

GRAMMATICAL INTRICACY IN SHORT STORIES BY INDONESIAN CHILDREN WRITERS

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Abstract: This paper aims to describe the grammatical intricacy of short story written by an Indonesian child author. Grammatical intricacy is built of clause, nominal group, and lexis. These three aspects show us how the author expresses his mind into language. The data source is short story titled “Mahkota Surga untuk Ayah”. The author is an Indonesian child whose her story has been published by *Lintang*. This research is a kind of descriptive qualitative using observation-notification technique (*simak-catat*). The data are clauses, nominal groups, and lexis of the text. The result shows that the author exploited the language in 148 clauses and most of them are complex clauses. The thing goes different for nominal groups, most of them are in simplex. Most of lexis are exploited in congruent forms. From the characteristics of the language author used this text is written in spoken language and has a high grammatical intricacy.

Keywords: grammatical intricacy, short story, clause, nominal group, lexis

INTRODUCTION

Writing is a language skill that requires several aspects of ability. Writers must have ideas, creativity, and imagination, and be able to convey them through language. Their verbal expressions show their mastery of language and the reality of their experiences. Their ability to write short stories shows their ability to realize the metafunctions of language, namely ideational, interpersonal, and textual functions.

Listening is the simplest skill and one of the first things mastered at birth. Speaking is a second language skill that combines words to form sentences orally. Then the next level is reading. As a skill whose level is above listening and speaking, reading ability can be obtained through study. Likewise, with writing, writing requires ideas, knowledge and

certain experiences so that it is more complex than other abilities.

Functional Systemic Linguistics (FSL) was chosen as the discourse analysis approach in this study, because FSL is considered capable of analyzing discourse in a complex manner, both from grammatical and lexical aspects. In addition, FSL can also analyze discourse units in detail, from clause to word level, be it narrative text, conversational text, or report text, with various purposes. This opinion is supported by Eggins' statement (2004:2-3) that FSL is considered quite appropriate and useful for the study of texts related to language education, child language development, computational linguistics, and discourse. media (media discourse), and casual conversation.

Research on discourse using the Functional Systemic Linguistics (FSL) approach has been widely carried out. Some researchers research political, legal, narrative, and media discourse

with FSL to show ideology, interpersonal, and figurative language in the text. This shows the importance of analyzing a discourse to understand and dig deeper into what is stored in it with physical evidence, namely lingual units.

Language development is the main thing to learn from this research. The author of this short story is an Indonesian child. Describing grammatical intrigue is one way to find out how the author's language has developed so far through the short stories he has written. It should be emphasized that this research does not assess right and wrong, but only describes the language the author uses.

According to Rose and Nicolls (2003:79), the range of opportunities to acquire the mother tongue (native language accent) is when the child is 12 or 13 years old and under. So, at this time children can more easily absorb language learning and children's language skills can be said to be mature because they can already make various sentence constructions. However, it is necessary to pay attention to their grammar to determine the quality of their Indonesian. Short stories are a form of literature that demonstrates writing skills. Short stories are included in a discourse. Discourse can be analyzed based on grammatical intricacy to know the complexity of the text. The grammatical intricacy of a text can be seen from the clauses that make up the text (simplex or complex) and the relationships between clauses for complex clauses (Soepriatmadji, 2011; Presnyakova, 2011; Ananda, 2016; Hanafiah and Yusuf, 2016; Ma'mun, 2017).

Based on the studies that have been done above, grammatical intricacy is seen from only one aspect, namely the clause. Seeing this, the researcher wants to know the grammatical intricacy of a short story text from three aspects, namely clauses, noun groups, and lexis. This is because the form of clauses, both simple and complex, is influenced by the form of noun groups and lexis. These three aspects are the embodiment of grammatical intrigue. Thus, it can be seen how the complexity of the grammar of the text of a child writer and how

he exploits the language he has learned in writing.

METHOD

This research is qualitative. According to Creswell (1998:15), qualitative research is "*an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem*".

This study uses a qualitative descriptive analysis model that aims to understand and describe the problems described in words. Besides that, it is also to reveal various qualitative information with thorough and full descriptions to accurately describe the characteristics of a thing, condition, symptom, or phenomena that can be revealed. This research is not limited to data collection but also analysis and interpretation of the data (Sutopo, 2002:8).

According to (Sugiyono, 2013: 12) qualitative research is research that places more emphasis on the information and data collected in the form of words so that it does not emphasize numbers. As also stated by Subroto (2013: 25), it is called qualitative research because it is not designed based on statistical calculations, but based on a qualitative model. The data is not in the form of numbers but based on utterances or quotations from utterances, or words and phrases contained in a sentence.

Data collection techniques are usually closely related to the type of data source used. The type of data source will determine the technique to be used (Santosa, 2017:53). So, according to the type of source, namely documents, this study uses a note-taking technique (Mahsun, 2012). The listening method is a way of obtaining data by listening to the use of language. This method is not only applied to spoken data but also written text. As a written text, even in the framework of linguistic scientific research, it can be said to be "observed" if the use of the text is examined (Sudaryanto, 2015: 207).

The source of this research data is a short story entitled "Mahkota Surga untuk Ayah"

which has been published by Lintang Publisher. The author is an Indonesian child of elementary school age. The data is in the form of clauses, noun groups, and lexis. The collected data were analyzed and interpreted so that grammatical intricacy of the text was found.

FINDINGS AND DISCUSSION

Text Structure

Genre in FSL is seen as a social process that is gradual and oriented towards a social goal (Martin, 1992:505). Each type of text genre has a different structure. Short stories, which are an acronym for short stories, have the goal of telling an event or event (real or fictitious) and having the nature of entertaining readers or listeners.

The short story "Mahkota Surga untuk Ayah" has a narrative genre with an orientation - complication - evaluation - resolution - coda (O-K-E-R-Ko) structure. Orientation shows an introduction to the characters and setting of the story before entering the core of the story. After knowing the characters and the background of the story, start with the conflicts that occur in each character. These are called complications. The complication is the core that the author wants to tell. Usually in complications, some problems require solutions. This is called resolution.

In addition to orientation, complications, and resolution, there are evaluations and a coda that makes the story even more complete. Evaluation is the author's way of conveying his assessment of the problems in the story. There is much that can be learned from past events. Self-introspection and wisdom are forms of evaluation. The coda is the message or message of the story aimed at the reader.

Clause

The number of clauses found in the short story Mahkota Surga untuk Ayah is 148 clauses. All of these clauses include minor, simplex, and complex clauses which number 4, 60, and 84 respectively. If a comparison is made, minor: simplex: complex = 1:15:21. From these data it can be seen that the use of minor clauses in the text is the least followed by simplex clauses, and

use of the most complex clauses (minor < simplex < complex).

The results of this clause will be related to the use of nominal groups and lexis. Then found language style and grammatical intrigue.

Minor Clause

A minor clause is a clause that is incomplete or does not contain a verb/predicate. Minor clauses are rarely used in a text. In the short story Mahkota Surga untuk Ayah, there are a total of 148 clauses, and there are only 4 minor clauses.

- a. Eee... iya,
- b. Iya, ya.
- c. Sampai suatu hari.
- d. Selamat jalan

The minor clause does not have a verb/predicate. It is difficult to conclude which acts as subject (actor), predicate, and object (complementary). Clauses (a) and (b) describes a mental behavior that is shown implicitly.

Clause (c) is an adverb of time, and does not contain at least one verb to call it a major clause. There is no activity attached to it.

Sometimes the minor clause is an ellipsis form, like the following data:
"Siapa, sih, yang juara kelas? *Kamu atau aku?*"

The clause *kamu atau aku* is an ellipsis of *kamu [yang juara kelas] atau aku [yang juara kelas]*, according to the previous clause. This omission is done to shorten what you want to say, provided that the other person understands the meaning of the speech. The context factor plays an important role in this conversation so that speakers and interlocutors understand each other.

Thus, it can be concluded that the minor clause shows affection or expresses certain mental behavior and can be shown through ellipsis.

Simplex Clause

There are a total of 61 simplex clauses found out of 148 clauses. The characteristic of a simplex clause is that it consists of one verb without the presence of a conjunction. the constituents

consists of subject, predicate, complement, and adjunct. The constructions are varied, including subject - predicate - complement, subject - predicate, subject - predicate - adjunct, and subject-predicate - complement - adjunct which is the most complete construction.

- a. Aku mengangguk.
- b. Tempatnya asyik dan seru.
- c. Aku selalu ingat pesan ayah.
- d. Anak-anak mendengarkan dengan baik.
- e. Ayah memandangi wajah kami satu per satu.
- f. Nurul An-Nisa' adalah tempat pembelajaran di pondok.

Table 1 Simplex Clause

subject	predicate
Aku	mengangguk

subject	predicate/complement
Tempatnya	asyik dan seru

Subject		predicate	complement
Aku	selalu	ingat	pesan ayah

Subject	predicate	adjunct
Anak-anak	mendengarkan	dengan baik

S	Pred	complement	adjunct
Ayah	memandangi	wajah kami	satu per satu.
Nurul An-Nisa'	adalah	tempat pembelajaran	di pondok

Subject and Complement

Subjects and complements are realized in the same form, namely nouns and noun groups. Based on the data above, examples of nouns found include *aku*, *anak-anak*, and *ayah*. As for the subjects and complements that belong to the noun group, namely *tempatnya*, *Nurul An-Nisa'*, *wajah kami*, *pesan ayah*, *tempat pembelajaran*.

Predicate

Predicates are not only verbs but also non-verbs. This can be seen from the clauses above. Predicates in the form of verbs based on the data above include *mengangguk*, *mendengarkan*, *ingat*, *memandangi*. As for the discovery of the predicate that

non-verb form, two of which are words

adalah also *asyik* and *seru*.

In addition, there are some verbs whose root words are non-verbs. For example, the verb *bernama* is taken from the noun/noun '*nama*'. The noun '*nama*' gets the prefix *ber-*, thus turning it into the verb '*bernama*'. Some verbs start with adjectives, such as *gembira*. The word '*gembira*' gets the prefix *ber-*, so it becomes the verb '*bergembira*'. In addition, there is verb *berlalu* that have the base word '*lalu*'. The word '*lalu*' is a time conjunction that gets the prefix *ber-*, thus turning it into a verb.

Table 2 Verbalisasi

Prefik	Kata bend a/no mina	Kata sifat (adjective)	konjun gsi	Verba
Ber-	nama	-	-	bernama
Ber-	-	gembira	-	bergembira
Ber-	-	-	lalu	berlalu

Adjunct

Based on the above clauses, what is included as an adjunct is *dengan baik*, *satu per satu*, and *di pondok*. Adjunct here is realized in the form of prepositional phrases and adverbial groups. The lingual units *dengan baik* and *satu per satu* show the adverb of manner, while *di pondok* it shows the adverb of place.

Apart from prepositional phrases and adverbial groups, adjuncts can also be realized with single words, as in the following example:

"Anak-anak kelas Khadijah tidur **nyenyak**."

The word *nyenyak* is a single word that describes the verb. Adjunct *nyenyak* shows adjunct way. To prove that the word is included in the adverb category of manner is to ask the question "*bagaimana* (how)". So if asked "*bagaimana tidurnya?*" the answer was "*anak-anak kelas Khadijah tidur dengan nyenyak*." Meanwhile, to find out whether a lingual unit includes information of place and time, that is by asking "*di mana*" (adverb of time) and "*when*" (adverb of time).

Complex Clause

Complex clauses are clauses that have complete constituents and are usually separated by conjunctions between clauses. Based on the dependency relationship, paratactic and hypotactic clauses are found. What determines whether a clause is included in the paratactic or hypotactic category is based on the conjunctions or relationships between clauses. Do the two clauses depend on each other or can they stand alone even without the presence of a conjunction?

Paratactics

Clauses in paratactic relationships are denoted by numbers 1, 2, and so on. Number 1 is the parent clause, while number 2 is the child clause.

- a. "Kamu sudah selesai **atau** nambah?"
- b. Aku dan kami semua memang sangat menyayangi ayah, **tapi** Allah jauh lebih sayang.
- c. Aku harus belajar **dan** menghafalkan Al-Qur'an dengan sungguh-sungguh.
- d. Di Pondok Cahaya Qur'an dari kelas Khadijah sampai kelas Aminah (kelas 4-6) sibuk dengan kegiatan mengaji, **sedangkan** dari kelas Aisyah sampai kelas Fatimah (kelas 1-3) masih punya waktu luang lebih banyak.

Table 3 Complex Clause - Paratactics 1

1	+2
Kamu sudah selesai	atau nambah
Aku dan kami semua memang sangat menyayangi ayah,	tapi Allah jauh lebih sayang.
Aku harus belajar	dan menghafalkan Al-Qur'an dengan sungguh-sungguh.
Di Pondok Cahaya Qur'an dari kelas Khadijah sampai kelas Aminah (kelas 4-6) sibuk dengan kegiatan mengaji,	sedangkan dari kelas Aisyah sampai kelas Fatimah (kelas 1-3) masih punya waktu luang lebih banyak.

The four clauses above are complex clauses with paratactic relations. The conjunctions that connect clauses are *atau*, *tapi*, *dan*, *sedangkan*. Conjunctions *atau* indicate options /

alternative. The conjunction *tapi* shows opposition. Conjunctions *dan* indicate addition. The conjunction *sedangkan* indicates opposition.

Based on the logico-semantic system, for example clauses a, b, c, d are experiencing expansion (expansion) extension (given the symbol +) because the child clause is additional info from the parent clause. In other words, extension expansions are indicated by conjunctions *dan*, *atau*, *tetapi*, *sedangkan*.

The clause above is a paratactic clause that uses conjunctions as a liaison between clauses. In the short story Mahkota Surga untuk Ayah, locutionary forms are also found, as follows.

- a. "Iya, Umi." jawabku.
- b. "Eh, kamu, Hasna." jawab Rifa, masih dengan wajah mengantuk.

Table 4. Complex Clause - Paratactics 2

2	1
"Iya, Umi."	jawabku
"Eh, kamu, Hasna."	Jawab Rifa, masih dengan wajah mengantuk

Based on the logico-semantic system, clauses with the locutionary form above experience locutionary projections ("") which are marked with quotation marks (".."). Locutionary projection is a verbal logical-semantic expansion in the form of direct speech.

Based on the conditions above, it can be concluded that paratactic clauses are marked with certain conjunctions (and, or, but, so, while) and can take the form of locutions. Based on its logico-semantic system, the text of Crown of Heaven for Fathers by this children's author experiences locutionary projection ("..") and extension expansion (+).

Hypotactic

Clauses in hypotactic relationships are denoted by α (alpha) and β (beta). Alpha is the parent clause and beta is the child clause.

- a. **Selesai** makan, adzan Maghrib pun berkumandang.
- b. **sebelum** kamu menyetorkan hafalan, ustadzah beri buku mutaba'ah.

- c. Ternyata tidak hanya aku dan Alya yang sangat senang malam itu **karena** besok adalah hari kunjungan keluarga.
- d. **Setelah** selesai mengerjakan Qiyamul Lail, barulah membaca Al-Qur'an
- e. **Bila** ada santri yang belum bisa baca huruf hijaiyyah, **maka** di tempat itulah dia bisa membaca.

Table 5 Complex Clause - Hypotactic

xβ	α
Selesai makan,	adzan Maghrib pun berkumandang.
sebelum kamu menyetorkan hafalan,	ustadzah beri buku mutaba'ah.
Setelah selesai mengerjakan Qiyamul Lail,	barulah membaca Al-Qur'an
Bila ada santri yang belum bisa baca huruf hijaiyyah,	maka di tempat itulah dia bisa membaca.
α	xβ
Ternyata tidak hanya aku dan Alya yang sangat senang malam itu	karena besok adalah hari kunjungan keluarga.

Hypotactic clauses have a relationship between clauses that cannot be separated because they are dependent on one another. The relationship is in the form of time sequence, conditions, and causality. Most hypotactic clauses show chronological order. As in the five clauses above, three of them are in the form of a time sequence marked by the conjunction *selesai*, *sebelum*, *setelah* (clause number g, h, j).

Furthermore, the conditional relationship is marked with the conjunction *bila... maka* (clause number k). Apart from when, this conditional relationship is also marked by conjunctions *jika*, *kalau*, *apabila* because they are synonymous. Finally, the hypotactic clause which shows a causal relationship uses the conjunction *because* (clause number i).

Mixed (Hypotactic and Paratactic Relations)

In a complex clause, there is not only a paratactic or hypotactic relationship, but also a mixture of both. The number of simplex clauses in a complex clause is 3 or more.

The relationship between one clause and

another clause, some of which are hypotactic and some are paratactic.

- a. Aku didaftarkan **saat** aku naik kelas 4 SD **dan** adikku, Alya minta didaftarkan juga.
- b. **Meskipun** berat **karena** harus menambah hafalan dan muraja'ah setiap hari, **tapi** aku berusaha dengan sungguh-sungguh.
- c. Aku ingin menangis **saat** tahu Om Arman menjemput kami **karena** kondisi ayah semakin kritis **dan** kini terbaring lemah di rumah sakit.

Table 6 Complex Clause - Mix 1

α	xβ	
1	-	+2
Aku didaftarkan	saat aku naik kelas 4 SD	dan adikku, Alya minta didaftarkan juga.
1	-	x2
Meskipun berat	karena harus menambah hafalan dan muraja'ah setiap hari,	tapi aku berusaha dengan sungguh-sungguh.

Table 7 Complex Clause - Mix 2

α	xβ	χ	xδ	
			1	+2
Aku ingin menangis	saat tahu	Om Arman menjemput kami	karena kondisi ayah semakin kritis	dan kini terbaring lemah di rumah sakit

Complex clauses l and m each consist of 3 simplex clauses. Two clauses are hypotactically related to the extension of enhancement (x) and one clause is related paratactically to one of the two. In clause 1, two clauses are related paratactically with extension (+) because there is a conjunction *dan* which is an addition. Whereas in clause m, two clauses are related paratactically with the extension of enhancement (x) because there is a conjunction *tapi*.

Furthermore, clause n consists of 5 simplex clauses. Four of them have a hypotactic relationship and one other clause relates paratactically to one of the four. The four clauses that are hypotactically related show time sequence, mental projection, and causality when viewed from their conjunctions. Mental projection is marked with the symbol (') and shows the expansion of ideas cognitively. This can be seen from the use of the verb *tahu*. The two simplex clauses in clause n have a paratactic relationship with the logic-semantic system: expansion (+) which indicates addition.

From the results of clauses, especially complex clauses (paratactic and hypotactic) found conjunctions used to connect several simplex clauses, including *dan*, *atau*, *tetapi*, *sedangkan* (paratactic); *karena*, *selesai*, *saat*, *sebelum*, *setelah*, *bila*, *meskipun* (hypotactic).

Table 8 Conjunctions and Their Functions

	Conjunctions	Functions
Paratactic	dan	Additional
	atau	Alternative
	tetapi	Opposition Opposition
	sedangkan	Opposition
hypotactic	karena	causality
	bila	condition
	meskipun	Opposition
	Saat Selesai Sebelum Setelah/sesudah	Time order

Nominal Group

The total number of noun groups in the short story Mahkota Surga untuk Ayah is 409. Based on the meaning-forming elements, noun groups are divided into 2, namely simplex and complex. There are 396 simplex noun groups and 12 complex nouns. The use of simplex forms is more than complex forms.

Based on its constituent elements, there are terms thing (T), deictic (D), classifier (C), epithet (E), qualifier (Q), and numeral (Num). In English, there are terms head, pre-modifier, and post-modifier. The pre-modifier refers to the deictic, numeral,

epithet, and classifier elements which are located to the left of the thing, while the post-modifier refers to the qualifier which is located to the right of the thing. Thing here acts as the head.

- karena aku bercita-cita ingin jadi **seorang penghafal Al-Qur'an**.
- Alhamdulillah, aku sudah punya **kenalan beberapa teman**.
- Yang belum ustadzah panggil** bisa saling simak dengan temannya.
- "A ... anak-anakku, maafkan **semua kesalahan ayah selama ini**.

Table 9 Nominal Group

Seorang	penghafal	Al-Qur'an
D	T	C

kenalan	beberapa	teman
T	num	C

Yang belum ustadzah panggil
T

semua	kesalahan	ayah	selama ini
num	T	D	Q

Of the four noun groups above, three of them (o, p, q) are simplex and the rest (r) are complex. The example r is complex because it contains a qualifier and one of num, deictic, classifier, and epithet. Examples o, p, q are simplex because they do not contain qualifiers.

In contrast to English, noun groups in Indonesian have uncertain pre-modifiers and post-modifiers. Like the example above, numerals can act as premodifiers that come before things and post-modifiers that come after things. Likewise with deictic, it can act as a premodifier and post-modifier.

The text is dominated by simplex noun groups which make it easier for child readers to understand the contents of the reading. The arrangement is also good and not confusing.

Lexis

In the short story Mahkota Surga untuk Ayah, there are 760 lexis with congruent and incongruent types. The most common lexis found in the text is the congruent lexis.

- e. Sore itu, jadwal anak-anak pondok adalah **membersihkan** kamar masing-masing.
- f. Kak Rasyid mendapatkan **beasiswa**
- g. Saat pembagian kelas, aku **masuk** kelas Khadijah A,
- h. nanti disiram **mukanya** sama ustadzah, lho!

Table 10 Congruence and Incongruence

Word	Physical Reality	Symbolic Reality (in Clause)	
membersihkan	activity	nominal	nominalization
beasiswa	Biaya pendidikan yang diberikan kepada seseorang	nomina	Nominalisasi/teknikalisasi
masuk	aktivitas	verba	kongruen
muka	benda	nomina	kongruen

The word *membersihkan* in clause s is an incongruent lexis, as well as the word *beasiswa* in clause t. Why incongruent? When viewed from its constituents, *membersihkan kamar masing-masing* is a complement and is included in the noun group category. The word *membersihkan* which is included as one of the lingual units in the noun group has a noun form. Basically, the word "membersihkan" or "bersih" indicates an activity that is realized with a verb. In this sentence *membersihkan* is nominalized, so it shows incongruence.

Furthermore, the word *beasiswa* is a technical term that refers to educational fee assistance given to someone. To know the term *beasiswa* requires certain knowledge. So, not all children understand this term.

For the words *masuk* and *muka*, the two are congruent. The reason is that these two lexis are directly symbolized. 'Masuk' is a physical activity that is realized with a verb, and in that clause 'masuk' is also in the form of a verb. Then, 'muka' or another word for face

is an object and is realized with a noun. In this clause 'muka' is also realized with a noun.

The text uses several Arabic vocabulary such as *muraja'ah*, *ustadzah*, *umi*, *hafidzah*, *qiyamul lail* and *murottal*. This is due to environmental factors surrounding child writers. Not everyone knows Arabic terms, especially people who have a different environment from the author.

Because the text is more dominated by congruent than incongruent lexis and only contains a few Arabic terms, it is not too difficult for children to understand the contents of the story when viewed from the reader's perspective. Short story texts do not contain a lot of difficult vocabulary, technicalization, or abstraction. So the readability is quite high.

CONCLUSION

Based on the results of the study, it can be concluded that in the short story text The Mahkota Surga untuk Ayah, several facts are found as follows:

1. The lexis most widely used by children's writers is the congruent rather than incongruent lexis.
2. The use of noun groups is dominated by simplex forms.
3. The text contains many complex clauses. The sum exceeds the simplex clause.

Of the three facts above there is a relationship between one and another. First, lexis and noun groups have attachments. The use of congruent lexis which is more dominant in the text affects the use of noun groups where the simplex form will dominate. Second, lexical and clause relations. The use of a more dominant congruent lexicon also affects the form of the clause to become more dominant in the complex. Third, the relationship between noun groups and clauses. The use of simplex noun groups in the text influences the form of clauses to become more complex.

It is known that the short story Mahkota Surga untuk Ayah is a children's work and the target audience is also children.

The use of congruent lexis and simplex noun groups makes it easier for children to understand the contents of the story. The vocabulary is not difficult and is often used in everyday life.

For clauses where its use is dominated by complex clauses, it causes too many function words to be used. This condition makes the ideas to be conveyed complex. Even so, it becomes easier for child readers to understand the text by considering the use of simpler vocabulary. Seeing the above, it can be concluded that the text tends to be spoken language and has quite high grammatical complexity.



Picture 1 Range of Spoken and Written Languages

Short story text is written in a narrative way with an orientation structure - complications -

evaluation - resolution - coda and delivered in spoken language. This way of writing is very good for the development of children's language and morals, because in a narrative text not only tells the chronology of events, but also follows evaluation and coda. As stated by Djatmika (2012) and Djatmika & Wibowo (2016), story books can be a companion tool for the child's language development process because they have two important roles, namely as a model for effective language processing and a means for realizing language skills.

It is hoped that this research will be of practical use for the acquisition and development of children's language. In addition, this research is also expected to be useful theoretically, such as how to arrange complex clauses and noun groups, and choose the appropriate vocabulary. For the field of Functional Systemic Linguistics, it is hoped that it will be able to enrich theoretical treasures and as a reference for further research.

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