

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.

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.

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-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 for 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.

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

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 succeses 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.