

Grammatical Metaphor on the Students' Writing Research Paper; A Perspective of Systemic Functional Linguistics

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ABSTRACT

The difficulties of writing research paper devokes grammatical metaphors in the perspectives of SFL to be applied in academic writing. This paper presents the process type and functions of ideational grammatical metaphor towards the students' writing research paper. The research design was applied by descriptive qualitative deployed on the English students' writing. The findings deployed the process type of nominalization in ideational grammatical metaphor on the students' research papers was dominant in the material process and relational process. The function realization of deployment in transcategorisation of process to thing is the highest frequency on the clauses and followed to transcategorisation of process to quality. The frequency shows that several weaknesses encompassing the ability to employ grammatical meanings and the use of lexical cohesion. The research present a strategy for English learners and teachers to enhance writing qualities and language detections as an innovation in managing lexical varieties.

Keywords: *Systemic Functional Linguistics, Grammatical Metaphor, Ideational Grammatical Metaphor, Research Writing*

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INTRODUCTION

The problem of writing activity in academic phenomena is growing rapidly, especially in the field of research. This is caused by the emergence of problems and debates related to the quality of writing expected in the regulations for recipients of writing and the purpose of context (Sidabutar & Tampubolon, 2024). Certainly, the problems faced by writers often cause inconsistency or lack of confidence in writing scientific papers (Wu & Halim, 2024). The problem of phenomenon tends to be encountered by students, especially those who aim to write scientific papers as their final assignment for education and research publications which are categorized as one of the main requirements before the college completion. Gazed upon the phenomena, it's vividly to possess the constructive and dialogical guidance as to a consider of the empirical in nature and a hierarchy of teaching, especially for students who will write research papers. This constructive guidance and dialogical act as a piloting for students to encourage them to explore ideas as a strategy to deserves justification in a scientific paper (Zhao, 2017).

Grammatical metaphor is considered to be the one of the most important roles in academic discourse, scientific writing, cultural and educational fields (M. A. K. . Halliday & Martin, 1993; Martin, 2020; Thompson & Thompson, 2014). Grammatical metaphor is also increasingly expanded and developed as a model for writing research papers. Since, the presence of grammatical metaphor has a secondary effect because it plays an important role in the density of the lexical level of the message conveyed in the content (Schleppegrell,

2004). Thus, the more ideas per grammatical metaphor clause of a message contained the denser and more objective the discourse presented.

The grammatical of clauses which emerge the use of vocabulary, affixation and grammar is involved in the scientific discipline carried out as a writing frame with the aim of obtaining language integration with the scientific context that is written (Octaberlina & Muslimin, 2022; Wijaya et al., 2019).

In this regard, grammatical metaphor provides its own characteristics and is used as a universal model for the study of other languages in the world from the perspective of systemic functional linguistics. Hence, there are two forms that play an important role in holding the structure of meaning, namely congruent and incongruent (M. A. K. . Halliday & Martin, 1993). Congruent is a common way to express something, while incongruent is a common way to express information using grammatical metaphors when the incongruent realization relationship concerns semantics and lexicogrammatics in certain contexts, such as unstable production between qualities represented as adjectives with meanings, shifted or changed to incongruent or metaphorical forms such as production instability.

This is considered the author's competence to create a context design that is relevant to the reader (Fatimah, 2019). Furthermore, communicating foreign language information to readers through writing requires communication competency skills including cohesion, grammar, punctuation (Oussou et al., 2024; Yamin & Purwati, 2020). Similarly, (Espa et al., 2021; Huisman et al., 2018). The challenges in writing are not only faced in grouping feedback between writers and readers of scientific works but also the competency of using word's function. The authentic context applied in writing scientific works is considered to provide information that contains the quality of the meaning of scientific works. In this case, the context in question can also be an obstacle to student competence which is generally caused by class culture and communication competence. This problem factor is also found in several aspects such as psychological factors, socio-cultural factors, and linguistic factors. These three aspects are a complex way of organizing the achievements of scientific publications (Rastri et al., 2023; Suhirman & Rahayu, 2021).

Grammatical metaphor covers two language functions, viz; ideational and interpersonal meanings. The application of grammatical metaphors is a characteristic of texts, similar to culture. In certain cultures, variations in expression of incongruent coding (grammatical metaphors) seem more polite than congruent coding. In addition, the density of clauses that convey messages through grammatical metaphors is one of the features of spoken or written texts. One of the studies that can be considered to solve the problem of writing research papers is grammatical metaphor which is identifying the components and classifying the types and relationships between components beyond a clause. Therefore, grammatical metaphor emerges a variation in expressing meaning conveyed both from a traditional perspective and from the intended thing.

Similarly, (Hoa & Vui, 2015) Grammatical metaphor is specifically designed to obtain meaning for rhetorical or figurative transference. Thus, what has been planned by the grammatical metaphor framework is arranged to facilitate writers or designers of writing write more efficiently and innovatively. Furthermore, grammatical metaphor tend to provide variations in the meaning of writing or expressions in their variety or density (Suardana, 2020). In addition, the use of grammatical metaphor becomes a cultural character in the style of constructing meaning in writing or speaking. Hence, the style of language needed in a certain context will change the congruent clause as in English "*the students were disappointed because they failed*" into an incongruent clause with "*the students' disappointment was caused by their failure*". In changing the congruent clause to incongruent, there is a shift in the function of the word structure used in the clause, such as *disappointed* which the functions as an adjective to *disappointment* which the functions as a noun. The shift of the spoken clause to written can provide clearer information with an abstract word in perspective. It can be

interpreted that grammatical metaphors can be categorized as the competence of composing written clauses according to the chosen genre topic (Ayomi et al., 2020; Zhang, 2018)

Grammatical metaphors in academic literacy serve as a framework for writers when creating social, cultural, and linguistic relevance so that language functions are linked to the context of society. (Malik, 2023; Tian, 2022; Wijaya et al., 2019). The domains of grammatical metaphors of language: ideational (logical and experiential), interpersonal, and textual (M. A. K. Halliday & Matthiessen, 2013). Research in this category of SFL theory studies generally focuses on the study of ideational grammatical metaphors. There is still very little research on SFL theory studies that focus on ideational grammatical metaphors. Many studies have been conducted to study grammatical metaphors with different focuses and contexts.

Research conducted by (Afifi, 2021) in academic writing is generally descriptive research on the exploration of the use of grammatical metaphors in the academic writing of Indonesian EFL learners. The result is that teaching by realizing grammatical metaphor patterns through an explicit transcategorization process can develop writing skills systematically. Likewise, research has been conducted on ideational grammatical metaphors in scientific texts: Hallidayan Perspective. In the study, it was found that material processes and relational processes are more abstract in technical and rational writing. appear in student writing. Similarly, the previous research also conducted by (Ezeifeka, 2015). The lack of students' ability to use nominalization in writing abstracts causes the sentences that are composed not to save words or are less effective.

Hence, the focus of this research is grammatical metaphors based on ideational grammatical metaphor at the fourth semester English Education students at HKBP Nommensen University. Thus, the purpose of this study is to analyze the types of grammatical metaphors and classify the function of realization deployed in grammatical metaphors based on the students' writings of the English Department of HKBP Nommensen University.

METHOD

Research Design

This research focuses on the disclosure of clauses and complex sentences contained in writing research paper. This research is a systematic approach that aims to find the answer regarding the research problems. (Davie & Wyatt, 2013) *Postpositivism approach*, is the observation to determine a series of approaches that are consistent with the goal within the context influences findings in order to avoid neutrality of findings. This research used qualitative descriptive research as it relates to the study of problems in certain phenomena (Leeming, 2018). Furthermore, the research of grammatical metaphor in academic writing is a form of descriptive research because the description of data in this study is done by providing a description and explanation of the phenomenon of words in clauses. In addition, the selection of a qualitative descriptive research model is more vividly design to discuss problems concerned to the types and functions of words in academic writing discourse based on the grammatical metaphor.

Descriptive research, researchers collect descriptive and relational data constructions according to those applied (Hsieh & Shannon, 2005). The location of this research was conducted at HKBP Nommensen University Medan of English Language Education Department. The subject of this research was the students of English Department at the fourth semester. The object of this research was the ideational grammatical metaphor realized by the types and the function on the students' writing research paper.

Data Source



The data source for this research was forty writing were called for a research papers. The selected data source based on topic equivalence criteria was fifteen writings encompassing the background of the writing which comprise to eleven paragraphs or one thousand words. The selected data source was carried out through the subcategories of Ideational Grammatical metaphor.

Research Instruments

The research instruments are in the form of observation, transcription and categorization of data based on the theory that is its construction. The Ms Word software application and the concordance program are supporting instruments in data tracing. Above all, the highest hierarchy of instruments is the quality of the researcher's own language as a research process.

Data Collection

Grammatical Metaphors are collected from students' Academic writings in English education. Additional data collection is carried out to observe students' progress when observing writing things specifically for the use of grammar and clause range. Ideational Grammatical Metaphors was the procedure for determining the realization of types and process prior to research description.

Data Processing Techniques

The data is processed by the subcategories of ideational grammatical metaphor metaphors beyond the clauses. Ms. Word software through the concordance program application was utilized for word's grouping. Furthermore, data processing was grouped in a table according to the subcategories of Ideational Grammatical metaphors. In terms of objectives, the explanatory was applied to this research to reveal and to explain the grammar and lexical meaning implied on the writing research paper.

Data analysis

The data analysis model is applied based on a theoretical framework that has segments of the types of process and function realization based on Ideational Grammatical metaphors.

FINDINGS AND DISCUSSION

The data of this research was the representation of the whole data. The displayed clauses are presented to describe the varieties of clauses' occurrence beneath the overall writing. In addition, the clauses in sentences are presented to display the form of congruent coding and incongruent coding based on the process type of ideational grammatical metaphor as in the table 1

Table. 1 Data Sample Analysis Based on Ideational Grammatical Metaphor on Students' Writing Research Paper

No	Congruent coding	Incongruent Coding	Process Type	Frequency
1	when it <u>connects</u> the audio lingual	When connecting the audio lingual	Material	12
2	because we are <u>provided</u> with the qualified services and facilities	<i>the provision and quality of service and facilities</i>	Material	25
3	To <u>communicate</u> with others, <u>organized</u> by the speaker for the listener's understanding.	A communication with others and the speaker's organization for listener's understanding	Material Material	15
4	we connect with friends, family, and people from <u>different</u> places and cultures around the world.	Our connection with friends and people from places and cultural differences on world wise	Mental	8

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5	learners and the teacher to <u>learn</u> through interaction	through interactions within this learning community.	Material	16
6	(CLL) focuses on helping learners <u>understand</u> and express their intentions through interactions within a group.	(CLL) focuses aid to learners' <u>understanding</u> , expression, intentions through interactions within a group.	Mental	10
7	these elements <u>influence</u> how well learners can engage with each other	These elements' influence is for engagement to each other	Relational	6
8	it <u>analyzes</u> the material correctly	The correct analysis for the material	Mental	6
9	students <u>motivate</u> them as well as in <u>improving</u> their speaking ability	Students' motivation is the way of an improving speaking ability	Relational	8
10	they <u>differ</u> the class and the context	There are some differences class with context	Mental	7
11	It <u>causes</u> the potential of student to comprehend and to <u>expect</u> every utterance	potentially causing students to experience the expectation of comprehending every utterance.	Relational	10
12	additional, the students and the lecturer are <u>using</u> teaching application, services and research together	and, lecturers apply teaching, service and research together with students.	Material	11
13	The quality of learning capabilities, educational can <u>integrate</u> the impact of students to develop vocabulary	Learning capabilities, educational quality, and technology integration can impact students' vocabulary development	Relational	23
14	Students are <u>confused</u> to <u>lead</u> the method of Oral approach and Audiolingual	Oral approach and Audiolingual method may lead to student's confusion	Mental Material	6
15	Listening have a role crucially to <u>acquire</u> language	Listening plays a crucial role in language acquisition	Relational	12
16	Every individual <u>masters</u> vocabulary to <u>gain</u> the English proficiency	Vocabulary mastery signifies individuals' adeptness in Utilizing English proficiently	Relational material	10
17	Vocabulary can <u>impede</u> reading comprehension insufficiently	Insufficient vocabulary can impede comprehension in reading,	relational	11
18	Many students <u>said</u> that the listening by computer based laboratory is more effective	Student statements to The computer based on laboratory effectiveness	Verbal	11
19	The way to <u>ignore</u> the silent condition	The ignorance of silence in class condition	Behavioral	8
20	Digital is <u>existing</u> in modern education	The digital existence in education modernization	existensial	4

Having the data been analyzed based on the grammatical metaphor types (M. A. . Halliday & Matthiessen, 2014) as in the table 1 above, the results of the analysis showed that the use of ideational grammatical metaphors on students' research papers was found to be 236, namely 92 words of material, 80 words of relational, 41 words of mental, 11 words of verbal, 11 occurrences of verbal, 8 occurrences of behavioral and 4 occurrences of existential. See the chart 1.

Chart. 1 Process Type of Ideational Grammatical Metaphor

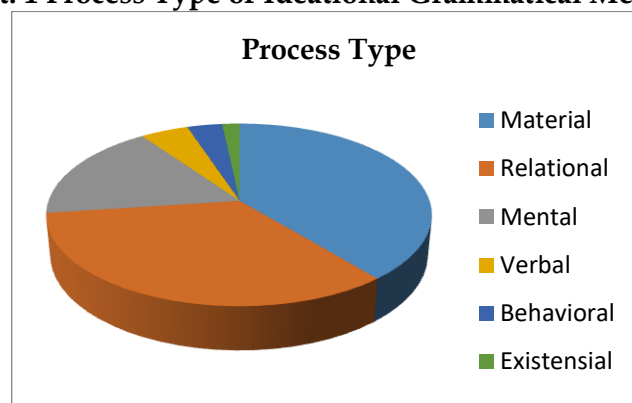


Figure 1. Frequency of Process Types in Ideational Grammatical Metaphors

The frequency process based on the types found in students' scientific papers can be represented in the table below as follows

Table.2 Frequency and Percentage of Process Types in Students' Writing Research Papers.

Process Types	Frequency	Percent (%)
Material	92	39.20 %
Relational	80	33.50 %
Mental	41	17.50 %
Verbal	11	4.70 %
Behavioral	8	3.40 %
Existential	4	1.70 %
Total		100 %

The use of nominalization in students' writing was found to be 236 which consists of 39.20 percent or 92 words of material, 33.50 percent or 80 words of relational, 17.50 percent or 41 mental, 4.70 percent or 11 words of mental, 3.40 percent or 8 words of behavioral and 1.70 percent or 4 words of existential.

The Use of Experiential Metaphors in Students' Writings

The results of the analysis show that students are more dominant in applying transcategorization to Things (objects) or further referred to as nominalization (objectification) based on (M. A. . Halliday & Matthiessen, 2014)

Table. 3 Transcategorization of Ideational Grammatical Metaphors in Students' Writings

No	Function of Ideational Grammatical Metaphor	Realization of Deployment	Percentage (%)
1	Transcategorisation of quality to thing	28	11.90 %
2	Transcategorisation of process to thing	45	19 %
	Transcategorisation of process to thing aspect of process to thing	0	0
	Transcategorisation of modality of process to thing	0	0
	Transcategorisation of process + circumstance to thing	0	0
3	Transcategorisation of minor process to thing	0	0
4	Transcategorisation of relator to thing	15	6.35 %
5	Transcategorisation of thing to class (of thing)	21	8.90 %
	Transcategorisation of thing to possessor	27	11.45 %
	Transcategorisation of thing to possessor (of thing)	18	7.62 %
6	Transcategorisation of process to quality	36	15.25 %
	Transcategorisation of aspect of process to quality	0	0
	Transcategorisation of Modality of process to quality	0	0
7	Transcategorisation of manner circumstance to quality	0	0
	Transcategorisation of circumstance to quality	12	5.10 %
	Transcategorisation of Circumstance to circumstance class (of thing)	0	0
8	Transcategorisation of relator to quality	18	7.62 %
9	Transcategorisation of Circumstance to process	0	0
10	Transcategorisation of relator to process	11	4.67 %
11	Transcategorisation of relator to circumstance	0	0
12	Transcategorisation of Φ to process	5	2.13 %
	Transcategorisation of agency to process	0	0
13	Transcategorisation of Φ to Thing	0	0
Total		236	100

Transcategorisation of process to thing

[1] *incongruent*: Subtitles assist viewers who may not comprehend the movie's language or require **clarification** on unexplained sounds.

congruent : Subtitles assist viewers who may not comprehend the language of movie or require to **clarify** on unexplained sounds.

In the incongruent clause above, the use of “transcategorisation of process to thing” clearly shows the projection of the use of the word clarification which emerge the functions of *thing* is realized to connect the right meaning for the clause's topic. Examining the congruent clause, the word *clarify* emerges the functions as a *process*. The description of the potential meaning expansion is the result of transcategorisation as explained in the example. The formation of words based on the grammatical metaphor function is based on the arrangement of the word structure such as the morphological process of the suffixes -ment, -ion, -ing, -ice, -ies accommodated in the word such as the example; *clarify* becomes *clarification*. The reconstruction process *encourage* becomes *encouragement*, *facilitate* becomes *facilities*. The arrangement of the structure of this affixation process will change the function and class of the word which should be as a *process* to *thing*. It is clearly seen in the following examples [2], [3] and [4] based on students' writing such as;

[2] *Incongruent*: Digital in education becomes the device **application** to an innovative learning **encouragement**.

Congruent : Digital in education is **applied** as a device to **encourage** to learn innovatively.

[3] *Incongruent*: This research shares **similarities** with the three preceding studies.

*Congruent: This research is **similar** to the first previous research, the second previous research,*

*[4] Incongruent: student's **comprehension** for listening will be more easily after using English laboratory based on computer.*

*Congruent : Students are more easily to **comprehend** listening after using English laboratory based on computer*

Transcategorisation of process to quality

Having analyzed the students' writing, it has been found that there is a projection of the use of grammatical metaphor categories as transcategorisation of *Process* to *Thing* or referred to as categorising a process into something/nominalisation, then the transcategorisation from *Quality* to *thing*, *process* to *quality*, *thing* to *quality*, *preposition* to *process* and *thing* to *Process*/ transcategorisation from *Quality* to something, *process* to *quality*, something to *Quality*, *preposition* to *Process* and something to *process* such as:

*[5] Incongruent: The application of digital system in English Language Teaching Education Department makes the English language **learning improvement***

*Congruent : Department of English Language Teaching Education applies digital system to **improve** learning for English language.*

The clause [5] above, the emerges of categorization of words from *congruent* such as Department of English Language Teaching Education which has a metaphor class as noun head - prep phrase post modifier undergoes a change as noun head -noun premodifier namely in English Language Teaching Education Department. Similarly, the metaphor class "verb" which functions as a process-thing preceeds a change in class and function that makes the clause becomes *incongruent* such as the word *applies* which the functions as a *process* becomes *application* which functions as a *process-thing*. Likewise with the word *improve* which functions as a process becomes thing

*[6] Incongruent: Digital can develop students' **creativity** and learning innovation because of getting information and access,*

Congruent : Digital can develop students to be creative and innovative learning because they get lots of information and access.

In the clause above, the categorization of word from congruent to incongruent is found when the word be creative which functions as a process becomes creativity which functions as a quality. Likewise with innovative which functions as a process becomes quality. In the clause above, students use nominalization as a quality in the writing. Likewise when the class of the conjunction word because which functions as a relator - thing becomes a process - thing.

*[7] Incongruent: additional, the students and the lecturer are using teaching **application**, services and research together.*

*Congruent : lecturers **apply** teaching, service and research together with students.*

In the incongruent clause above, there are several changes in the class of words that are congruent to incongruent. The types of the class and function of metaphor, a transcategory of conjunction-adjective into relator-quality is found. Furthermore, a verb-process such as the

word apply being changed into a noun – thing. This transcategory also occurs in the same class and function in the clause, namely the word *services*.

[8] *Incongruent: Our **pride** to join HKBP Nommensen University Medan is **caused** by the provision and **quality** of service and facilities*

*Congruent: We are **proud** to join HKBP Nommensen University Medan, **because** we are provided with the **qualified** services and facilities*

The transcategory of the clause above, students use incongruent word classes and functions such as, provision which plays a role as a process experiences a transcategorization change to thing. Likewise with the quality of service and facilities which function as prepositional phrase post modifier- possessor. The class and function of the word become incongruent which should be the adjective -quality in the congruent clause, namely the qualified services and facilities.

DISCUSSION

Details of the procedure involving the process-to-thing category feature various word groups analyzed through morphological reconstruction. Morphological reconstruction is significant in the alteration of words within sentences, particularly when words functioning as process-to-thing often utilize suffixes such as -ion, -ment, -ice, and others. This reconstruction appears to be more prevalent in the writing of scientific papers by students, aimed at minimizing redundant grammar. For instance, if a sentence contains two or more clauses, it can be condensed by transforming the process verb into a noun while preserving the core essence of the sentence's content. This reconstruction is regarded as a strategy in composing scientific papers that avoid repetitive verb processes within sentences. Additionally, altering the connotative meaning is also seen as a method by students to articulate the meaning of the process-to-thing, which can be viewed as semantic, like changing the word to design, which serves as a process, to strategy, which operates as a noun or thing. By adjusting the word, it permits the congruent process to become incongruent, resulting in writing that reflects clearer meaning phenomena within the context of written language. The significance of this discussion lies in the competency required for developing scientific writing.

Similarly, (Afifi, 2021) indicating that students' weaknesses predominantly lie in the construction of word structures in their writing, the morphological processes utilized remain simplistic alongside the application of semantic meanings in discourse that lack harmony with grammatical structures. Furthermore, (Kazemian et al., 2013), which asserts that students' academic writing research paper tends to focus primarily on material and relational processes, particularly emphasizing nominalization. The outcomes of students' writing are inclined to be more abstract and formal. Conversely, findings from research (Suardana, 2020) emphasize that the application of nominalization through the functions of process, circumstance, and participant remains significantly low. This is attributed to the context and situations of interpersonal grammatical language, which are intended to convey politeness.

From the analytical findings, the application of grammatical metaphors in student writing has yet to reveal a comprehensive understanding ability. The proficiency in converting process to thing still tends to rely on straightforward morphological reconstruction and has not adapted the word through morphological reconstruction regarding positive and negative connotations, such as employing prefixes dis, ir, and un, which can link negative adjectives as processes to negative nouns as things. Moreover, the employment of connotative meaning does not yet have a robust application, leading to the notion that the use of process lexical coding remains simplistic; however, within the context of writing, lexical forms and language structures incorporating grammatical metaphors have

been identified. Students acknowledge that, in general, student writing still exhibits deficiencies in the formation and development of connotative meanings.

CONCLUSIONS

This research investigates the use of ideational grammatical metaphor in students' research paper writing, focusing on how words in clauses align with context and purpose. Findings reveal that material and relational processes dominate among the six types of processes examined, linking lexical meanings to clause messages. The quality of writing can be enhanced by addressing lexical variations related to the topic. Seven main functions of ideational grammatical metaphor are identified, including transcategorization processes such as quality to thing, process to thing, relator to thing, and others, reflecting complex grammatical functions. However, weaknesses in employing semantic meanings, such as connotative meanings, and misinterpreting lexical cohesion as innovative word management were observed. Grammatical metaphor thus serves as a strategic tool to enhance students' academic writing and improve their research paper quality.

SUGGESTIONS

Other research has applied it in discourses that do not center on scientific works but have been applied to social and cultural discourses, such as grammatical metaphors in regional languages, political language, and discourses connected to multidisciplinary areas. Consequently, Halliday's theory, is strongly encouraged for the integration of grammatical metaphors in relation to social and cultural science studies that investigate the values and ideologies present in language. Moreover, through the mastery of grammatical metaphors, writers can articulate the concepts of their writing and are perceived to have the potential to enhance scientific writing.

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