferior frontal gyrus and  
anterior insula).

participants: token

1.8 but also extended

process: material

to areas associated

process: material

with other aspects of language processing (inferior parietal cortex)

associated with phonological processing and storage.

Circumstances: accompaniment

## 2. The science abstract

### 2.1 Using comparable measures

Process: material

of first language (L1) Chinese and second language (L2) English,

circumstances: contingency

this three-year longitudinal study

circumstances: extent

examined the synergetic effects

process: material

of phonological awareness, vocabulary,

circumstance: contingency

### 2.2 and word reading on reading comprehension

process: material

development among 227 Hong Kong Chinese-English bilinguals from

Grades 2-4.

Circumstances: goal

### 2.3 Structural equation growth modeling revealed

Process: material

*that all three factors were significantly linked to one another and to initial reading comprehension for each language.*

participants: goal

*2.4 Across languages, L1 Chinese vocabulary was directly linked to initial L2 English reading comprehension*

Process: relational

*2.5 While*

Circumstances: extent

*L1 Chinese phonological awareness was indirectly linked to initial L2 English reading comprehension via L2 English vocabulary and word reading.*

Process: relational

*2.6 These findings*

Process: existential

*underscore the synergetic effects of early phonological*

process: material

*2.7 and lexical skills*

participants: sensor

*in determining early reading comprehension ability in both L1 and L2.*

Circumstances: contingency

## **C. Discussion**

The types of experiential function in grammatical metaphor found in the linguistic and science abstract were categorized in the table below:

4.1 Table of types of process found in linguistic abstract

No	Types of Process	Number	Percentage
1	Material	7	77.8%
2	Mental	1	11.1%
3	Relational	1	11.1%
4	Behavioral	0	0
5	Verbal	0	0
6	Existential	0	0
Total		9	100

4.2 Table of participants found in linguistic abstract

No	Participant I	Participant II	Number	%
1	Actor	Goal	4	80%
2	Senser	Phenomenon	0	0
3	Token	Value	1	20%
4	Carrier	Attribute	0	0
5	Possessor	Possessed	0	0
6	Behaver	-	0	0
7	Sayer	Verbiage	0	0

8	-	Existent	0	0
Total			5	100

#### 4.3 Table of circumstances found in linguistic abstract

No	Types of circumstances	Number	Percentage
1	Extent	0	0
2	Location	0	0
3	Manner	0	0
4	Cause	0	0
5	Contingency	2	66.7%
6	Role	0	0
7	Matter	0	0
8	Accompaniment	1	33.3%
9	Angle	0	0
Total		3	100

#### 4.4 Table of types of process found in science abstract

No	Types of process	Number	Percentage
1	Material	5	62.5%
2	Mental	0	0
3	Relational	2	25%
4	Behavioral	0	0



5	Verbal	0	0
6	Existential	1	12.5%
Total		8	100

4.5 Table of participant that found in science abstract

No	Participant I	Participant II	Number	%
1	Actor	Goal	2	66.7%
2	Senser	Phenomenon	1	33.3%
3	Token	Value	0	0
4	Carrier	Attribute	0	0
5	Possessor	Possessed	0	0
6	Behaver	-	0	0
7	Sayer	Verbiage	0	0
8	-	existent	0	0
Total			3	100

4.6 Table of circumstances found in science abstract

No	Types of circumstances	Number	Percentage
1	Extent	2	40%
2	Location	0	0
3	Manner	0	0
4	Cause	0	0

5	Contingency	3	60%
6	Role	0	0
7	Matter	0	0
8	Accompaniment	0	0
9	Angle	0	0
Total		5	100

From the table above, it can be observed that the linguistic abstract was dominated by the types of process specially in material process. The total was 77.8% in 7 categories. Meanwhile in the science abstract was dominated by the types of process specially in material process too. The total was 62.5% in 5 categories of the sentences.

## 5 The Findings

After analyzing all the data obtained in the linguistic abstract and the science abstract, the findings were reported as follows:

5.6 There were three types of experiential function in grammatical metaphor found in the linguistic abstract and the science abstract.

They were types of process that consists of material process, mental process, relational process, behavioral process, verbal process, and existential process, types of participant that consists of participant I (actor, senser, token, carrier, possessor, behavior, and sayer), and participant II (goal,

phenomenon, value, attribute, possessed, verbiage, and existent). The last is types of circumstances that consists of extent, location, manner, cause, contingency, role, matter, accompaniment and angle.

5.7 The material processes in those types were most frequently applying on the linguistic and science abstract. It was showed that there were 12 categories out of 35 categories of the sentences from both abstract selected. The use of from material process was dominating the abstract of linguistic and science, and it had been as the characteristics of the abstract in the experiential function specially in material process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study came to the following conclusions based on the results of the data analysis in Linguistic and Science abstract in chapter four:

1. Based on Halliday, M.A.K (2014), there were three types of experiential function in grammatical metaphor found in the linguistic abstract and the science abstract. They were types of process that consists of material process, mental process, relational process, behavioral process, verbal process, and existential process, types of participant that consists of participant I (actor, senser, token, carrier, possessor, behaver, and sayer), and participant II (goal, phenomenon, value, attribute, possessed, verbiage, and existent). The last is types of circumstances that consists of extent, location, manner, cause, contingency, role, matter, accompaniment and angle.
2. The material processes in those types were most frequently applying on the linguistic and science abstract. It was showed that there were 12 categories out of 35 categories of the sentences from both abstract selected. The use of from material process was dominating the abstract of linguistic and science, and it had been as the characteristics of the abstract in the experiential function specially in material process.

**B. Suggestion**

The following suggestions can be made in regard to the conclusions:

1. For the lecturer, the results of this research could be extra information in studying semantic meaning that focused on metaphor, and kinds of metaphor.
2. It was hoped that the findings of this study will assist English Education students in their studies of semantic meaning, namely metaphor and kinds of metaphor.
3. Other researchers or readers who are interested in learning more about semantics and metaphors can take it as further discussion.

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## Brain imaging of tongue-twister sentence comprehension: Twisting the tongue and the brain

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and Marcel Adam Just\*

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Accepted 14 May 2002

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### Abstract

This study used fMRI to investigate the neural basis of the tongue-twister effect in a sentence comprehension task. Participants silently read sentences equated for the syntactic structure and the lexical frequency of the constituent words, but differing in the proportion of words that shared similar initial phonemes. The manipulation affected not only the reading times and comprehension performance, but also the amount of activation seen in a number of language-related cortical areas. The effect was not restricted to cortical areas known to be involved in articulatory speech programming or rehearsal processes (the inferior frontal gyrus and anterior insula), but also extended to areas associated with other aspects of language processing (inferior parietal cortex) associated with phonological processing and storage.

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*Keywords:* Sentence comprehension; Brain imaging; fMRI; Phonological processes; Working memory

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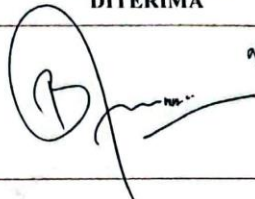




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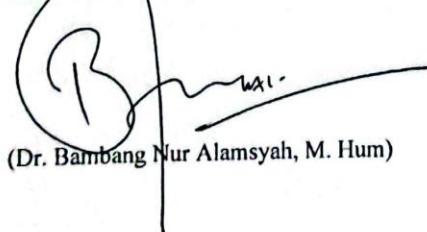
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JUDUL	DITERIMA
A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science	 9/12

Bermohon kepada Dosen Pembimbing untuk mengesahkan judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 09 Desember 2022

Disetujui oleh  
Dosen Pembimbing

  
(Dr. Bambang Nur Alamsyah, M. Hum)

Hormat Pemohon

  
(Darryl Katriana)



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.umma.ac.id> E-mail: [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Darryl Katriana  
NPM : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Corpus-Based Approach to the Use of Grammatical Metaphor and Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
09/Desember 22	Acc Judul	
26-Dec-2022	Chapter I . Background of the Study The Identification of the Problem Scope & Limitation	
19-Jan-2023	Chapter II . Theoretical Framework Conceptual Framework	
03-Feb-2023	Chapter III . Source of Data Technique of Collecting Data	
09-Mar-2023	Technique of Analyzing Data	
08-Jun-2023	Acc to Sempro	

Medan, 08 Juni 2023

Diketahui oleh:  
Ketua Prodi

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

Dosen Pembimbing

(Dr. Bambang Nur Alamsyah, S.Pd., M.Hum.)



**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](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Darryl Katriana  
NPM : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Corpus-Based Approach to the Use of Grammatical Metaphor and Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science.

Sudah layak diseminarkan.

Medan, 08 Juni 2023

Disetujui oleh  
Pembimbing

**Dr. Bambang Nur Alamsyah, S.Pd., M.Hum**



**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.umma.ac.id> Email: [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

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

Nama Lengkap : Darryl Katriana  
N.P.M : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science

No	Masukan dan Saran
Judul	-
Bab I	- Background of the study - Identification of the problem - the Scope and limitation & - Formulation of the problem
Bab II	- Grammatical Metaphor in linguistic & science - Differentiate between linguistic & science .
Bab III	- Research Design - source of Data - Data Collection
Lainnya	- Table of Contents - References
Kesimpulan	[ ] Disetujui [ ] Ditolak  [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

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

Dosen Pembimbing

(Dr. Bambang Nur Alamsyah, M.Hum.)

Panitia Pelaksana

Ketua

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

Sekretaris

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



**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](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Darryl Katriana  
N.P.M : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science.

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

Medan, 05 September 2023

Disetujui oleh:

Dosen Pembahas

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

Dosen Pembimbing

(Dr. Bambang Nur Alamsyah, M.Hum.)

Diketahui oleh  
Ketua Program Studi,

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





MAJELISPENDIDIKAN 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](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

#### SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan  
Universitas Muhammadiyah Sumatera Utara Menerangkan Bahwa:

Nama : Darryl Katriana  
Npm : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Corpus- Based Approach to the Use of Gramatical Metaphor  
in Academic Writing: Distinguishing the Abstract Complexity  
Written in Linguistic and Science

Benar telah melakukan seminar proposal pada hari Jum'at tanggal 23 bulan Juni 2023

Demikian surat keterangan ini dibuat untuk memperoleh surat izin riset dari dekan fakultas  
atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih

Medan, 20 November 2023

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum



**UMSU**

Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AA.KP/PT/XU/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 3142/II.3/UMSU-02/F/2023

Lamp : ---

Medan, 19 Shafar 1445 H

5 September 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
Perpustakaan UMSU  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Darryl Katriana  
N P M : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **TA Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam  
a.n.Dekan  
Wakil Dekan III

**Dr. Mandra Saragih, M. Hum**  
NIDN : 0124128402

**\*\*Peringgal**





MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**PERPUSTAKAAN**

Fondasi dan Pengembangan Keistimewaan Perpustakaan, Negeri Republik Indonesia No. 1001/001/PT/01/2019  
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567  
NPP: 137126/0180001 | <http://perpustakaan.umhu.ac.id> | [perpustakaan@umhu.ac.id](mailto:perpustakaan@umhu.ac.id) | [perpustakaan.umhu.ac.id](https://www.perpustakaan.umhu.ac.id)

**SURAT KETERANGAN**

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

Nama : Darryl Katriana  
NPM : 1902050074  
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 :

*"A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 26 Safar 1445 H  
12 September 2023 M

Kepala UPT Perpustakaan,



Mubammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Website: <http://www.fkip.ummasu.ac.id> E-mail: [fkip@ummasu.ac.id](mailto:fkip@ummasu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Darryl Katriana  
NPM : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing: Distinguishing the Abstract Complexity Written in Linguistic and Science.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
13 Sept '23	Reviewed the previous Chapter (i, ii, iii)	
21 Sept '23	Data and Data Analysis	
12 Okt '23	Discussion and the findings	
25 Okt '23	Conclusion and Suggestion	
02 Nov /'23	Abstract and References	
16 Nov /'23	Acc to Meja hijau	

Diketahui oleh:  
Ketua Prodi

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

Medan, 16 November 2023

Dosen Pembimbing

(Dr. Bambang Nur Alamsyah, S.Pd., M.Hum.)





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](mailto:fkip@umsu.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Darryl Katriana  
NPM : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing: Distinguishing the Abstract Complexity Written in Linguistics and Science

Sudah layak disidangkan.

Medan, 16 November 2023

Disetujui Oleh:  
Pembimbing

Dr. Bambang Nur Alam Syah, S. Pd., M. Hum

Diketahui Oleh:

Dekan  
  
Dr. Hji. Syamsuryunita, M.Pd

Ketua Program Studi

  
Pirman Ginting, S. Pd., M. Hum



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.umh.ac.id> E-mail: [fkip@umh.ac.id](mailto:fkip@umh.ac.id)

## SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Darryl Katriana  
N.P.M : 1902050074  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : A Corpus-Based Approach to the Use of Grammatical Metaphor in Academic Writing : Distinguishing the Abstract Complexity Written in Linguistic and Science.

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 13 Juni 2024  
Hormat saya  
Yang membuat pernyataan,

Darryl Katriana

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

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

## CURRICULUM VITAE

### DATA PERSONAL

Name : Darryl Katriana  
Register Number : 1902050074  
Place/Date of Birth : Medan, 26th July 2000  
Sex : Female  
Religion : Moslem  
Partial Status : Single  
Hobbies : Watching a movie and Cooking  
Father's Name : Mispranoto  
Mother's Name : Wisje Panese  
Address : Jl. Coklat Lingk.09 Kel. Paya Pasir, Kec. Medan Marelan  
E-mail : [darrylkatriana250@gmail.com](mailto:darrylkatriana250@gmail.com)

### Education

1. Elementary School at SD Negeri 066430 Medan from 2006-2012
2. Junior High School at SMP Negeri 20 Medan from 2012-2015
3. Senior High School at SMA Negeri 19 Medan from 2015-2018
4. Student of English Education Program of Faculty of Teacher Training and Education, UMSU 2019 until reaching the degree of Sarjana Pendidikan

Medan, 7th December 2024

**Darryl Katriana**