



THE ANALYSIS OF LEXICOGRAMMATICAL FEATURES AMONG ENGLISH SECOND LEARNER'S TEXTS

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Abstract. This research has found that the pattern of ranks employed across the level of texts reveal a gradual development; from simple to complex. Namely, in the level of morphology, it shows that the texts develop from limited into varied use of derivational and inflectional morphemes. This is in line with clause level of analysis in which we find its significant progress from simple clause to clause complex. Furthermore, the analysis of written language in term of grammatical function is one of Systemic Functional Grammar (SFG) contribution in language education. It can be a tool used by teachers and educators in assessing students' language competences, especially in regard with students' syntactic control over language. It can be expected to be an application of assessment that can provide a fundamental overview on how the assessed texts progress and develop. Meanwhile, another implication to language teaching is that it can provide an important view that teachers can rely on when deciding what level of topic leanings that suit their students.

Keywords: systemic functional grammar, lexico grammar, esl language competence.

Introduction

One of many ways of looking at language is through its functions. This approach is purposed to understand how language work by looking at its ranks. Bloor and Bloor (2004), through Systemic Functional Grammar (SFG) divide the rank into four scales. They are clause, group, word and morpheme. In this article we will analyze four different texts written by ESL students in studying in Australia from features of four ranks that are mentioned above. This article is intended to provide an insight about how the four different texts progress and develop from early to the higher stages of development. The highlighted texts are presented along with the explanation in the body and full texts are attached in the end of this article. We will start by analyzing morphology and word and group and followed by clause and clause complex.

1. Morphology

Morpheme, the word derived from Morphology, is the smallest unit of language that has meaning and can be divided into free and bound morpheme. Bound morpheme is categorized into derivational and inflectional morpheme. The former is morpheme functioning to create new words and different word classes and the latter is morpheme that has role in relating to syntactic rules (Golebiowski et al., 2010). In this analysis, we will be looking at how morphemes are featured across the level of the texts.

2. Word classes and phrase as well as clause structure

This analysis on word and phrase will be looking at clause features of what Bloor and Bloor (2004) have classified in term of group in a clause. They are differentiated into group nominal, verbal, adverbial conjunctive and prepositional groups. Also, how groups are develop to more complex stages across the texts will be described in term of group complex.

Meanwhile, clause structure deals with functional clause features such as Subject, Finite, Predicator, Complement and Adjunct. It is about how clauses are structured.

3. Students' Texts

Text Student 1 (S1)

"The day before coming to Australia was very exciting because we went to the shops for clothe to wear on the plane and clothe to change when we arrive. My dad bought me this lovely dressit was orange and at that time my favourite colour was orange. My mum's hair got platted really nice but mine couldn't be platted because it was too short. After the shopping we went home to pack our bags. I gave some of my best clothe to some girls my mum gave some of her clothe and gave other staff because we all had to give something. Everyone had dinner and at 6 o'clock a van came to take us to the airport on the way I saw things I had not seen before. It was my first time to go to the airport and every thing looked so different, we got drinks I had fanta we were the last people to get out of the airport we said good bye to people we knewand got on the plane. The plane was so big just four minuets later I asked my dadif I could go the toilet. We got food in planedon't know how long we spend on the plane but it was a great time."

Text Student 2 (S2)

"Police Academy

In Burma, police training was so hard and the food was not only bad but also unhealthy. In the Burmese police, someone who had a little higher rank them other. He used a lot of his power on other people and a his pupils. That was very difficult for the police who had no rank. The police who had no rank had to perform every things for their captain in Burma. The police and soldiers had been discourteous to other people in Burma. A lot of people were killed by these Burma police and soldiers and a lot of people arrests by the police and soldiers in Burma to put into the gaol and gave to do work everyday. The prisoners had to work every day. In Burma most of the budes, railways and roads were built by prisoner some of the prisoner took the rocks and stone for for building the bridge, railway and road. They took rock and stone from the cliff. Sometimes suddenly the rock fallen down and a lot of the prisoner died it was such a dangerous place. In Burma the prisoner had to wear a heavy irons chain on their legs all the time. In Burma the police system of law was so bad and unlawful. I condole and sympathize with the people who have been in prison. I don' t know much about of Victorian police system and law. I think that, it is very different between Victoria police and Burma police especially weapon. Burma police still use rifle but I don't think Victoria police still use the rifle. The food is also very different. Victoria police's food is much more better than Burma police food."

Text Student 3 (S3)

These are the berries are also be called 'cherries' which contains two beans each. They are picked by our farmers and then put into a water channel over there to remove the impurities. After being washed at the first time, the cherries are then fed into a pulping machine. We are going to see what the machine works. It scours away the fruit flesh and squeezes the beans out and these are the coffee beans. Now we are going to the fermentation tank, where the beans are put in for 24 hours to remove the sticky films surround them and the remaining fruit flesh. After the fermentation process, they still surrounded by their husk so we call them parchment coffee. The coffee are then fed into a

water canal to be washed the second time before being dried. In the past, we used to spread them on the ground under the sun for drying which took about 2 or 3 weeks. Now we are using this drying machine. It has a huge revolving drum which rotates continually and it just takes 24 hours to dry the beans evenly. When the coffee have been dried, they are covered in attractive golden yellow colour which are called *pregmanio* coffee. *Pergmino* coffee is then fed into a building machine over there to remove any remaining outer husk. After being hulled, we place them on a conveyor belt to be sorted by eye for size and grade. This is a process that gives us a special kind of coffee. Here they are, 'blue coffee', their colour is so pretty. Then, we convey the beans to the roasting plant building over there where they are cooked in a way that can bring flavours and aroma. After that, we pack them in backs which weights 60kg each. The 'blue coffee' is packed in a smaller back and will be sold with a higher price. Exporting is the last process of my coffee plantation. The coffee are then exported to the wholesales distributor who deliver them to Warehouses and shops, and those places are where you can by them. I hope you now have quite clears information about the processes to make coffee. If you still doubt about any of the processes, you can come and see me. I'm very glad to help you."

Text Student 4 (S4)

"If a national ID card were to be introduced in Australia not only will it invade our privacy and endanger our liberty but it will also make Australians more vulnerable to identity theft.

ID cards can easily be lost and be found by people who will abuse it and violate other people privacy. Up to five percent of cards are lost, stolen or damaged each year, and the result can be denial of service and benefits, and loss of identity. The replacement of a high security, high integrity card involves significant administrative involvement. Documents must be presented in person to an official cards must be processed centrally. This process can take some weeks. The existence of a person's life story in a hundred unrelated databases is one important condition that protects privacy. The bringing together of these separate information centres creates a major privacy vulnerability. Any multi-purpose national ID card has this effect. The concentration of such data on all Australian in a single location could prove disastrous if it was attacked by hackers. The ID card is also expensive making it harder for Australian to be able to afford it. Australians could be forced to pay about \$100 each for a new ID if they are introduced. A basic card containing so-called biometric data would cost \$40-\$50 each. Not only will the national ID card invade our privacy and might endanger our liberty but expensive, render us more vulnerable to ID theft and is also no guarantee light terrorism. Therefore I don't think it's a good idea to have national ID card."

Methodology

This research is formed as library research as it employed transcribing and coding authentic texts against the related theories on lexicogramatical aspects, specially from the perspective of SFG (Systematic Functional Grammar). The research will analyze four different texts written by ESL students in studying in Australia from features of four ranks which consecutively are Morphology, Clause and Phrase, Clause structure, and Clause complex. The purpose of this research is to provide an insight on how the four different texts

progress and develop from early to the higher stages of development. The coded texts are presented along with the explanation in the body.

Research Findings and Discussion

1. Analysis texts on Morphology

Text S1 shows a good competence of inflectional morpheme formulation. However, morpheme of plurality is predominantly employed. The author realized the formation of –s in plurality marking such as in *I saw things_s* and in *... to some girls_s*. Besides, the author used morpheme indicating past tense correctly that can be seen in *everything looked_{ed} very different* and possessive as in *my mum's_s*. Other inflectional morphemes can be found in *...had not seen_{en}* which realized past participle. This example suggests that the author has a good command in establishing inflectional morpheme. Furthermore, the derivational morpheme scarcely can be found such as in *really_y* and *shopping_{ing}* which are respectively derived from *real* and *shop*.

Text S2 is characterized by a fairly varied use of derivational morpheme. Apart from that, inflectional morpheme is well commanded despite few in accuracies in the formulation of plural morpheme such as in *everythings* and in *some of the prisoner*. It is noteworthy that the text still mainly employed plural marker such as in *most of bridges_s*, *the prisoners_s* and *cliffs_s*. Other used morphemes are the comparative such as in *...little higher_{er}...* and *...he used_{ed}...*. As already suggested, text S2 begins to develop formulating derivational morpheme which used derivational morpheme in a larger number, which can be identified in *Burmese_e*, *dangerous_s*, *unlawful_{ly}* and *especially_{ly}*.

Being considerably different from two preceding texts, text S3 shows further development in more heterogeneous inflectional morpheme. Although mostly used plural, and past participle –ed morphemes, the text occasionally employed morpheme realizing third person singular form of –s. It can be found in words such as *which contains_s*, *machineworks_s*, *it scours_s* and *squeezes_s*. Furthermore, the text has more varied derivational morpheme than the previous texts. It can be seen such as in *fermentation_{ion}*, *parchment_{ent}*, *plantation_{ion}*, *continually_{ly}* and *exporting_{ing}*. This illustration shows that the text S3 has better command in good control of third person singular morpheme and broader understanding of derivational morpheme.

Text S4 is markedly by the abundance of derivational morpheme and interestingly, it outnumbers morpheme of plurality which the rest of the texts employ a lot. Derivational morpheme can be traced in words such as *existence_{ce}*, *security_{ty}*, *administrative_{ive}*, *denial_{al}*, *easily_{ly}*, *Australian_{ian}* and among other things, *hackers_s*. Third person singular morpheme is identified among other thing in *that protects_s privacy*, and *centres creates_s*. It is expected that text S4 has the most advanced knowledge in utilizing both derivational and inflectional morphemes.

To conclude, text S1 shows limited ability in employing derivational, while using monotonously plural morpheme. Although being notable with dominant use of plural morpheme, text S2 shows its early stages of development of utilizing more various both morphemes. Furthermore, text S3 indicates the further advance in mastering inflectional and derivational morpheme, in which the latter has considerably greater numbers. Of all analyzed texts, text S4 reveals the most complex understanding in structuring the word classes which is markedly by divergent use of inflectional and dominant employment of derivational morpheme.

2. Analysis of word classes and phrase

Text S1 is characterized by common use of simple word classes. Nominal group functioning as subject can be found in *my dad, my mum* and in pronouns in *us, it, and I*. However, extensive nominal groups are seen in few times in *the day before coming to Australia*. In *logical and experiential metafunctions* (Bloor & Bloor, p. 140), the nominal group can be analyzed in fig. 2.1 below.

fig. 2.1

Premodifier	Head	Postmodifier
Deictic	Thing	Qualifier
The	day	before coming to Australia

There is also a complex verbal employed in *came to take us*. This suggests the author's good control of adjective which is indicated in the correct use of *lovely* which is used before a noun and *so different* after copular verb of *-be*. The use of adverb of time is found in *at 6 o'clock* and gradable adverb in *very exciting*. Furthermore, the appropriate use of conjunction and preposition can be seen in *because* and *on the plane*. As well, the word class of determiner and numeral are indicated in *the day* and *this lovely dress*.

Fairly different from the text S1, text S2 begins to develop increasing number of extensive nominal group such as in *police training*, *police who had no rank*, and *the police system of law*. It can be analyzed in fig. 2.2.

fig. 2.2

Premodifier		Head	Postmodifier
Deictic	Classifier	Thing	Qualifier
		Police	who have no rank
The	police	system	of law

Furthermore, a few number of extensive verbal groups can be identified in *had to perform* and that of passive form in *was fallen down*. Pronouns and determiners are correctly employed respectively in *he* and in *the police*. Adjective word class is indicated in *bad* and *unhealthy*. Still, Adverb and preposition are respectively found in *suddenly* and *put into*. An extensive adverbial group is employed in *with the people who have been in prison* with *with* as the Head.

Texts S2 and S3 are markedly by dominant use of extensive form of word classes. Text S3 formulated extensive nominal group such as in *the wholesales distributors who deliver them to warehouses and shops* with *distributor* as the Head (see fig 2.3).

fig 2.3

Premodifier		Head	Premodifier
Deictic	Classifier	Thing	Qualifier
The	wholesales	distributers	who deliver them to warehouses and shops

Furthermore, verbal group is indicated in texts S3 and S4 respectively in *we are going to see* (complex verbal group) and in *must be presented* with *must* as Finite and *be presented* as the Head. Conjunction can be found in text S3 in *after fermentation process* and in *after being washed for the first time*. Interestingly, a complex prepositional is seen in *on the ground under the sun for dying*. Also, in text S4 a nominal group is also found in *The existence of a*

person's life story in a hundred unrelated databases. Both texts correctly use simple form of adjectives, adverbs, determiners and numerals and they can be traced in *sticky, significant, continually, centrally, some weeks, and hundreds*.

By comparison, the major significance can be found between text S1 and the rest of the texts. Of text S1, the author predominantly employed simple form of word classes composing one or two words and has shortage of extensive form of word classes (groups). Text S2 shows development in formulating extended groups by using modifiers. Meanwhile, text S3 and S4 used a greater number of extensive forms of nominal, verbal, and diverse prepositional and conjunctive groups. However, they employed group complex correctly.

3. Clause Structure Analysis

In this level of analysis, we will deal with functional clause features such as Subject, Finite, Predicator, Complement and Adjunct. It is about how clauses are structured. In the S1 text, the author's ability in establishing clause seems to be generally good. However, comparing to texts S3 and S4, the text is simpler in its grammatical structure, which is restricted in using single kind of SFPCA features frequently. Those structure components are less diverse than those of the other analyzed texts. The analysis of Fig.3.1 shows the characteristic of the S1 text which predominantly used fused finite (F/P) and circumstantial adjunct.

Fig.3.1

After shopping	we	went	home to pack our bags
A^{cir}	S	F/P	A^{cir}

In term of complement, the S1 author employed various sub-complement features such as Indirect (C^{io}), Direct (C^{do}) (see Fig.3.2) and is marked with dominant use of Intensive (C^{int}) Complement (see Fig.3.3) as indicated in the following example.

Fig.3.2

My Dad	bought	me	A lovely dress
S	F/P	C^{io}	C^{do}

Fig.3.3

It	was	a great time
S	F	C^{int}

Interestingly, the author also posed two embedded clauses which can be sub-classified to *contact relative clause*. From this point, it can be argued that these examples show the author's early competence development in formulating complex feature of clauses. Those contact clauses can be found in *I saw thing [[I had not seen before]]* (see Fig. 3.4), and *We say good bye to people [[we know]]* (see Fig. 3.5) and they can be analyzed as follow.

Fig. 3.4

I	saw	thing	[[I	had	not seen	before]]
			S	F	P	A
S	F/P	C^{do}				

Fig. 3.5

We	said	good bye	to people	[[we	know]]
				S	F/P
S	F/P	C^{do}	C^{io}		

Text S2 starts showing a development in formulating varying component of clauses and embedded clauses. This indicates a progressive stage of controlling extensive form of clauses. Still, the author managed to employ embedded clauses realizing nominal group and functioning as subject and complement. The figure 3.6 and 3.7 below illustrate functional analysis on the *full relative clauses* realizing subject in nominal group and complement respectively.

Fig. 3.6

The	police	[[who	Had	No rank]]	had	To perform	everything
		S	F	C			
S					F	P	C^{do}

Moreover, the text is characterized by the using of passive form of clause which is reflected in complex nominal group and multiple word of verbal group. See fig. 3.7 below.

Fig. 3.7

A lot of people	Were	killed	by police and soldiers	in Burma
S	F	P	A^{cir}	A^{cir}

Compared to texts S1 and S2, text S3 and S4 has a greater number of extensive forms of clauses. Text S3 is characterized by the dominant use of *full relative clause* that can be seen in fig.3.8. In addition to abundant use of embedded clause, passive clauses (see fig 3.9) also can be found in both texts frequently.

Fig. 3.8

They	are	covered	an attractive golden color	[[which	are	called]]	pergmanio coffee
				S	F	P	
S	F	P	C^{do}				

Fig. 3.9

Voice	Subject	
Passive	They	are picked by our farmers

Texts S3 and S4 show the advance development in using a greater number of embedded clauses which are needed in formulating extended form of sentences. It is noteworthy that they employed another kind of embedded clauses in a larger number, which is called *non-finite relative clauses* and therefore can be considered the richest texts in employing various kinds of embedded clauses. To illustrate, the non-finite relative clause which is taken from text S4 can be analyzed functionally in fig. 3.8 below.

Fig. 3.8

A basic card	[[containing co-called data]]	biometric	would	cost	\$40-50	each
	P	C				
S			F	P	C^d	A

It can be concluded that the striking difference found across the texts is to what degree each text uses heterogeneous clauses. It shows gradual development in employing various kinds of clauses, from easy simple to delicate embedded clauses. Text S1 is noted by dominant use of Fused Finite (F/P) and Intensive Complement (C^{int}), making it homogenous text while text S2 begin developing to employ some extended features including embedded clause realizing Subject and Complement. Being less different from text 2, texts 3 and 4 use a greater number of embedded clauses which frequently can be sub-classified into *defining relative clause* and therefore, they are proven to be the most developed.

4. Analysis on Clause Complex

This kind of analysis will look at structure of clause complex employed across the four levels of texts. In term of the combination, clause complex is divided into two main components which are called *Paratactic* and *Hypotactic clauses*. The former is equal clause and the latter is a clause which involves a dependency relation (Bloor & Bloor, 2004). Besides analyzing clause dependency, we will be dealing with semantic connection between the clauses which is divided into *expansion* and *projection*. Expansion can be sub-divided into *elaborating*, *extending* and *enhancing*. Projection then is sub-classified into *locution* and *idea* (Thompson, 2004). The analyzed paratactic complex clause boundaries is labeled by triple vertical lines (|||) and can be divided into three simple clauses which are labeled by double vertical lines (||) and digits that show their number. Furthermore, semantic relation of elaboration is labeled with =, expansion with + and x for enhancement. Meanwhile, projection relation of locution is labeled with double apostrophe (‘) and single apostrophe (‘) for idea relation.

Text S1 is characterized by dominant use of paratactic (see fig. 4.1) and complex clause containing paratactic-hypotactic relation (fig. 4.2). It is interesting that this early-stage text employed varied clause complex even though it used less hypotactic clause.

Fig. 4.1

My dad bought me this lovely dress	it is orange	at that time my favorite color was
1	+2	+3
orange		

Fig. 4.2

My mum's hair got platted really nice	but mine couldn't be platted	because it was
1	+2_α	x2_β
too short.		

Although hypotactic clause is scarcely employed, it was correctly structured as analyzed in fig. 4.3. Hypotactic projection realizing locution relationship also can be found in text S1 as given in fig. 4.4.

Fig. 4.3

The day before coming to Australia was very exiting	because we went to the shops
α	β^1
for clothe to wear on the plane and clothe to change with	when we arrive.
$^x\beta^2$	

Fig. 4.4

We said	good bye to [[people we knew]]	and got on plane.
α	β	$^+\gamma$

As in text S1 the author of text S2 employ paratactic (fig. 4.4) and hypotactic (fig. 4.5) as well as combined paratactic-hypotactic clauses (fig. 4.6). However, unlike the preceding text, text S2 have larger frequency in using those kinds of clauses and more divergent than S1 text. This shows the ability to form dependent and complex clause are being developed.

Fig. 4.5

In Burma, police training was so hard	and the food was not only bad but also
1	$^+2$
unhealthy.	

Fig. 4.6

A lot of people were killed by these Burmese police and soldiers	and a lot of people were
1	$^+2\alpha$
arrested by the police and soldiers in Burma	to put into the gaol and gave to do work
	2β
everyday.	

Fig. 4.7 belows show one of two hypotactic projection realizing idea relationship as identified in text S2.

Fig. 4.7

I think	that it is very different between Victoria police and Burma police.
α	β

Text S3 and S4 can be considered the level of text that employ the most hypotactic complex clause (see fig. 4.8) a long with paratactic clause (fig. 4.9). This indicates a further development in controlling hypotactic relation of clause.

Fig. 4.8

After being washed at the first time,	the cherries are then fed into a pulping machine.
^x β	α

Fig. 4.9

It scours away the fruit flesh	and squeezes the beans out	and these are the coffee beans.
1	⁺ 2	⁺ 3

A hypotactic projection realizing idea relationship clause is identified in text S3 (see fig. 4.10)

Fig. 4.10

I hope	you have a quite clear information a bout the processes to make coffee.
α	[‘] β

Further more, combined paratactic-hypotactic clause also can be seen in text S3 (see fig. 4.11).

Fig. 4.11

They are picked by our farmers	and then put into a water channel over there	to remove the
1	⁺ 2α	2β
impurities.		

In text S4 hypotactic relation andhypotactic projection realizing idea relationship clausecan be seen in fig. 4.12 and in fig. 4.13 respectively.

Fig. 4.12

If a national ID card were to be introduced in Australia,	not only will it invade our
^x β	α
privacy and endanger our liberty but it will also make Australians more vulnerable to	
α (continued)	
identity theft.	

Fig. 4.12

Therefore, I don't think	it is it is a good idea to have a national ID card.
α	β

Hypotactic clause relation is a key feature that distinguish four different texts. Text S1 is marked by abundance and monotonous use of paratactic while text S2 gradually progresses in developing more varied clause complex. Meanwhile, texts S3 and S4 show advance competences by showing a balance use of all kind of clause complex, which is notable in employing increasing number of hypotactic clause.

Conclusion

Lastly, it can be concluded from the analysis that the pattern of ranks employed across the level of texts reveal a gradual development; from simple to complex. For instance, in the morphology level, it shows its the texts development from limited into varied use of derivational and inflectional morphemes. This is in line with clause level of analysis in which we find its significant progress from simple clause to clause complex.

The analysis of written language in term of grammatical function is one of Systematic Functional Grammar (SFG) contribution in language education. It can be a tool used by teachers and educators in assessing students language competences, especially in regard with students syntactic control over language. The notion of rank (Bloor & Bloor 2004, p.7) can be expected to be an application of assessment that can provide an important overview on how the assessed texts progress and develop. Apart from that, another implication to language teaching is that it can provide a ground view that teachers can be based on when deciding what level of topic learnings are suitable for their students.

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