CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

This section presents the result of the analysis that had been conducted by the writer considering from the two types of research problem, graphological analysis and grammaticalization. These two main topics analysis represented the interpretation of writer which supported by several statements of theory as in previous chapters.

4.1.1. Graphological Function

Each author in fact pleasantly shows their work identity by many ways. It can be seen in the way they give some codes within the text such number or other alphabetic language type. They also can put their own language to create a new term as their writing characteristic. This phenomena is also found in Carroll's writing. The writer finds that Lewis Carroll as the *Through the Looking-glass*' author presented his own writing style by playing the graphological aspect within the text in 224 pages. As the first research question in this research, the writer divides into three parts of graphological aspect relating to the novel. They are punctuation, italicisation and capitalisation.

4.1.1.1. Punctuation

Referred to Price (2008: 23-31), the punctuation aspects could be identified by focusing on nine types; full stop, comma, semicolon and colon,

quotation mark, apostrophe, question and exclamation mark, hyphen and dash, parenthesis, and also ommision/ellipsis. But from all of those types, the writer did not found any mark which showed the ommision/ellipsis in this Carroll's novel.

a) Full Stop [.]

This type of punctuation generally called as *period* (in British) or *point*. This is the most common punctuation which is used by many people as the end of sentences mark in their writing. Meanwhile, this mark also used for ending the abbreviation of the omission alphabet such as *Prof.* for professor and *ed.* for editor. Relating to this research, there are several data which describe the full stop period usage in Carroll's writing. The explanations are described in these following data:

Data 1

CHAPTER I.

LOOKING-GLASS HOUSE.

ONE thing was certain, that the *white* kitten had had nothing to do with it:——it was the black kitten's fault entirely. For the white kitten (P. 1/L. 1-2)

Based on the data above, it shows that there are two highlighting boxes to present the full stop mark. These marks appear as an opening in each chapter, either in the first chapter or the further. The marks place in two lines, one for chapter number (Chapter I) and the rest for title of the chapter (Looking-glass house). In this novel, Carroll's made twelve chapters and did the same punctuation in each title except chapter XII. He put question mark in the title.

The two marks above as in the Data 1 appear for completing the phrase or word which signs as the title of the chapter. In contrary, it is different with the general function that full stop works as marking the end of the sentence. Thus, by seeing this type of data, it can be understood that full stop is not only for ending the sentence but a word and phrase too. Meanwhile, the interpretation of those mark which relates to the previous words is to close the line and also emphasizes that there is no more words after those marks.

Data 2

THE next moment soldiers came running through the wood, at first in twos and threes, then ten or twenty together, and at last in such crowds that they seemed to fill the whole forest. (P. 137/L.6)

This data implies the contrary result with the Data 1. In the other word, the full stop in this case works on the end of the sentence. In generally, the function of the full stop itself indeed to mark the sentence ended. Furthermore in this data, the mark closes two type of sentences. Both of them basically can separate each other. But in fact, there is *and* as a conjunction which shows that there are two clauses. That sentences relate each other to create a conclusion in one sentence. Therefore, the full stop mark in this case appears to complete the requirement of those clauses to be a good sentence. By the interpretation, the novel reader will conclude easily that there are several soldiers who run into the wood gradually, from twos up to twenty and fill the whole forest.

Data 3

to tell you all your faults. Number one: you squeaked twice while Dinah was washing your face this morning. Now you can't deny it, Kitty: I heard you! What's that you say?" (pretending that the kitten was speaking.) "Her paw went into your eye? Well, that's your (P. 4/ L. 21)

In this case, Carroll put full stop mark inside the brackets. Such in the Data 2, the full stop mark works before the brackets closed. Relating to the previous data, there is two considerations we have to realize about analysing the full stop mark. First, it works to close the sentence, phrase, or word. Second, if there found an error, it only means the writing style of the author itself. Meanwhile, the appearance of the full stop in the sample above stands between two brackets. It is uncommon when there is a full stop mark in a pair of brackets because brackets mostly used for giving a deep explanation or the place for mentioning something. In the other words, the sentence itself is the sequence order from the main sentence outside the brackets.

While in this case actually the full stop mark tends to end the statement. Unfortunately, Carroll serves gerund in the statement inside the brackets starting with *pretending* as the early word. Furthermore, there is no subject which follows the gerund itself. It then concludes that the full stop in the data does not only work to follow the sentence but the gerund

too. Additionally, gerund has the same position with phrase which does not have a subject. Though it only works without any subject, the gerund inside the bracket can implies to *Alice*, the main character in the novel, as the subject of that statement.

Data 4

"I hope you're not much tired?" she said at last. "Nohow. And thank you very much for asking," said Tweedledum. (P. 71/L.3)

It had already stated that full stop works to mark the end of sentence. This function than appears in almost every sentence in the novel. The sentence itself must be contained of two parts (subject and predicate). Meanwhile in the Data 4, the writer finds full stop mark in different format. Additionally, this different format appears after one single word. *Nohow* as the highlighting word in that data shows that it has neither any subject nor predicate. Thus it appears a hypotheses that *Nohow* is not a sentence.

However in contrariwise, Carroll puts the period mark after that single word. It means that Carroll assigns *nohow* as the sentence. The word *nohow* itself actually a kind of respond. In this case, *nohow* appears as a Tweedledum's language style which means *no*. As in the data, there stated a conversation between she (she means Alice) and Tweedledum. *Nohow* is Tweedledum's respond when Alice wished he would not be tired. Then Tweedledum answered *nohow*. This respond shows that Tweedledum did not tired by saying *nohow*. Thus it only needs one word to respond Alice's statement.

By relating to the hypotheses, this full stop mark shows that it also appears in one single word. This single word can be a sentence as long as it is clear and contain of expression or respond. As in the Data 4, by responding *Nohow* the writer can understand that Tweedledum is not getting tired.

b) Comma [.]

Besides period mark, comma also the most commonly punctuation used by many writers either for their formal works or informal works. This punctuation mark generally works to separate the main clause and subsidiary clause. Additionally, it can be joined by conjunction for relating two or more clauses. Comma is also capable to influence the meaning in the sentence depends on this mark location. In the other words, it can change or give the effect of sound while people read the sentence itself. To the further analysis, the description in these following data below can accurately show that comma appears with various functions related to the novel.

Data 5

The way Dinah washed her children's faces was this: first she held the poor thing down by its ear with one paw, and then with the other paw she rubbed its face all over, the wrong way, beginning at the nose: (P. 2/L. 3) The basic function for comma as the punctuation is for separating the main clause and its subordinate clause. Meanwhile, this Data 5 shows that function appropriately. To determine the separation between main clause and the subordinate clause, it needs an attention from the first sentence. *The way Dinah washed her children's faces was this:* is the first sentence. But it can not be identified as the main clause before comma because it separated with a colon.

Thus the exactly main clause is *first she held the poor*... *with one paw* as the main idea before comma. Then it continues by *and* as a conjunction. In this case, there proved that comma joins the conjunction. Meanwhile, the rest two comma marks in subordinate clause has no meaning in separating two different clauses because those two marks is still in subordinate clause.

Data 6

little kiss to make it understand that it was in disgrace. "Really, Dinah ought to have taught you better manners! You *ought*, Dinah, you know you ought!" she added, looking reproachfully at the old cat, and speaking in as cross a voice as she could manage—and then she (P. 3/L. 3)

Moving out from clauses discussion, the present data shows the different function upon the punctation of comma. The highlighting comma in Data 6 appears before the word *Dinah*. In this case, Dinah has known as a cat. As in the story, Dinah is Alice's pet. Alice often invites her cat to have some dialogues. Thus explicitly the position of comma which used by

Carroll is placed before addressing name. Additionally, the name can derive from person, animal or thing. Thus as a result, the comma itself is allowed to separate the sentence and the addressing name. In this case, it happens in a written direct speech.

As Carroll inserts this punctuation in a type of direct speech, the writer decides that the function of comma in that data can influence the intonation of reading. *You ought, Dinah, you know you ought!* sentences contain of two commas and infer anger expression. But if the position of comma is changed as this one, *You, ought Dinah you, know you ought!*, it can infer a different sound. The different sound itself changes from an anger expression into such a hesitate expression. Thus all in all, the position of comma must be concerned in order to avoid a different tone of sound while speaking in written direct speech.

Data 7

round the kitten's neck, just to see how it would look: this led to a scramble, in which the ball rolled down upon the floor, and yards and yards of it got unwound again. (P. 4/L. 5-6)

This data does not continue the discussion about the clauses which separated by conjunction. But it exactly discusses about the way comma influences the tone of reading. It rather similar to the Data 6 which concerns to the comma position in the text. Meanwhile, this data provides two highlighting commas. In this case, the function of these marks work for giving a pause to breath while reading. Furthermore, these commas indeed influence a pleasure of reading as well. The writer as the reader wonders if there are no those two commas, the sentence will not be a beautiful sentence just like this, *This led to a scramble in which the ball rolled down upon the floor and yards and yards of it got unwound again.* It can be compared with the original text as in the data above. If there is no comma in that sentence, the writer can not realize that *in which the ball rolled down upon the floor* is the additional description upon *this led to a scramble* sentence. Thus it can also change the perception or interpretation while reading. So therefore, the function of comma for pausing a breath while reading can impact the reader about the interpretation itself.

Data 8

and trying turn after turn, but always coming back to the house, do what she would. Indeed, ouce, when she turned a corner rather more quickly than usual, she ran against it before she could stop herself. (P. 27/ L. 2-4)

As the reader, it is necessary a reading skill for understanding the text moreover knowing the punctuation usage. For the comma mark, it has already described several functions above which influences the way people reading. In this Data 10, it provides three highlighting marks which shows the function of comma itself. The marks in this case work to give an emphasize toward the next word (after the marks). The three marks itself emphasize the words; the first is *once*, then *when* and *she*.

The describtion of the comma usage in this data is started from *indeed, once* as a noun. It is exactly only one word which starts the sentence. The emphasis itself such the explanation before relates to the way people reading. It influences the reader to give an emphasize during reading the word *once*. It is similar to the next case which consists of emphasisment. Carroll puts comma before *when* in order to show the reader that the description occurs when Alice turns a corner of the house. It also explains the previous word before comma that is *once* which relating each other.

In the same case, the third comma in the data also implies an emphasis which uses a subject pronoun *she*. Thus, the usage of comma itself works well for not only separates the sentences but also gives an emphasis of what the author would like to show for the reader.

Data 9

"I'm sure I'm very sorry," was all Alice could say; for the words of the old song kept ringing through her head like the ticking of a clock, and she could hardly help saying them out loud :— (P. 67/L.8)

The comma usage in this data appears to show that comma also works on phrases. In this case, the comma itself separates the long phrase with the verbial clause. Thus the meaning in one sentence can perfectly understand by the reader. Relating to the data, the stated phrase is *for the words of the old song . . . like the ticking of a clock*. It is actually a type of sentence which starts from the first utterance (see the first line). But the sentence itself then separated by semicolon which makes a new phrase.

Furthermore, the rest words after semicolon in fact makes a phrase because the writer does not find any subject there. Therefore the writer thinks it includes in a phrase form. Additionally, this comma position can not be changed or omited. If that so, there will be an ambiguity while the reader can not find the division between the first sentence before and after *and* as the conjunction. Thus, the comma position after a long phrase exactly helps to make the sentence become a good order.

Data 10

them the way out of the wood. If I could only get to the Eighth Square before it gets dark!" So she wandered on, talking to herself as she went, till, on turning a sharp corner, she came upon two fat little men, so suddenly that she could not help starting back, but in another moment she recovered herself, feeling sure that they must be (P. 65/ L. 13-17)

The description of the comma usage in this present data does not show a specific function such the previous data above. Moreover, the writer tends to show that the highlighting words above is one of the Carroll's writing style. In the other side, the comma usage in this data presents two functions as the previous explanation of the founding data above. Shortly, the functions itself are for separating between long phrase and clause to be a good sentence and divides the main clause and subordinate clause. Out of those functions, the comma usage in the data shows a pattern when Carroll uses this punctuation. The writer finds this pattern in almost long paragraphs along the story but the data intensively represents the other evidences in the novel. Furthermore, the pattern itself uses many commas to separate the sequence sentences while in generally the sentences itself can be separated by full stop. But in fact, Carroll plays the comma mark in almost long paragraph of his novel. The writer then interprets about this writing performance to relate it with the Carroll's writing style.

Data 11

"Well----yes-----a *little*," Alice replied gently. "I'm very brave generally," he went on in a low voice : "only to-day I happen to have a headache." (P. 87/ L. 7-8)

The Data 11 shows the other function of comma. This punctuation besides works on an indirect speech also works in direct speech. This usage appears to indicate the sentence or utterance in the conversation. Because the conversation or indirect speech also possible appear in a sentence. In another side, though it is not a sentence, the phrase is also need a punctuation to indicate the final words. Based on the data, there are two highlighting marks which appears in a direct speech. The function itself works for giving a pause in the speech. Thus the reader can imply that the speech itself is sustainable. As in the data, after comma in direct speech there is still continuing direct speech. Thus additionally, this punctuation can separate the long utterances for giving a break while speaking in direct speech and can be continued by the additional speech.

Data 12

The shop seemed to be full of all manner of curious things—but the oddest part of it all was, that whenever she looked hard at any shelf, to make out exactly what it had on it, that particular shelf was always quite empty: though the others round it were crowded as full as they could hold, (P. 103/ L. 15-16)

The comma usage which the writer intends to show in this representation data places in those two highlighting marks. The writer in this case focuses on the related clauses which separated by commas. As in the data, *but the oddest part of it all was*, . . . *that particular shelf was always quite empty* contains of four clauses. Related to the writer interpretation, the two commas work to indicate the two main sentences between one phrase. The phrase itself is *to make out exactly what it had on it*.

Furthermore, the realization of those two contigous commas refer as the parenthesis. The parenthesis itself used for giving a deep description upon the previous clause. Relating to the data, *whenever she looked hard at any shelf* is explained by the rest phrase *to make out exactly what it had on* after comma that indicated by two commas and explains that she (Alice) wants to make sure about the shelves. So therefore these two commas can replace the parenthesis. Meanwhile in this case, after the second comma there is sated a supporting clause to finish the sentence.

Data 13

Alice glanced nervously along the table, as she walked up the large hall, and noticed that there were about fifty guests, of all kinds: some were animals, some birds, and there were even a few flowers among them. "I'm glad they've come without waiting to be asked," she thought: "I should never have known who were the right people to invite!" (P. 204/ L. 8)

Last but not least, the realization of comma usage in the novel is represented in Data 13. This data contains of two highlighting words which relating each other. In this case, the function of comma itself being a separater clauses also for mentioning the list. In another side, when people want to describe several thing is better to introduce what are the topics they would like to discuss. By mentioning the list of topics or items in their writing, comma is preferable to separate those things.

Furthermore, the quantity of list can begin from two or more things. Related to the data, it tells that after gaining a golden crown, Alice comes to the party which is attended by several audience. Therefore, Carroll put comma mark to separate the list of guest in that party. By then, the reader are enjoyable to read and know that the guest of the party itself consist of animals, birds, and flowers inside Through the Looking-glass world.

c) Semicolon and Colon [; and :]

Semicolon and colon is a couple punctuation though they have a different function on writing. But the specific thing people should know about them is their similarity on dividing two sentences. It is also similar to comma and full point. Thus to differenciate these mark with others, eventhough these marks have a similar function, people do not too hesitate on use them because they can be used optionally while the full stop and comma are a must.

In addition, these two marks actually have the variety functions. Besides for dividing two sentences they also can work for giving an option, emphasizing the related sequence of the sentences. Then introducing the list is also allowed. Thus for more description about this function the writer tendss to explore this element of punctuation according to the text in the novel as these following data:

Data 14

Alice knocked and rang in vain for a long time, but at last a very old Frog, who was sitting under a tree, got up and hobbled slowly towards her: he was dressed in bright yellow, and had enormous boots on. (P. 200/L.9)

In this type of analysis, the writer separates semicolon and colon in several data for gaining the best result upon the exploration. So then, the writer starts the analysis from the colon mark. Related to the data, there stated a colon mark between phrases and sentences. In a detail, it exactly contains of two sentences. *Alice knocked and rang in vain for a long time* . . . *and hobbled slowly towards her* is indicated as the first sentence which has several clauses. Meanwhile, the second one is *he was dressed in bright yellow* . . . till the sentence ended.

Moreover in this case, the position of colon itself is between those two main sentences. Previously, each sentence actually has been separated by conjunction and commas. But when going to the second sentence, Carroll separates it with colon mark. The writer is agree with the punctuation because it can divide two sentences. Though it is similar to the full point mark but the possible reason is the colon implicitly shows the further explanation from its first sentence. While the full stop itself does not really work to divide the contigous sentence. Additionally, it can work on a single sentence.

Data 15

HOWEVER, the egg only got larger and larger, and more and more human: when she had come within a few yards of it, she saw that it had eyes and a nose and mouth; and when she had come close to it, she saw clearly that it was HUMPTY DUMPTY himself. (P. 113/ L. 2-4)

In one sentence there contains sequence clauses which relating each other. Therefore to make the clauses being understandable, the writers must put a punctuation. Out of comma and full stop, the semicolon and colon can be preferably used. As in the data 15, the writer of this research highliting two marks. It is one for colon and one for semicolon. And they divide the sentence into three main clauses, this is what the writer tends to show that semicolon and colon can work together in a paragraph. Though each of this in detail has their own specific function. The specific function itself is, for colon mark, to give a contrary idea from the previous clause. In that data, the first clause talks about the egg as the subject in that clause. Meanwhile, the the clause after mark whereas talks about Alice who has infered as *she* in the text. This case implies that between the first clause and its continuing clause has a different subject. But though it consists of different subject, in fact those clauses are relating each other. Thus the writer indicates that though colon work for giving a different idea but it still stands for connecting the related thought from the previous clause.

Not only the colon, but also semicolon mark has the same function which is connecting the previous clause with the others moreover in its next clause. Furthermore, this semicolon more emphasizes the idea from the previous related clause. It is rather different with the colon which gives a contrast idea. For the evidence, it can be proven by seeing the subject first. The subject in the first clause before semicolon is *she* which refers to *Alice* while the after mark there stated *she* also which indicates that the subject has the same pronoun. Thus it must be related each others. And by then the writer can conclude that semicolon and colon work together for relating the sequence clauses and emphasizing their relation idea to make a good paragraph.

Data 16

"You needn't say 'exactually,'" the Queen remarked: "I can believe it without that. Now I'll give you something to believe. I'm just one hundred and one, five months and a day." "I can't believe that!" said Alice. "Can't you?" the Queen said in a pitying tone. "Try again: draw a long breath, and shut your eyes."(P. 100/L. 7)

This data emphasizes in colon mark. As the previous explanation, the punctuation between colon and semicolon has their own characteristic function in the text moreover in the novel. For this Data 18, the writer wants to explore the colon function in which works for introducing of long items. Generally, this long items capably contains of two or more things which appears in a paragraph or in a form of list. But refers to the novel, this element function appears in a paragraph.

Meanwhile, the colon mark itself can be seen in the last direct speech of that data. *Try again: draw a long breath, and shut your eyes* implies that the Queen asks to Alice for doing something. In this case, there are two things Alice must try to believe that The Queen is 101-five months-a day years old. That is the old age which makes Alice sounds unbelieve with that. Thus, the two things itself are Alice must take a long breath and shut her eyes. In this case, Carroll does not put any option which probably can replace the colon such giving a complete sentence without inserting the colon. But in fact he does that, he tries to explore the other punctuation as his style. Unfortunately, the item is only in small number which consists of two things and not in a long items. By then, the writer succesfully to explore that the colon can appears in a direct speech with only two numbers.

Data 17

"You may look in front of you, and on both sides, if you like," said the Sheep; "but you can't look *all* round you—unless you've got eyes at the back of your head."

But these, as it happened, Alice had not got: so she contented herself with turning round, looking at the shelves as she came to them. (P. 103/L. 10)

The writer in this Data 17 tends to explore the colon mark, not the semicolon. In this case, the intended function which would like to be explored is about the relation between the clauses in previous and after mark. It is indeed same with other data description above which talking about the clause correlation. But in this case, it talks about the similar position between one clause with others. For clearing the description it can be proven by the sentence *But these, as it happened, Alice had not got: so she contented herself with turning round,*

The colon in that sentence connects about two main clauses. the relation between those two clauses are exactly relating each other. furthermore, the colon itself works for showing that the clause after mark is simultaneous. It is reasonable because the writer finds that the clause after mark occurs in the same occasion. In the story, Alice is asked to look around the shop which is the owner is the old lady sheep. The lady asked her to look all the selves by turning a head. As the description in the next conversation, the next paragraph such the data, Alice can not do looking all the shelves without turning her head. Therefore Carroll adds the description that Alice then turns her head. By that correlating clauses, Carroll inserts the colon to mark that simultaneous idea. In the other words, it can be called as the alternative way which Alice would like to choose. Thus by a conclusion, the writer is agree that colon can be used for linking two ideas which occurs simultaneously.

Data 18

SHE caught the shawl as she spoke, and looked about for the owner: in another moment the White Queen came running wildly through the wood, with both arms stretched out wide, as if she were flying, and Alice very civilly went to meet her with the shawl. (P. 91/L. 2)

After giving a description about the simultaneous idea which separated by the colon, the writer tends to show the other similar case but in contrast function. So in this Data 18 the writer explores the different colon function when there are two main equivalent clauses. In addition, the mark works for explaining the further explanation but in contrast idea. This implies that between the first main clause which the second one though they have a relation but contains a contrast idea. Such in the data, the sentence clauses from *She caught the shawl as she spoke, and looked about for the owner* . . . *and Alice very civilly went to meet her with the shawl* contains of two main clauses. Carroll inserts the colon mark between them. As the interpretation of the writer according to the previous founding, it is actually can be separated by full point mark to make the new sentence. But Carroll does not do that.

To show which is the contrast idea, it is important for the writer to explain the realization about that mark. Furthermore, the first clause tells about Alice who finds a flying shawl upon her. She then tries to catch the shawl. Then there is the colon mark and continues by the story when the White Queen appears by flying. These scenes appears in the same time but in different activity and subject. thus that is the colon works for, to separate the different activity or ideas in many kinds of writing in the same time. There stated clearly that he does not insert full stop to create a new sentences but he indeed inserts the colon for separating them.

Data 19

pleasantly, and said, "That's easily managed. You can be the White Queen's Pawn, if you like, as Lily's too young to play; and you're in the Second Square to begin with: when you get to the Eighth Square you'll be a Queen-----" Just at this moment, somehow or other, they began to run. (P. 39/ L. 15)

This data has been decided by the writer to show the other function of the semicolon mark. Besides, it has been described that semicolon and colon work for connecting two main relating clauses. Meanwhile the difference between the other data with the present data is the position of the semicolon itself. In this case, the semicolon can replace the full point mark. However, the representation of the colon itself is only a weak full stop. Thus the writers can preferably use this semicolon either for full stop or semicolon itself.

Relating to the data, the writer highlights only the semicolon, not the colon. The mark separates three kinds of sentences. So this data focuses on the sentences, not the clause anymore. Additionally, all of these sentences include inside the quotation. Thus it can be concluded that this mark function can be used in direct speech. But it does not mean that the semicolon can not be used in indirect speech. This is only a representation that has been decided by the writer as the main data.

Furthermore, the semicolon mark can be identified by seeing the second sentence in the White Queen's speech. That speech occurs when the White Queen offers Alice for being a pawn to play in the chess game. The chess itself is a very wide land which contains of eight squares. For best player, Alice must become a queen. Then the Queen replies as her speech in that data. In the other side, the position of semicolon mark after *play* word can actually work as same as full point. So it closes the sentence and appear the new sentence from *and you're in the Second Square* up to the end of the sentence. However, the realization of that semicolon can also implies that the sentence has not yet finished and able to continue with the rest sentence. Thus the semicolon in this data can appear in two functions.

d) Quotation Mark

This element in punctuation generally works for giving an identification of direct speech. Additionally, it is not allowed to use in reported speech (indirect speech). It also can indicate the enclose phrase using a single quotation mark. additionally, it is optional for all the writers to use a single or double quotation depending on their needs. Beside its usage, there are several rules for this mark. For quoting the sentence or speech, the early word inside the marks must begin in capital initial. The other is the comma usage in the following quotation, and also the colon mark. All of these functions and rules can be described by the writer with these following data:

Data 20

"Do you see that?" he said, in a voice choking with passion, and his eyes grew large and yellow all in a moment, as he pointed with a trembling finger at a small white thing lying under the tree. (P. 83/L. 18)

For an introduction, it is important to know that the general function for the quotation mark is for quoting the direct speech. This function appears when there is a conversation among the people in the novel or another narrative texts. Moreover, the text in the novel mostly appears in a paragraphs. Thus the quotation mark itself also can differentiate which is the sentence which contains of reported speech or vice versa. As in the data, there is one highlighting quotation mark. It is also supported by question mark which indicates that direct speech. Meanwhile, the rest sentences appear in a reported speech. If there is no quotation mark, the writer will catch the different between the whole sentences. Moreover, she can decides that all of the sentences are a reported speech. Therefore, the quotation mark usage is very important on indicating the direct speech.

Data 21

"And what's to 'gyre' and to 'gimble'?" "To 'gyre' is to go round and round like a gyroscope. To 'gimble' is to make holes like a gimblet."

"And <u>'the wabe</u>' is the grass-plot round a sun-dial, I suppose?" said Alice, surprised at her own ingenuity. (P. 128/L. 10-14)

The next function for the quotation mark is represented by this Data 21. In this case, the writer tends to describe about the single quotation usage. As the brief explanation about this punctuation mark, there stated that the single or double quotation is optional. Meanwhile, Carroll in fact uses a single quotation in order to highlight the uncommon term. Furthermore, the implementation of that single quotation is for emphasizing the term itself and attracting the reader to give more attention on the quoted term.

Relating to the data, there are three highlighting words which is included in the single quotations. As in the story, it has been told that the conversation happens when Alice asks to Humpty Dumpty about the strange term in the poetry that Humpty Dumpty has already expressed. Furthermore, not only giving a quotation for emphasizing those strange terms but also italicising the words. Thus Carroll totally intends to show or emphasize those terms to the reader. Though it actually not too necessary for giving an italicisation. In the other side, the usage of that single quotation actually once more an option choice. Thus, it possibly appears in another writing style for highlighting the strange term with double quotation. By then, the writer implies that it is necessary to give a quotation, either it is single or double, to emphasize the strange word or term and also to attract the reader to focus on it.

Data 22

THEY were standing under a tree, each with an arm round the other's neck, and Alice knew which was which in a moment, because one of them had 'DUM' embroidered on his collar, and the other 'DEE' "I suppose they've each got 'TWEEDLE' round at the back of the collar," she said to herself. (P. 66/ L. 4-6)

This data discusses about the initial capial letter which appears inside the quotation mark. the function of the capital letter itself is for giving an information that there is a sentence inside the quotation. However, it is different with this present data. The writer finds that Carroll put the capital letters in the whole three quoted words. Previously, the general function of this mark is for indicating the strange or different term with others so therefore it is needed to insert the the quotation mark.

Furthermore for the realization of the quoted data in the Data 24, the writer explains that those capital letters are giving an emphasis while reading. Thus the reader sounds imitate the way Alice read that term. Because in the story, it tells that Alice meets two strange twin boys who has given a name in their round collar. Additionally, Carroll makes the term of *DUM*, *DEE*, and *TWEEDLE* in a capital letter in order to follow the way Alice read that name. Meanwhile, there is no wrong with this writing. As the interpretation of the writer itself is still in make sense. Though, this writing can be called as Carroll's style because he inserts the capital letter inside the quotation mark while using a normal size is preferable.

In addition, the writer gives one more data which shows this style of writing the quotated word. It can be seen in the **Data 23**:

> "In the water, of course!" said the Sheep, sticking some of the needles into her hair, as her hands were full. "Feather, I say!" "Why do you say Feather'so often?" Alice asked at last, rather vexed. "I'm not a bird!" "You are," said the Sheep: "you're a little goose." (P. 106/L. 7)

Similar to the capital letter case above, the quotation in this data explicitly uses the single quotation too. The writer finds this case in a many items because Carroll often plays his own words term. By seeing the data above, the capital letter is not as many as the data before. Moreover, Carroll only put one initial capital letter. By then, it in fact influences the reader to take an attention to the quoted word. This function has already mentioned in the previous data. The writer concludes gradually finds the implementation of *Feather* itself is the name given by the old lady sheep when she meets Alice. As the sheep does not know what the kind of creature is in Alice therefore the sheep calls her *Feather* remembering she likes a goose.

In a conclusion, the used of capital letter such in those two data can imply that the function itself is for emphasizing the reader while reading. And it is not prohibited as long as the words can be identified as the special term, not another perceptions.

Data 24

The Knight looked very much surprised, and a little offended at the remark. "What makes you say that?" he asked, as he scrambled back into the saddle, keeping hold of Alice's hair with one hand, to save himself from falling over on the other side. (P. 167/ L. 7-8)

The writer in this data focuses on two types of rule. The first is about the initial letter which almost similar with the previous data. Additionally, the word after the open quotation must be written in capital letter such the general sentence which has the capital letter in the beginning. It is because the sentence inside the quotation is exactly has the same position as the reported speech. by then, it can be seen in the representation data above. The word *What* inside the quotation begins in capital letter. This rule must be concerned in some types of punctuation before the quotation mark. If the previous punctuation is comma, the next sentence must not be begun with capital letter. If the previous punctuation is full stop, the next sentence must be in capital letter. Additionally, if there found a pronoun in the beginning quotation it must be capitalized. Those are some rules about the beginning letter inside the quotation. In the other side, the sentence in quotation mark should be ended by the punctuation. Eventhough, it is not occur in quoting the terms, gerunds and phrases. However this rule also appears depending on the intention of the writers. Thus it optional and not a stricted rule about it. Relating to the data, the quotation itself is ended by the question mark. this actually helps the reader to understand the intention meaning of the writer whether it is a kind of question or sentence. It is also important to concern with the suitable punctuation which will be inserted in the end of quoted sentence. Based on the data, if the writer insert exclamation mark such *What makes you say that!* can imply an anger utterance. Therefore, the suitable punctuation is important to be concerned.

Data 25

"Of course it must," Humpty Dumpty said with a short laugh: "my name means the shape I am—and a good handsome shape it is, too. With a name like yours, you might be any shape, almost." (P. 116/L. 2)

After discussing about capitalisation rule in quotation mark, the writer explores again about the punctuation which near with the marks. In this case, it focuses with the colon mark. By its function, it has been explained that the colon works for dividing the relating clauses in a sentence. Additionally, that function also works in this data. However, the writer does not tend to explore this function anymore but focuses on the colon mark position before quotation mark. Based on the Data 25, there is one highlighting mark which indicates the position of the colon itself

before the quotation mark. Meanwhile inside the quotation itself, the word begins in small letter which follows the colon mark. Because it does not allowed to give a capitalisation after inserting a colon.

For the realization, the colon mark in this data separates the attribution and the quoted sentence. The attribution itself is *Humpty Dumpty said* clause. This colon mark indicates as a purpose of emphasis betwen the relation of the attribution and the quoted sentence. However, this function can not be used in any kind of text. It is preferably used in informal text such direct speech. Thus additionally, that colon mark works for relating two quoted sentences inside the quotation mark. All in all, this colon mark usage is an optional while there is comma which can replace this mark. Thus it depends on the writers to choose the suitable mark. For Carroll, the writer realizes that the function of the colon itself also for entertaining the reader by giving an uncommon mark before quotation.

Data 26

Dumpty repeated thoughtfully. "An uncomfortable sort of age. Now if you'd asked my advice, l'd have said 'Leave off at seven' but it's too late now." (P. 120/L. 3)

For this data, the writer tends to explore about the used of the quotation in a quoted sentence. In additionally, it means that there is an important thing which would like to show by the writer of the text. In this case, the discussion which talking about a quoted mark has actually already discussed in the previous data. However, it is only focuses on terms or words such in Data 21-23. Thus in this data, there is one other characteristic of the punctuation usage by Carroll about quotation mark.

Generally, the quotation mark occurs in direct speech. Such in the data, there stated one quotated sentence inside quotation mark. In addition, Carroll uses a single quotation mark to differentiate the main quoted sentence and the other quoted sentence inside. Relating to the data, *Leave off at seven* is about an exclamation phrases though it does not need an exclamation mark. Linking to the previous sentence the writer decides that this quotation can work for wondering something such as in that data there is Humpty Dumpty who talks to Alice and wondering about what he wants to say. By then Carroll inserts a single quotation to indicate what the utterance Humpty Dumpty would like to say. In the other side, this also can imply an emphasis of what the Dumpty has said. His tone on saying *Leave off at seven* appears an emphasis which Alice must attent on it.

Data 27

"And 'the wabe' is the grass-plot round a sun-dial, I suppose?" said Alice, surprised at her own ingenuity. "Of course it is. It's called 'wabe,' you know, because it goes a long way before it, and a long way behind it——" (P. 128/ L. 15-17)

Going back into the quoted term, in this data the writer finds the representation about the punctuation usage in after the proper words. In the previous data, there stated that the final punctuation in each quotation influences the meaning and the way the reader read the text. By then, that finding can relate to this data which talking about the final punctuation. In this case, the writer does not discuss in the quoted sentence but the quoted term. As in the data above, there are two highlighting mark which indicates the one quoted term in a single quotations. The term itself, *the wabe*, comes from the poetry which has been declared by Humpty Dumpty. Then while Alice does not get any understanding about the term, she starts to ask him. The writer in this case gains two ideas about the punctuation usage after the punctuation.

In the first line of that data there is 'the wabe' term which is highlighted by the writer. Meanwhile the second one is 'wabe,'. The wabe is the grass-plot round a sun-dial. The important thing is the difference between those two writing style. The first is ended without comma while the second one uses it. This comma usage must be inherent with the quoted term. In the other side, the realization of the comma position impacts on the way the reader read the text. The comma, it actually can be replaced by other punctuation depends on the intention mark of the writers, works in a suitable place. As in the first term, there is no comma in the middle of the sentence while the second one appears in early sentence. In addition, the comma position inside the quoted term implies to give the related mark to the term itself. Thus it can impact to the way the reader read. It is different with the first term which does not emphasis any mark after the quoted term thus the reader read that term without any separating punctuation.

Data 28

"By the way, Kitty, if only you'd been really with me in my dream, there was one thing you would have enjoyed———I had such a quantity of poetry said to me, all about fishes ! To-morrow morning you shall have a real treat. All the time you're cating your breakfast, I'll repeat 'The Walrus and the Carpenter' to you; and then you can make believe it's oysters, dear !

"Now, Kitty, let's consider who it was that dreamed it all. This is a serious question, my dear, and you should *not* go on licking your (P. 221/L. 11, 20)

paw like that——as if Dinah hadn't washed you this morning! You see, Kitty, it *must* have been either me or the Red King. He was part of my dream, of course——but then I was part of his dream, too! *Was* it the Red King, Kitty? You were his wife, my dear, so you ought to know—Oh, Kitty, *do* help to settle it! I'm sure your paw can wait!" But the provoking kitten only began on the other paw, and pretended it hadn't heard the question. (P. 222/ L. 8)

In this data, the writer presents two copies of data which represent the other rule in quotation mark. This mark indeed has no many functions as other punctuation but the rule itself is in variety enough. In the other side, the representation of this data is about the quotation mark usage in a long seqences paragraph. Carroll inserts this data in almost reaches in the end of the story e while in the early and the middle he does not. Furthermore, it can not be rejected if there is a long paragraph in one quotation. Because it can imply that there is one character who indeed has a long speech. There then appears the rule about the quotation usage on a two or more continuous quotation. The first paragraph must precede by an open quotation, as in general function. However, it is not allowed to give a close quotation if the next paragraph still contains of a long paragraph. But, it must be preceded by an open quotation too. This rule ends until there is no next long paragraph.

Relating to the representation of this data, the writer is indeed shows the suitable data that has been found in Carroll's writing. He uses this quotation rule to describe when Alice is talking to her cats. The writer also highlights three marks for the first is the early paragraph, then continue to the second continuous paragraph. By seeing that data, it is proven that there is no closed quotation. It is moreover ended by the other punctuation whereas it is opened by the quotation. In the last highlighting mark, there is a closed quotation which indicates that the continuous quotation itself has ended. Thus the writer can conclude that it is possible to write a long paragraph by considering its rule on quotating.

Data 29

Simple but important, this data becomes the last representation usage of quotation mark. In this case, the writer focuses on the attribution before and after quoting the sentences or phrases. The puncuation between these attribution is suitable using a comma. For the first case is about the quotation which precedes the atribution. In a direct speech it is in common writing moreover in narrative text to include the attribution. The logical reason is for giving a brief explanation about *who-said-so* term. Thus the reader knows the person who declares the speech. Additionally, there is an exception on deciding the last punctuation before the attribution. Because the writer also finds several direct speech which ended by the full stop mark or another. It can be seen also in the previous data about this usage. Thus to make it clear, the comma becomes an optional depends on the content in that direct speech.

However in the other side, the comma usage which is applied in after the attribution must be used to. In a reason, this comma mark can indicate that there is a relation between the attribution and the direct speech. If the comma is replaced by the full stop for instance, the function itself also changing and moreover has no meaning anymore. As in the data there is *she said*, *"that's some comfort*. which forms a good relation. If the sentence change into *she said*? *"that's some comfort* or *she said. "that's some comfort* the inferred meaning by *she said* phrases will be linked in the previous direct speech while the next speech has no relation and the reader can get a confuse about its correlation.

e) Apostrophe [']

This type of punctuation in general function is used to indicate the possessive pronoun such *Willy's book* or *Catherine's house*. There is no

specific rule for using this as the suitable punctuation in informal or formal text. Both of the circumstances can possible use this mark. Additionally, this mark works for indicating an ommision letters in the middle of words. Relating to the possessive pronoun, the apostrophe can also help to identify the singular or plural noun. By then, for giving a deep explanation about this mark, the writer presents several data which includes those types of function which is found in the Carroll's writing as these following data:

Data 30

"I'll whisper it," said the Messenger, putting his hands to his mouth in the shape of a trumpet, and stooping so as to get close to the King's ear. Alice was sorry for this, as she wanted to hear the news too. (P. 144/ L. 12)

Only a small number to discuss the apostrophe mark which is included in the novel. For the first data in this type, the writer tends to show about its general function which commonly used in this novel. In addition, the function itself is for denoting the possession. The denotation is followed by the letter 's'. Thus the reader can identify that the noun which is followed by 's is a possession noun. Furthermore, the 's position must neatly close with the noun itself. As in this data, the highlighting word implies something possessed by the King. The further description after *King*'s is ear. Thus it implies that *the King*'s *ear* is the ear which possessed by the King. If the position changes into *the King ear*'s, it is exactly has no meaning anymore because there is an ambiguity subject between King and ear. In the other side, this possession mark with using an apostrophe can also identify whether it is a singular or plural noun. In this data, *the King's ear* implies a singular noun. Meanwhile, the writing rule in plural noun mostly omits the letter *s* and gives the apostrophe in the end of noun. For instance *the Kings' ear* which means that there is several King who possess an ear. Relating to the novel, however the writer does not find any words which indicate the plural noun. Moreover, most of this possession noun appear in mentioning the characters in the novel, not a noun.

Data 31

"I'm afraid he'll catch cold with lying on the damp grass," said Alice, who was a very thoughtful little girl.

"Why, about you!" Tweedledee exclaimed, clapping his hands triumphantly. "And if he left off dreaming about you, where do you suppose you'd be?" (P. 81/ L. 4, 14)

of that before—But I can't stay there long. I'll just call and say 'How d'ye do?' and ask them the way out of the wood. If I could (P. 65/L. 10)

They are variety enough of data when the writer talks about the apostrophe. Though they have similar function but the writer mentions some possible data which also can be applied in the real life. In the other side, those data are actually represent the abbreviation word which indicated by the apostrophe. In this case, the mark works for indicating the omition letter which actually appears in the middle of the word.

For explaining more about this type, the writer gives one by one explanation about the data above. First word is *d'ye*. The abbreviation of

this word is *do you*. However, Carroll does the writing in a different style using *ye* not *you*. By then, the omitted letter of that word is *o*. Furthermore, this type of abbreviation can only be used in informal text. Relating to the novel, the text inside is commonly written in informal text which is indicated by direct speech and the abreviated word as the data above.

Meanwhile, the other words also make the usage of this apostrophe becomes more variable: the word *I'm* implies *I am*; the word *you'd* implies *you would*. Those words indicate a positive meaning. Meanwhile, the writer finds that Carroll also uses the abbreviation in a negative meaning as in the Data 32 below:

> Alice couldn't help laughing, as she said, "I don't want you to hire me — - and I don't care for jam." "No, it can't," said the Queen. "It's jam

> every other day: to-day isn't any other day, you know." (P. 94/ L. 8-9, 18)

They hadn't gone much farther before the blade of one of the oars got fast in the water (P. 108/L. 21)

All in all, though it is positive or negative, the function of these apostrophes are for filling the omited letter to be more practice in writing. However, this function is only works in informal text.

f) Hyphen and Dash [- and –]

This two types of punctuation have the similar form. Their general function is separating two joined concepts. However, they also have their own characteristic function. For the hyphen, it works for an adjective-noun an noun-noun phrase, adverb is allowed. This mark can also separate a long term and denote the making decision. As in common usage, the hyphen must be worked for breaking the long word which cross the line. Meanwhile for its pair, the dash, is only works in little function. Specifically, it can indicate to describe something in detail. It also used for introducing list, the short item, the long item, or the clauses. By these functions, the writer presents several data which represent the usage of those two types of punctuations in the novel as these following describtion:

Data 33

"Isn't he a *lovely* sight ?" said Tweedledum. Alice couldn't say honestly that he was. He had a tall red night-cap on, with a tassel, and (P. 80/ L. 12)

As the early data in hyphen and dash mark, the writer firstly introduces to the general function. In this case, she presents the data which contains of hyphen mark. One of the function is for joining two separated concept (the words). These two concept mostly bear a new compound. As in the data, the writer highlights *night-cap*. In addition, this hyphen joins two different words that is *night* and *cap*. These two words have different meaning while *night* refers to the nature condition, and *cap* is something people wear on their head. But by the hyphen mark, these two words can gradually form a new meaning which means *the cap for sleeping*. Furthermore, by the hyphen mark, the *night-cap* is more being a specific meaning rather than *night cap* which can possibly separated by others. In the other side, this hyphen mark appears between noun and noun as the data above. Meanwhile, it also appears between adjective and noun. Relating to the data, there is *red night-cap* phrases. *Red* is actually an adjective. But in this case Carroll does not insert the hyphen mark to join *red* with *night-cap* thus will be *red-night-cap* (adjective-noun-noun). This usage is capable to used as long as the other writers can show the implicit meaning clearly.

Data 34

he never said anything to *her*; in fact, his last remark was evidently addressed to a tree———so she stood and softly repeated to herself:——

"Humpty Dumpty sat on a wall: Humpty Dumpty had a great fall. All the King's horses and all the King's men Couldn't put Humpty Dumpty in his place again." (P. 115/ L. 3)

The other function for hyphen is for introducing list. The type of list itself can appears in short item, long item, or introducing a clauses. Such in the data, the writer highlights one hyphen mark. In this case, it is companied by colon. The specific function of these two contiguous marks is for emphasizing the hyphen itself when this mark works for introducing something. In addition, these two combination marks appears before declaring the poetry that Humpty Dumpty would like to say. Meanwhile, the colon itself still working as the punctuation usage which is for mentioning the items. Additionally, it capably works also in paragraph form.

Data 35

"Oh, much better!" cried the Queen, her voice rising into a squeak as she went on. "Much be-etter! Be-etter! Be-e-etter! Be-e-ehh!" The last word ended in a long bleat, so like a sheep that Alice quite started. (P. 101/L.8)

This data explores about the hyphen function which in this occurs in a direct speech. This is not a specific function fo direct speech because it also possibly occurs in indirect speech too. As the highlighting data above, there found repeating hyphen in one word such *Be-e-e-etter*. Meanwhile in the previous data, the hyphen can join the two separating concept into one compound or idea. For this data, the realization of this mark does not work in joining two separating word but spelling the word. The spelling itself is not like *better* becomes *b-e-t-t-e-r*, however, it relates to the relating story in the text.

Additionally, the content of the story as in the data above tells about the Queen who responds Alice's question whether she is in a better condition or not. Then the Queen answers by giving a different tone, like a sheep. This usage is actually not appear in many type of works. Moreover it is suitable to fit in a direct speech. This effect of spelling also influences the way the reader read this speech. If there is no separating mark of hyphen, the sound effect like a sheep will not be formed well.

Data 36

"I am real!" said Alice, and began to cry. "You won't make yourself a bit realler by crying," Tweedledee remarked: "there's nothing to cry about."

"If I wasn't real," Alice said—half-laughing through her tears, it all seemed so ridiculous— "I shouldn't be able to cry." (P. 82/ L. 16-17)

After giving several data which talk about hyphen mark, the writer wants to describe the dash mark which appears in Carroll's writing in this data. The basic function for this type of punctuation is for describing something in detail related to the sentence before the mark. In this case, the dash mostly appears in pairs. As in the data above, the writer highlights a pair of dash. These marks indicate an emphasis inside the dashes. The sentence itself is *half-laughing through her tears, it all seemed so ridiculous*. By the writer opinion, that sentence is actually can be separated by other punctuation such full stop or comma for relating it to the previous idea. However, Carroll does inserting the sentence between dashes in order to give a deep explanation or describtion about Alice's expression.

Furthermore, the reader also can conclude that when Alice says *If I wasn't real* her expression is half-laughing because Tweedledee in the story does not believe with Alice as a human at the first time. Additionally, the content inside the dashes must not in a full sentence. Moreover, the phrases, the gerund, or clauses are actually allowed. For the conclusion, the reader also should notice that this function can be applied

though it does not appear in pairs. Thus it also depends on the writer intention for inserting this mark.

Data 37

In this Data 38, the writer tends to show the different type of dash. As the previous data, the size of the dash itself is in normal while in this data the dash is longer than the normal one. This usage is still in uncommon used. Some of the writers are mostly apply the original size of dash. But Carroll in this case does not wrong about writing the dashes because he inserts all of his punctuation in a suitable place and reason. Therefore though the size is different, the writer can be able to interpret this Carroll's writing style.

For the analysis, the writer focuses on two marks in order to get an understanding about the implementation of those marks. The first important thing toward the data is the position of those marks. They are placed in a direct speech, thus it automatically can influence the tone of reading. Furthermore, the position of these marks is for giving a pause while reading. It is similar to the ommision mark (\ldots) which indicates a pause or break reading. It also occurs in the second mark. Thus the realization of that mark is *It may*...(*long pause*) *it chooses*. It seems the

characters finds an idea in their mind. This mark is also possible placed in the end of utterances. However, it is aware to use this type of mark in a formal text. Meanwhile, the direct speech is still allowed as long as in an informal form.

Data 38

disgrace. "Really, Dinah ought to have taught you better manners 1 You *ought*, Dinah, you know you ought !" she added, looking reproachfully at the old cat, and speaking in as cross a voice as she could manage—and then she (P. 3/ L. 4)

For the last data in this type of punctuation, the writer presents the usage of hyphen mark which generally used in the text either informal or formal. The highlighting data above shows that there is one word which is divided into two lines. As in the data, the full word is actually *reproachfully*. However, it is not enough to continue the word because the limit wide of paper. Therefore, it needs to give a linking mark to indicate that the separated long word between first line and the second is in relation. For the rule itself, the hyphen usage which breaks the word crosses the line is available in direct or indirect speech. This mark can not be omitted for giving a full meaning. If there is no linking mark the meaning will be *reproach* and *fully* while *fully* itself is an adverb which needs an object.

g) Question and Exclamation Mark [? and !]

Question and exclamation mark are joined together because they have the similar function which is takes the job of the full stop. In this case, it works in the end of the sentence. However, it is important to know that these marks are only takes the position of full stop, not the usage itself. Because the question and exclamation usage are different with it. These are several functions of those two marks. For the question mark, it is used for giving an indication of questioning utterance. Meanwhile, the exclamation works for giving a command, for stated a surprising statement, and also for an emphatic utterance. These various function has described in these following data:

Data 39

"If I wasn't real," Alice said—half-laughing through her tears, it all seemed so ridiculous— "I shouldn't be able to cry." "I hope you don't suppose those are real

tears?" Tweedledum interrupted in a tone of great contempt. (P. 82/ L. 20)

In this data, the writer only presents one mark which is about question mark. By the general function the question mark is used for indicating a question sentences. Thus the sentence itself are mostly contain of question words such as *what*, *when*, *why*, and many others. It is also not only the question words, but also as long as the sentence has a questionning utterance it can be added by the question mark. However, the writer finds that the question mark such in the data is applied in a declarative sentence. The data shows that the sentence before question mark is not contain of questional word. But then, Carroll gives a question mark in the end of the sentence. It is actually not in a proper rule. However, this confusing finding can be investigated by the meaning of the sentence.

It implies that Tweedledum hopes to Alice about her overlaughing. When Tweedledum remarks that utterance, there is a hesitate feeling which is supported by this question mark. If the last punctuation is full stop the meaning will be the real declarative sentence. By then, the writer concludes that question mark is not only close with its questional word but also the declarative sentence is possible.

Data 40

"Now! Now!" cried the Queen. "Faster! Faster!" And they went so fast that at last they seemed to skim through the air, hardly touching the ground with their feet, till suddenly, just as Alice was getting quite exhausted, (P. 41/L. 3)

This data focuses on the exclamation mark. The writer marks about three words which near the exclamation mark. The suitable function relating to this data is for indicating a command. There are various expressions in giving a command. Sometimes people commands in an anger. It is also possible to give a command politely. This condition occurs depending on the speaker itself. As in the data, there are *Now!* and *Faster!*. This command is derived from the Queen when she and Alice are going to fly and landing to the ground. Furthermore, the Queen only commands in one word. But it can make Alice understand with the command considering with the tone of the Queen too. She seems having a shout when giving a command to Alice. Additionally, in this case the Queen does not imply an anger intonation. It can be seen in the further describition after the command which shows that they are flying, not fighting.

Data 41

and still the Queen cried "Faster! Faster!" and dragged her along. "Are we nearly there?" Alice managed to pant out at last. "Nearly there!" the Queen repeated. "Why, we passed it ten minutes ago! Faster!" And

they ran on for a time in silence, (P. 40/L. 21)

The writer in this Data 42 intends to explore about the exclamation usage too relating to the novel. In this case, she marks one sentence which ended by the exclamation mark. For the addition, the basical function in this data shows that exclamation mark can indicate a surprising statement. In a deep explanation, the writer highlight the sentence of *we passed it ten minutes ago!* that represents the surprising statement itself.

Furthermore, the surprising statement is about the sentence which emphasis an utterance and makes the listener got surprised. In this case, this function is more suitable used in a direct speech and conversational text. Meanwhile, the realization of this data shows implies that the Queen giving an emphasis while saying the statement. This remark appears when Alice asks to the Queen about their journey to the square by square of chess in a wide ground. Alice is wondering do they get in nearly purposed place. The surprising statement from the Queen can be called as surprising when Alice or the listener seems surprised with the answer. As in the data, they are still about ten minutes for leaving the previous place. It is still a long way to arrive. Therefore, the sentence itself is helped by an exclamation mark to emphasis that utterance.

Data 42

Alice looked round her in great surprise. "Why, I do believe we've been under this tree the whole time! Everything's just as it was!" "Of course it is," said the Queen: "what would you have it ?"(P. 42/L. 3)

This data emphasis the other function of exclamation mark. For the previous data, it has already been discussed that exclamation can work for indicating a surprising statement. While in this data, it is rather similar in emphasisment of the sentence but the realization is different. In the other words, the realization of the exclamation in this data is showing an emphatic utterances. This implies that the utterance is out of command and only declares a firm statement. Thus the exclamation is necessary to support the expression of the speaker. Additionally, the firm statement can contain in two possibilities of thought, one for expressing an anger while the other is showing the wise and firm character of the speaker.

Relating to the data, Alice declares her statement to the Queen. She says that she has already been under the tree for a long time and there is no change about the situation. Thus Alice remarks *I do believe we've been* *under this tree the whole time! Everything just as it was!*. By that speech the reader can understand that Alice gives an emphatic utterance to make the Queen knows about her complain. In addition, this type of exclamation are preferably used in a direct speech. Because in direct speech there are so much more expression which easily expressed by the speaker.

h) Parenthesis [()]

This type of punctuation must appear in pairs. The appearance of this parenthesis can be presented by several marks such as brackets, commas, and dashes. all of these three marks must appear in pairs. However, there is an exception while using comma and dash. If these parenthesis are placed in the end of the sentence, they are allowed to single parenthesis and ended by full stop. In addition, the parenthesis is anything inserted into a unit of writing which exemplifies something. It is necessary to place a final punctuation mark if the parenthesis lies inside the sentence. Meanwhile, the final punctuation is allowed inside the parenthesis if the sentence is intended to be inserted in parenthesis. For more understanding about this punctuation mark, the writer presents several data as these following explanation:

Data 43

all the rest was as different as possible. For instance, the pictures on the wall next the fire seemed to be all alive, and the very clock on the chimney-piece (you know you can only see the back of it in the Looking glass) had got the face of a little old man, and grinned at her. (P. 13/ L. 15) For the first data in parenthesis, the writer tends to explore its main function which has found in this data. Furthermore, this mark works for elaborating the previous idea in order to get more understanding when reading. This mark is optional. It depends on the necessary. It is also possible to occur in either informal or formal text, either direct or indirect speech.

Relating to this data, there is a pair of parenthesis which uses brackets. The form inside the brackets is written in a sentence, not a phrase. The description in the data appears in a paragraph. It tells about the illustration of the Looking-glass condition when Alice suddenly enters that world. Furthermore, the sentence before the brackets describes about the clock on the chimney-piece. Because Alice enters the Looking-glass world, all the house furnitures and stuffs seem to be alive. Meanwhile, the sentence inside the brackets tells about the clock. Thus it explains in a deep description about the clock that *you* as a reader can only see the back of the clock only in the Looking-glass. This additional description is optional. Its appearance becomes important for giving a clear description. However if the description inside the brackets is removed, it does not damage the meaning of the previous sentence.

Data 44

Then a very gentle voice in the distance said, "She must be labelled 'Lass, with care,' you know......"

And after that other voices went on ("What a number of people there are in the carriage!" thought Alice), saying, "She must go by post, as she's got a head on her-----""" "She must be sent as a message by the telegraph-----"" "She must draw the train herself the rest of the way-----," and so on (P. 51-52/ L. 20, 1)

This data implies the different format inside the brackets. Generally, the description inside the brackets mostly contains of reported speech. However in this data, the writer tends to show that the direct speech is also possible. Meanwhile, the direct speech in this data is still describing about the previous sentence. Relating to the story, it tells about Alice when having a journey in the carriage. She meets other characters such the Goat, the Horse, the Beetle, and also the Guard of the carriage. They are one by one appear in front of Alice till she does not wonder how many person is in the train. By then, Carroll inserts the brackets which contains of the direct speech. "What number of people there are in the carriage!" thought Alice is in the brackets.

The realization of the utterance which is inserted in the brackets is exactly the idea in Alice's mind. Logically, this utterance can be possibly put out of the brackets. Thus the writer denotes that the direct speech inside the brackets can represent people mind without damaging the rest of the sentence. It is also possible if the author implies that direct speech as murmering utterance, thus it is not declare clearly. In the other words, it does not influence the rest sequences idea in the text. For the last, this usage is suitable used in narrative text as entertaining the reader too.

Data 45

"Now! Now!" cried the Queen. "Faster! Faster!" And they went so fast that at last they seemed to skim through the air, hardly touching the ground with their feet, till suddenly, just as Alice was getting quite exhausted, they stopped, and she found herself sitting on the ground, breathless and giddy.(P. 41/L. 5-6)

For the last analysis about parenthesis, the writer describes to show the other marks for parenthesis which is comma and dash. Thus the writer presents two different data, one is comma and the other is dash. For the first data there is a pairs of comma which indicates as parenthesis. It is rather difficult to decides this type of parenthesis in Carroll's work because there are so many comma usages in almost in every paragraph. Thus the writer must divides which the function of the comma itself, then the other implicit function of the comma, and also the interpretation of this parenthesis. Though it is hard to differenciate, the writer very appreciates Carroll's writing.

Furthermore, in the data the usage of comma in parenthesis attaches between this sentence, *hardly touching the ground with their feet*. This sentence must relates to the previous sentence. As in the story, it tells that the Queen and Alice is flying through the air. There is the word *skim* which means that they try to touch the ground. But the explanation inside the commas implies that they are getting hard to touch the ground. This description is necessary for the reader to know more about the detail. Additionally, this description also can be removed because it is optional.

For the second data, the writer focuses on dash mark. It can be shown in this following Data 46:

"It's no use talking about it," Alice said, looking up at the house and pretending it was arguing with her. "I'm not going in again yet. I know I should have to get through the Looking-glass again—back into the old room and there'd be an end of all my adventures!" (P. 27/L. 10)

The dash mark in this data appears in pairs. It is similar to the other mark for parenthesis. As in the story, it tells that Alice seems eager to go back home. She wants to get through the Looking-glass again to end her adventures. In this case Carroll put parenthesis for indicating the explanation about the Looking-glass itself. Thus makes the reader know that the Looking-glass means the magical glass which Alice can past through. And the old room itself is the real room which Alice has been lived in. All in all, comma and dash are trully support the author to write a parenthesis. Besides giving the similar function to the brackets, it is also can entertain the reader about this variety types of parenthesis.

4.1.1.2. Italicisation

Besides punctuation mark, the writer also presents the other element in graphology. It is italicisation. Italicisation is illustrated as *illustration* which in this novel the writer finds several of them whith their own usage. The describition

in these following data below are the representation items that has already decided by the writer relating to the theory.

Data 47

This type of data presents italicisation as denoting the term. In this case, the term can come from other language or the authors themselves. In addition, the authors explore their writing especially in the novel for giving a different writing style. The way they give the style can derive from inserting the term depends on their own thought. As in the data, there is *Brillig* which derives from the poetry entitled 'Jabberwocky'. In this case, *Brillig* is the term that must have a meaning. Fortunately, Carroll also explain the meaning of that term. Thus the reader knows that *Brillig* is four o'clock in the afternoon when people are broiling their dinner.

Data 48

"/If /I did fall," he went on, "the King has promised me _____ah, you may turn pale, if you like! You didn't think I was going to say that, did you? / The King has promised me _____ with his very own mouth _____to ____" (P. 116-117/ L. 22, 1-3)

There are several marks of italicisation in this data. All of them represent one implicit meaning. Relating to the theory, italic works for giving an emphasis. In this case, it is work on the sentence. However, the writer finds another implicit meaning in the emphasisment. The strong reason for interpreting this case concerns in *if* word at the beginning of the sentence in the data. For the addition, this case occurs in direct speech. Meanwhile, *if* implies a hesitate meaning because it has no certainty. Followed by the other italic words, the writer then relates it that the italicisation in this data can indicate for expressing a hesitation. Additionally, this italic words are inserted by a normal appearance. There is also a difference between the italic and a normal font that is the way the speaker says. The readers can indicate that the speaker are talking in a lower tone of hesitation.

Data 49

"Ye-es, pretty well——some poetry," Alice said doubtfully. "Would you tell me which road leads out of the wood?" "What shall I repeat to her?" said Tweedle-

dee, looking round at Tweedledum with great solemn eyes, and not noticing Alice's question. "/The Walrus and the Carpenter/ is the longest," Tweedledum replied, giving his brother an affectionate hug.

Tweedledee began instantly :

(P. 71/L. 13)

The other function of the italic mark is represented by this data. It implies the usage of this mark that is italicising the name of title book/journal. In this case, it does not appear in book or journal title but a poetry. As in the data, the writer marks *The Walrus and the Carpenter* which indicates as title of poetry. Therefore, it must be written in italic word. In a narrative text, it possible declares the whole text of poetry. Such in this novel, Caroll inserts all of the poetry in a full text. Relating to the data, there is a quotation when Tweedledee wants to declare the poetry about the Walrus and the Carpenter. Then Carroll writes it down in italic word in order to differenciate with the other text. This style of writing is arguable because it looks like giving an example of poetry. To differentiate the poetry with other text, therefore Carroll writes it in italic word.

Data 50

stand 1" (You see she didn't like to confess, even to herself, that she couldn't make it out at all.) "Somehow it seems to fill my head with ideas ——only I don't exactly know what they are ! However, somebody killed something that's clear, at any rate——"(P. 24/L. 15)

This data contains of two italic words, one is *somebody* and the other is *something*. As in the previous explanation about the italic function in the text, this data also has similar type of italic usage in the novel. However, the previous data is emphasizing a hesitation in a direct speech. That is different with this data that the emphasis itself is trully for emphasizing the word. Thus the intonation while reading the sentence is higher than before. Such in the data, the emphasis is supported also by the exclamation mark in the previous utterance. That makes the rest speech following the intonation like the word *somebody* and *something* is more important to note than others.

Meanwhile, Carroll does not only present the italicisation in a noun word. But he also inserts an italic writing in a pronoun. As in this Data 51 below, further. "Principal rivers—there/are/none. Principal mountains—I'm on the only one, but I don't think it's got any name. Principal towns—why, what/are/those creatures, making honey down there? They can't be bees—nobody (P. 46/L. 6, 9)

"Well, in *our* country," said Alice, still panting a little, "you'd generally get to somewhere else——if you ran very fast for a long time, as we've been doing."

"A slow sort of country!" said the Queen. "Now,/here,/you see, it takes all the running (P. 42/L. 6, 11)

It is very possible to emphasis the *pronoun* (our) and *to be* (are) in his writing, in this case *preposition* (here) also inserted. The implementation of this italic writing is also giving an emphasis while reading. It also influences the intonation of the speakers while they are talking in a direct speech. This italicisation in the novel entertains enough and attracts the reader to read it enjoyfully.

4.1.1.3. Capitalisation

For a common people, capitalisation is well known as the thing which indicates the beginning of the sentence. It also works in the beginning of initial name or special term. This general function is illustrated as this alphabet, ABCD. However, the writer does not only find this usage in the novel. Carroll is a creative man. He puts many strange marks in his work for entertaining his readers. Furthermore for this capitalisation, the usage is not always indicating for the initial nama of person but also place, specific character such Goldie the Eagle, or thing. To know more about this capitalisation in Carroll's novel, the writer suggests several data as the cases below:

Data 52

The first explanation focuses on the usage of capital letter in a proper nouns such as person, place, thing, or a given name to a specific thing. However in this data, the writer begins introducing the capital letter in person as this following evidence:

> The Red Queen broke the silence by saying to the White Queen, "I invite you to Alice's dinner-party this afternoon." (P. 188/ L. 18-19)

The capital letter based on the data is shown in the words *Red Queen* and *White Queen*. In analysing the part of capitalisation, the writer does not need to correlate deeply with the context of the sequences sentence. It is enough for relating it to the whole main content in the story. Meanwhile in the other side, *Red Queen* and *White Queen* is the character who mostly appears in the story. This names indicate a person. Therefore, Carroll writes those name in a capital letter in the beginning word. However, there is a unique writing style which has been written by Carroll. It is also about the capital letter in person/name. This is the evidence of this Data 53:

She was standing before an arched doorway over which were the words [QUEEN ALICE] in large letters, and on each side of the arch there was a bell-handle ; (P. 199/ L. 13)

In this case Carroll capitalizes all the whole name in that brackets mark which has been identified by the writer. There stated *QUEEN ALICE* in the sentence. In addition, capitalize all the whole name is not a common rule to be used. In the other side, this capitalisation is supported by the next sentence to denote that the name itself indeed is written in a capital letters because in the story *QUEEN ALICE* is for indicating the arched doorway for Alice to having a dinner together when she has became a queen. In a real life, it can possible be used in a certain circumstances such for giving an emphasis word that the name itself is intended to read.

Data 54

them the way out of the wood. If I could only get to the [Eighth Square] before it gets dark!" So she wandered on, talking to herself (P. 65/L. 12)

This data presents the capital letter usage in writing a place. In this data, the writer marks the capital letter *Eight Square*. The Eight Square in this story relates to the chess ground which Alice wants to play. The usage of this capitalisation is correct. It preceedes by capital in each first letter. This mark implies for any kinds of place out of the story such as continent, island, country, and other specific places. Meanwhile, Carroll in this story also inserts other capitalisation style as in this following Data 55:

> But this did not seem likely to happen. She went on and on, a long way, but wherever the road divided there were sure to be two fingerposts pointing the same way, one marked [TO TWEEDLEDUM'S .HOUSE,] and the other ['TO THE HOUSE OF TWEEDLEDEE.] (P. 65/ L. 4-6)

The realization of this type of capitalisation is actually the same with the explanation above which indicates a the name of place. Basically, the capital letter

usage in the place is written in the early letter of word. However, Carroll in this case does not put that rule. He moreover capitalizes all of the place name such *TO TWEEDLEDUM'S HOUSE* and *TO THE HOUSE OF TWEEDLEDEE*. This usage of capitalisation implies a meaning that it gives an emphasis of reading and to point clearly about these twins house. Because at that time Alice notices there are two fingerposts which pointing at somewhere. Thus the capitalisation in this text works to makes the reader feels as same as the way Alice reads the fingerposts.

Data 56

"She's all right again now," said the Red Queen. "Do you know [Languages]? What's the [French] for fiddle-de-dee ?" (P. 193/ L. 6, 7)

This type of capitalisation is used in a specific thing of noun, in this case in language. Besides language, it also can possibly used in the scientific name. However in this Carroll's work, there is no scientific name because it is all using a fiction term of Carroll's thought. In the other side, the writer marks *French* which implies as the language of France. The writer also marks *Language* which indicating the language itself. In this case, Carroll intends to emphasize the language word in the speech which is uttered by the Red Queen. Whereas in fact, *Language* is normally written in *language* without capital letter in the early word. By the conclusion, if mentioning the specific language it should be written with capital letter, while if only language in noun form it is enough to write in basic writing without giving capitalisation. Queens asleep at once! No, not in all the [History of England]—it couldn't, you know, because there never was more than one Queen at a time. (P. 199/ L. 2)

Still relating to the specific name of thing, the writer presents this Data 57 explains also about the capitalisation usage in the novel. *History of England* is a thing about the history. This name must be denoted as the new term in the science of history. Talking about science, there are many examples such Geography, Math, Sociology, Astronomy, and many others which begin in capital letter. Therefore, in this case Carroll writes History of England as introducing this science to the reader and also indicates as a specific noun.

Data 58

[The]White Queen looked timidly at Alice, who feit she *ought* to say something kind, but really couldn't think of anything at the moment. (P. 196/L. 19)

This data presents the basic function of the capital letter itself. This capital letter is used in the early of the sentence. If it is related to the previous findings, it also occurs in the early of the word. Thus it depends on the the usage. *The* in the *The White Queen looked timidly at Alice* sentence indicates as the early word. Carroll writes it by starting a capitalisation. This usage is a must in any kind of the early sentence, not a clause. Because a clause is sometimes can be preceded by other clauses or preceded by other punctuation except full stop which indicates to end the sentence.

Data 59

"But it isn't old!" Tweedledum cried, in a greater fury than ever. "It's new, I tell you— I bought it yesterday—my nice[new RATTLE!]" and his voice rose to a perfect scream. (P. 85/ L. 6) Out of the general function, in this data the writer tends to show the unique writing style in the way Carroll writes his idea. As in the data, the highlighting word of *NEW RATTLE* shows a strange capitalisation writing. In the previous explanation, the writer has described that capitalisation works in giving an emphasis. Similar to this data, the implied meaning of that phrase is for emphasising the word. However, there is two differences in writing this capitalisation with the general usage itself: One, it is written in all capital letters; Two, there is a difference font between NEW RATTLE. Relating to the story, there is Tweedledum who talks to Alice. He conveys to Alice that his rattle is new and not old as Alice thought. In this case, Carroll differenciates these two words in order to give more emphasis between *new* and *rattle*. Thus the reader reads this phrase like *new* . . . *rrattlee* intonation which added by exclamation mark for supporting the emphasis.

Data 60

"It sounds like a horse," Alice thought to herself. And an extremely small voice, close to her car, said, ["You might make a joke on that—something about 'horse' and "houses' you have."] (P. 51/L. 16-17)

It is little bit funny to see this type of data. The highlighting sentence above shows that there is a tiny font usage in writing a direct speech. Furthermore, in this case, the writer does not focus on the capitalisation because this data is its contrary font. In addition, this tiny font is actually refers to the conversation between *someone* in a small voice with Alice when they are on the carriage; together with the Goat, the Guard, and also the Gentleman. Furthermore in fact, this small voice is actually comes from the Beetle who sitting near the Goat. This animal also joins to chat with others in the carriage. It is reasonable that Carroll writes the Beetle's utterance in a small font too. It is because for giving an effect while reading this utterance to follow, indirectly, read it in a small voice too. It is very entertaining.

Data 61

CHAPTER VIII.

"JT'S MY OWN INVENTION."

[AFTER] a while the noise seemed gradually to die away, till all was dead silence, and Alice lifted up her head in some alarm. There was no one to be seen, (P. 157/ L. 1)

For this last description on capitalisation, the writer presents one more different usage in capitalisation which has been used by Lewis Carrol in this novel. The highlighting word above shows full capital letter in a word, *AFTER*. This usage appears in the whole early chapters. The usage in this case can be divided into two implicit meaning. The first is about the emphasis word. In this case, Carroll tends to give an emphasis of word in every opening of the chapter. In the other words, it can indicate that the reader is in the new chapter. For the second, Carroll gives this capitalisation for giving an entertainment of the way he writes the story. As like the other fairy tale books, sometimes the writers present their opening word in a various style of font.

4.1.2. Functional Grammar: Grammaticalization

For analyzing a functional grammar related to the novel, the writer decides to involve Halliday's grammaticalization based on Mattiesen (2014). This part of analysis supports the graphological aspect which has already explored in the previous section. The elements in this part of analysis involve independent clause, dependent clause, positive and negative sentence, type of sentence, and also singular or plural verb. To know what the sentence patterns that used by Lewis Carroll in this novel, the writer explores the sentences as these following data:

Data 62

ONE thing was certain, that the *white* kitten had had nothing to do with it:——it was the black kitten's fault entirely. (ind/sing/+/SP - P. 1/L.1-3)

For describing the sentence structure using grammaticalization, the writer provides one clause in every data except this data which contains of one full sentence for an introduction. In the other side, this data contain about three clauses in one sentence. For the addition, Carroll always presents his writing in a long paragraph and a long sentence. Meanwhile, the first clause includes simple past. There is *was* to indicate the simple past which occurs in the past time. *Was* also appears following the single subject that is *one thing*. Then it continued by the second clause. This clause is separated by *that* as a conjunction. As the dependent clause, it works for giving a further explanation upon the previous clause. Meanwhile, the independent clause in this data is capable stand alone though there is no supporting clause besides in.

For the addition, the rest type of sentence in two remaining clauses follows the simple past tense. However it is not trully same. The second clause uses past perfect while the third clause follows the first one. In the other side, the third clause is actually an independent clause. In a reason, it actually still stand alone without giving any dependent clause. However, Carroll writes it down in a separating colon and dash punctuation, not a full stop. Thus the clause includes to join the previous clauses.

Data 63

black kitten's fault entirely. For the white kitten had been having its face washed by the old cat for the last quarter of an hour (and bearing it pretty well, considering); so you see that it couldn't have had any hand in the mischief. (dep/sing/+/SPr - P. 1/L. 6-7)

This data explores the dependent clause that is written in the text. The writer decides this clause as the dependent because the clause does not has a full meaning so it needs the independent clause. Moreover, it is separated by *so* conjunction. For the tenses, this clause does not follow the previous pattern. In the other words, the subject itself also different with the other clause in the sentence. This clause is separated by semicolon mark. This function is closely works as same as full stop but not a strong full stop. Therefore, Carroll can writes a different subject and topic though the clause is still related to the previous one.

Furthermore, this clause uses simple present which is indicated by *see*. *See* follows the subject *you*. This different subject is used by Carroll to give a denotation that the clause is inviting the reader, in the other word *you* means the reader. Therefore, it is included in simple present tense.

Data 64

know you ought !" she added, looking reproachfully at the old cat, and speaking in as cross a voice as she could manage-----(ind/sing/+/SP - P. 3/L. 4-5)

This type of data occurs in indirect speech. The writer underlines this data for showing the other dependent clause type. In the other side, this clause occurs

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after a direct speech. However the writer does not focuses to join these clause in the same analysis. Furthermore, this data involves independent clause, singular verb in simple present tense. The singular verb can be derived from *she* as a singular subject in this clause. Meanwhile, the tense in this data still using a simple past which similar to the previous data. However in this case, Carroll inserts a gerund which indicates as a noun. Therefore, this gerund does not include in a new clause though it seems like a verb. Furthermore, this gerund also supports the describtion from *she added*. All in all, based on the data the writer decides that this is a kind of sentence pattern which appears in the novel.

Data 65

settled again, "when I saw all the mischief you had been doing, I was very nearly opening the window, and putting you out into the snow! And you'd have deserved it, you little mischievous darling! What have you got to say for yourself? Now don't interrupt me!" she (dep/sing/+/SP - P. 4/L. 10-11)

This data presents a dependent clause in a direct speech. Additionally, it actually does not influence the clause whether this case occurs in direct speech or indirect speech. Furthermore, this dependent clause occurs in the beginning of the sentence or the speech. The indication of the dependent clause itself is the word *when* which works as conjunction. This conjunction is correctly placed in the beginning of the sentence because it helps the clause to correlate with its independent clause in *I was very nearly opening the window*. In the other case, the underlined clause is actually can stand alone without *when* as conjunction. However, if there is no any other conjunction, the clause can not correlate with its

independent clause. Moreover, the meaning will be different because these two clauses are exactly have no relation.

Data 66

went on, holding up one finger. "I'm going to tell you all your faults. Number one: you squeaked twice while Dinah was washing your face this morning. Now you can't deny it, Kitty: I heard you! What's that you say?" (ind/sing/+/PrC - P. 4/L. 16-17)

The writer in this case tends to show the direct speech which contains of independent clause. Relating to the previous data, the writer concludes that Carroll mostly uses simple past in his writing. Moreover for the direct speech, he involves simple present to denote that the utterance is happening at the present time. In this case, the writer describes that there is also another type of sentence in the direct speech. As in the data, there is *I'm going* words which indicate as a present continuous. Present continuous is used for the activity which occurs in the current time. This type of sentence is suitable for the direct speech such the interpretation of this data, when Alice is talking to her kitten and she remarks her utterance at that time directly. For the addition, this direct speech is ended after some additional clauses. The clauses include independent and dependent clause. Thus in one form of direct speech, it is possible containing of two mixing clauses depends on the necessary of the content.

Data 67

(pretending that the kitten was speaking.) "Her paw went into your eye? Well, that's your fault, for keeping your eyes open----if you'd shut them tight up, it wouldn't have happened. (dep/sing/+/PP - P. 5/L. 1-2) In this data, the writer shows the other pattern in dependent clause. For this case, it occurs in a direct speech too. This clause is actually placed in the end of utterance. From four clauses in the utterance, this clause can not stand alone. In addition, the dependent clause is possible occur in any kind of place but wherever it stated in the text it still needs a supporting clause to create a full meaning in a sentence. Meanwhile in this case, the clause itself is a type of conditional sentence. The conditional sentence appears when there is a perception which is indicated by *if* and *will*. For the first, this clause contains of *if* which mostly used as conjunction. Thus for the first time seeing this clause, it refers to the dependent clause. If this is a kind of dependent clause, therefore Carroll writes its supporting clause after comma.

That independent clause is exactly more relating to the previous clauses. as a conditional sentence, the conjunction *if* is indeed must join with the word *will*. In this case, because the dependent clause is a past perferct tense, thus it must be written in past perfect future tense. All in all, this dependent clause have a full meaning and can stand as a good sentence.

Data 68

How do you know she wasn't thirsty too? Now for number three: you unwound every <u>bit of the worsted</u> while I wasn't looking? (ind/sing/-/SP - P. 6/L. 5-6)

In this data the writer presents an independent clause which occurs in a direct speech. Additionally, this negative clause is followed by its dependent clause which separated by *while* as a conjunction. Eventhough this clause stated in a direct speech, however the type of sentence uses a simple past. In this case, it

relates to the story when Alice talks to her kitten about all of its fault toward Alice, though the kitten does not give any respond. Furthermore, the simple past is indicated by *unwound* word which derives from *unwind* as its simple present verb. Talking about verb, this word actually implies a negative meaning. The writer can decides this verb considering there is *un* which precedes the verb. *Un* is a prefix which means *not*. So therefore, this clause is included in negative sentence. This type of clause also included in singular verb considering that the subject uses *you*. If the subject changes into *they* or *we*, the verb can be a plural verb.

Data 69

comes up in that room too—but that may be only pretence, just to make it look as if they had a fire. Well then, the books are something like our books, only the words go the wrong way; I know that, because I've held up one of (ind/plu/+/SPr - P. 9/L. 21-22)

For this data, the writer focuses on grammaticalization of clause which has been illustrated in the data above. In this case, the data consists of independent clause. Furthermore, this positive sentence is different enough with other previous explanations. It contains of simple present continuous. This tenses is used by Carroll in a direct speech to indicate that this activity is occuring in that time. Meanwhile, this clause has a plural verb. The writer notices this plural verb by focusing on the subject that is *the books*. *The book* is actually a singular noun. However it is added by *s* to indicate a plural noun. In this case, it becomes a subject. Relating to Carroll's writing style in grammar, he always presents several phrases or even clauses which separated by comma and other punctuation mark. As in this data, in one clause there is three pause intonations while reading. Two others are an adverb which completing the describtion of the main clause.

Data 70

her breath, and for a minute or two she could do nothing but hug the little Lily in silence. As soon as she had recovered her breath a little, she called out to the White King, who was sitting sulkily among the ashes, "Mind the volcano!"

(dep/sing/+/PC - P. 16/L. 8-9)

The writer in this data explores the other pattern of the clause. In this data, it emphasises its dependent clause. Such the data above, Carroll once again serves his writing in a long paragraph. However, out of the long paragraph Carroll inserting some punctuation or conjunction to separate the sentences. In this case, the separating sentence as the data is separated by full stop. Meanwhile, the separating clause itself is identified by *who* as a conjunction. The underlined clause shows clearly that it is a dependent clause considering with the word *who*. **There also does not stated a subject** because the subject of the clause is *she* in its previous clause. *She* means *Alice*. For the type of sentence, the writer finds that it uses a past continuous tense. This tense is actually followed its independent clause which uses a simple past tense. For sure, this dependent clause is indeed can not stand alone because if the writer interpretes the meaning it still needs the main clause to describe what has happened in the story completely.

Data 71

throw over him. However, she could find nothing but a bottle of ink, and when she got back with it she found he had recovered, and he and the Queen were talking together in a frightened whisper-----so low, that Alice could hardly hear what they said. (ind/plu/+/PC - P. 18/L. 21-22, 1) This last data presents a simple independet clause. The writer notices this clause as an independent clause from considering the word *and*. For a while, this conjunction must be noticed a dependent clause. However, it is actually works for linking adverb for relating one sentence with others. Because in this data there stated a long paragraph, thus it contains of several clauses, not a sentence. Furthermore in that underlined clause, there is two *and* words which actually indicates as a conjunction. In fact, the realization of each of them are different. For the first *and*, it refers to relating the previous clauses with that underlined clause. Meanwhile for the second *and*, it links two subjects, *he* and *the Queen*, which make the clause contain of plural verb. In addition, the tenses for this independent clause uses past continuous tense by considering *were talking* as the verb.

4.2. Discussion

Related to the findings, the writer has already done in analysing the specific character of Carroll's writing style. These findings involve the graphological elements and also the functional grammar analysis. Additionally, the writer also interprets and explores the graphological elements by emphasizing the punctuation, italicisation, and also capitalisation. Meanwhile for the functional grammar, there has been analyzed in grammaticalization in order to explore the sentence structure. And eventually, the elaboration of those both components gain some new findings.

From the three types of element in the first research question, the writer discusses firstly with the punctuation. There are nine elements inside the

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punctuation related to Price (2003: 23-31). They are full stop, comma, semicolon and colon, quotation mark, apostrophe, hyphen and dash, question and exclamation mark, parenthesis, and also ellipsis. From the analysis on nine elements, the writer compiles the number of punctuation usages which is not included in the theory. For another words, the following findings below show the punctuation usage that has been created by Carroll as his unique writing style.

Type of punctuation	Carroll's style
Full stop	a. Indicating the end of the title in each chapter
	b. Placing the full stop after the gerund inside the brackets
	c. Indicating one word as the sentence
Comma	a. Separating the sentence and the addressing name while
	calls someone in a direct speech and influencing the
	intonation
	b. Indicating the sentence or utterance in a direct speech
	c. Using many commas to separate the sequences sentence
Semicolon and Colon	
Quotation Mark	a. Quoting capital letters term to get more attention while
	reading
	b. Giving comma in quoted term
Apostrophe	-
Hyphen and Dash	a. Giving the sound effect in direct speech
	b. Inserting a long dash (——) to indicate a pause while
	reading, similar to the ommision mark
Question and	Denoting a hesitation in a declarative sentence
Exclamation mark	
Parenthesis	Inserting brackets in direct speech to indicate an
	untterance in a person's mind
Ellipsis	-

Table 4.2.1. Carroll's Punctuation Style

Related to the table 4.2.1., the writer finds six elements in punctuation mark which imply as the Carroll's own rule in writing his punctuation. In this case, Carroll creates his own rule by considering the context of the story. Meanwhile, the writer does not find any unique punctuation usage on semicolon/colon, apostrophe and also ellipsis. Especially for ellipsis, this element is indeed does not appear in the text. Therefore the writer does not insert this element on her analysis. Furthermore, this results are formed by the writer interpretation and relates it with the context of the story. The realization of the theory with the way Carroll creates his own rule on punctuation is exactly work in balance. This means that beside Carroll does the punctuation usage based on Price's theory he also inserts his own rule in a rational meaning for entertaining his readers especially the children because this novel is a children book.

Continuing the first research question, the other graphological elements that has been analyzed by the writer are italicisation and capitalisation. These two elements is suitable to join together because it also indicates the Carroll's writing style. The following table below are the writer findings on Carroll's writing style.

Graphological Element	Carroll's Style
Italicisation	a. Differentiating the poetry writing and the other text
	b. Indicating a hesitation
	c. Giving an emphasis in pronoun, to be, and preposition
Capitalisation	a. Capitalizing the whole letter in name, place
	b. Giving an emphasis by inserting different font in
	capitalisation
	c. Capitalizing the word in the whole early chapter
	d. Indicating smaller voice by inserting different word font

Relating to the table above, the writer finds the difference usage between Price's theory and Carroll's writing style toward those two elements of graphology. In this case, there are two writer statements which correlates that writing style with the theory. Firstly, Carroll uses the general usage in writing his italicisation and capitalisation similar to the theory. Secondly, he is on a purpose to create his own style such the mentioned functions in the table above to entertain his readers. These unique rules also create a conclusion that Carroll plays his graphological style to give a sound and an intonation which mostly appears in the text either in declarative text or in conversations. By then, considering that the findings capably explore the graphological element in this Carroll's work in detail, the writer tends to compare this result findings with another related previous studies.

The first previous study comes from Ayeomoni (2012) who analyzes a poetry in foregrounding concept and combines the graphostylistics deviation. In this study, the graphostylistics deviation includes the capital letter and hyphenation. Besides, it also describes an internal norm of lexical items relates to the content of poetry. By the result, this study shows that graphostylistic deviation can capture the theme of apprehension, socio-political vices, corruption, domination, and selfishness relating to the social condition in the poetry. Meanwhile, this result is different with the present study. Though these both studies focus on graphological element, however, this research more intense on analysing the graphology with describing the whole element of punctuation, capitalisation, and added by italicisation. Furthermore, the other previous study about graphology is conducted by Anantha (2014). This study focuses on graphological element and the spelling correction in the novel. The result itself only contains of some data of the related elements and describes in a short explanation. Whereas in the present study, the writer does not only mention the data but also shows the unique writing style of the author which has not stated in the used theory. In the other words, this research reforms Anantha's study to be more variative.

Relating to the two previous studies above, the writer makes sure that her research has a new findings. The evidence of this statement can be proved by seeing the result in which this research successes to reveal the Carroll's writing style which does not appropriate with the general function in the theory either punctuation, capitalisation, or italicisation. Moreover, this research is supported by the second research question which explores the functional grammar through grammaticalization. This type of analysis works for revealing the Carroll's writing style by seeing a functional grammar aspect. The grammaticalization concept has taken from Matthiessen (2014: 67) which adapted Halliday Functinal Grammar. The concept involves the dependent/independent clause, plural/singular verb, positive/negative sentence, and also the type of sentence.

It eventually creates a findings that by grammaticalization analysis, the writer decides that the sentence pattern in Carroll's writing style is variety enough. Related to the findings, the clauses in each paragraph possibly consist of mixing clauses whether it is dependent or independent clause. Meanwhile, the clauses itself is linked by conjunction and also punctuation. From the ten analyzed

data, the writer denotes that the verbs of the sentence are mostly singular. This occurs in the novel because Carroll often limits his characters interaction in two characters. Thus the described subject is mostly mentioned one character. For instance in Chapter One there are Alice and her kittens which appear frequently. However as the kittens can not talk to Alice, thus the character who lives in the story is only the Alice. Therefore, it makes the singular verb more frequently appear than the other.

Meanwhile the type of sentence in each clause analysis uses mostly Simple Past. This tense is accurately appears for indicating that the story has already happened (occur in the past time). However, though it mostly uses Simple Past, Carroll also inserts some various tenses such Past Continuous, Past Perfect, Simple Present and Simple Present Continuous. For Past Perfect and Past Continuous, it still marks the past time. But the Simple Present and Simple Present Continuous has been used by Carroll to indicate the activity which happens in that current time. For instance, such when Carroll tries to speak with the reader he uses Simple Present to make the reader feel the scene is happening at the time the readers read. For an addition, the positive and negative sentence are an optional choice depends on the intentional meaning.

This finding than compared by the writer with one previous study from Bustam (2011). This study tends to analyze the clauses using Halliday's transitivity theory. Fortunately, the thing which differentiate these two studies is the focusing theory itself. Meanwhile in transitivity system, there are three components process such as: the process, the participants, and the circumstances. By the result, that study concludes that the transitivity system capably analyzes the clauses well. Furthermore, that findings is different with this research because it focuses on author's writing style in the novel by emphasizing the clauses grammaticalization within the text.

In another hand, this research creates a new findings based on the exploration of the two component in writing style analysis above. The new finding itself is exactly on the graphological analysis findings. It essentially relates to the table 4.2.1. and 4.2.2. which contains of different general usage of graphological element that is used by Lewis Carroll. There found new 3 points in full stop usage, 4 points in comma, 2 points in quotation mark, 2 points in hyphen and dash, and 1 point in question mark and parenthesis. In addition, the new usage rules also appear in 3 points of italicisation, then 4 points for capitalisation. This new findings can work as the new permanent function which can be used by other writers in this era. It can inspire the other writers to explore more about using these function toward the graphological elements.

Meanwhile the grammaticalization findings unfortunately does not create a new finding as same as its graphological analysis. However, this element supports enough to explore the Carroll's writing style. Shortly, this analysis can help the writer to conclude that the sentence structure of Carroll's writing is fulfill the proportional criteria of clauses. Additionally, there is no something out of rules about the functional grammar in this novel. All in all, this colaborated theory between graphology and functional grammar are perfectly revealing Carroll's unique writing style.