AN ANALYSIS OF PARATAXIS AND HYPOTAXIS CONSTRUCTION IN DESCRIPTIVE TEXT WRITTEN BY FIRST GRADERS OF SMK BANDAR SUNGAI BUAYA MALAYSIA IN THE YEAR 2017

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Abstract

Writing skill in Malaysia is one of the language learning objectives which has to be mastered by the students. It is challenge as it is evolving to meet the needs and demands in globalized world. In writing, students are expected to be able to make good construction of paragraph. The problems arise in Sekolah Menengah Kebangsaan Bandar Sungai Buaya Malaysia that the students are still get difficulty in arranging good quality of writing, especially in term of clause development. The good quality of writing are influenced by interdependency (taxis) and logico-semantic relation system between the clauses. The objectives of this research are to find out the types of taxis and logico-semantic relation in students' descriptive text. Besides, it also identifies the types of taxis and logico-semantic relation which are dominantly used by Malaysian first grade students of SMK Bandar Sungai Buaya Malaysia following by Gerot and Wignell's theory (1994). This research belongs to descriptive qualitative research, since the date are provided descriptively. The products that have been analyzed are 17 descriptive texts written by 17 students of 1 Muzik class in SMK Bandar Sungai Buaya Malaysia. Furthermore, the technique of collecting data is done through documentation technique. The result shows that the student descriptive texts consist of 380 clauses which 188 of those are simple sentence, fragments and the rest is clause complexes.

Keyword: descriptive text, taxis, logico-semantic relation

Introduction

English language is the second language in Malaysia and it is taught in all schools as the compulsary subject. Since it has important role at school, students should learn English from Primary School up to University. English is not only for communication, but also for education.

The Secondary School in Malaysia uses Standard-Based English Language Curriculum (SBELC) in English teaching and learning process. SBELC states that the purpose of teaching English is to make the students enable to meet the challenges and demands of diverse, globalized and dynamic era. The SBELC focuses on the four language skills, they are listening, speaking, reading and writing.

One of the language learning objectives which has to be mastered by the students is writing. It is a challenge as it is evolving to meet the needs and demands in a globalized world. Based on SBELC, through writing students can put their thoughts and ideas down in an article or a journal, write a letter or an email to a friend or an organisation and create a story that comes from their imagination.However, writing not only expresses an idea in a piece of paper but also has a structural text. In writing, students are expected to be able to construct some sentences into a good paragraph. Sentence and clauses are well-known phenomena for people. Most people have already known sentence more than clause. Sentence is a unit of written language. Meanwhile, clause is the central processing unit in the lexico-grammar in the specific sense that it is in the clause that meanings of different kinds are mapped into an integrated grammatical structure (Halliday&Matthiessen 2004:10). It is known that a clause has contained a complete unit of grammatical structure in which the meaning of the message is able to be acquired. Systemic Functional Grammar (SFG) views a clause as the highest unit of grammar and if there is a group of words consisting of two or more clauses, then it is called as a clause complex.

Clause complexity is related to inter-clausal relations (logico-semantic relation), coordination (parataxis) and subordination (hypotaxis) (Matthiessen& Thompson 1988:275-329). These three meaning relations are main points of studying a clause complex proposed by many linguists. Gerot&Wignell (1994:89) outline that a clause complex is a sequence of processes which are logically connected. These processes are verbs linked between clauses. The clauses can be combined through one of two logico-semantic relations: expansion or projection.

Expansion and projection combine with systems of interpendence or taxis to make up the systems for joining clauses in English. According to Gerot&Wignell (1994:92) taxis refers to the dependency status of the clauses in a clause complex. The term hypotaxis is used to refer to relationships in which one clause in dependent on another. On the other hand, the term parataxis is used when one clause follows on one from another.

A good organization of parataxis and hypotaxis in clause complexes in a paragraph will make the paragraph coherent. The term parahypotaxis (Henceforth: P-H) was first introduced by Sorrento (1929; 1950) and is still commonly used by Romance linguists. It designates sentences containing a proleptic dependent clause, with the main clause preceded by a coordinator (Farikah 2016).

Based on the observation in SMK Bandar Sungai Buaya Malaysia, the writer decide to analyze the use of hypotaxis and parataxis construction relation in descriptive text written by first graders of SMK Bandar Sungai Buaya Malaysia, since the students often got difficulties in writing, especially descriptive text. They were often confused in writing that text. They also got difficulty to convert the concrete things into a written form.

The lack of vocabulary also becomes the next problem which makes the students got difficulty in developing clauses into sentence. In writing paragraphs, their word choice was not always good, since they had very limited vocabulary. Besides, the students also did not try to keep the new vocabulary that they got by noting it, so their vocabulary mastery did not increase at all.

Another problem faced by the students in composing a descriptive text is to make coherent form of paragraph with correct grammatical structure inside. It means that the students should understand and apply the clause complexes in grouping the ideas between one sentence and another or between one paragraph and another one. They also should pay attention on their grammatical structure such as using the appropriate tenses, plural or singular form, etc.

Besides, the teacher also gave the limited portion in teaching writing and also gave less attention to the students who made mistakes in term of grammar. In addition, the students were often passive in the class. If they did not understand, they prefered silence to ask for question to the teacher.

Methodology

The research belongs to qualitative research because the data were presented and explained without searching or explaining the correlation between the variables. This research only used one variable. Moreover, this research is classified as descriptive research because the data were presented descriptively by following Gerot&Wignell (1994) theory about taxis and logico-semantic relation, especially the types of taxis and logico semantic relation which are used in descriptive texts written by the first grader of SMK Bandar Sungai Buaya Malaysia.

The subjects of this research are the students from 1 Muzik class of SMK Bandar Sungai Buaya in the year 2017. They consist of 17 students with different writing ability.The writer takes the descriptive text in English class section of the first graders, that is 1 Muzik class. There are 17 texts in this case, which the writer gets from the teaching learning which is conducted by teacher. She teaches about "Stand By Me" topic which told about my best friends.

The unit of analysis in this research are the elements of taxis and logico-semantic relation on the clause level in the descriptive text written by first graders of SMK Bandar Sungai Buaya Malaysia in the year 2017.

The setting of the research is 1 Muzik class of SMK Bandar Sungai Buaya Malaysia which is located in Jalan Kesumbarsari 2, Rawang, Selangor, Malaysia.

Collecting data is the most essential step in conducting a research. Therefore, the writer uses an appropriate technique to collect the data, that is documentation technique. The data gathered are the students' descriptive text and the teaching learning photos. At the first, the writer joins the teaching learning process in 1 muzik class of SMK Bandar Sungai Buaya, since they got difficulties in compiling coherent paragraphs. Then, the writer observes the teaching learning from beginning until the end. The last, the writer asks for permission to the teacher to have students' writing products.

In this research, the writer analyze the data by justifying the result of the data analysis through the theory of taxis and logico-semantic relation. The procedures of the data analysis are:

The writer reads the students' writing products through selection process. From 30 students, the writer finds 17 texts which are included in descriptive text criteria. The criteria of descriptive text is based on Hammond, et al. (1992) theory. They say that descriptive text consist of two parts, namely identification and description. The function of identification is to identify the person,

place or thing to be described. Meanwhile, the function of description is to describe the parts, quantities and characteristics.

Then, the writer classifies the sentence inside students writing into clauses. Each clause will be marked using these symbols C1, C2, C3 etc. based on the clause complex analysis rules from Gerot&Wignell (1994).

Next, the writer identifies the taxis that is appeared on students descriptive texts and classifies the use of taxis into its types by using Gerot&Wignell (1994) theory. The taxis is divided into parataxis and hypotaxis. In classifying parataxis, the writer classifies clauses which can stand on by its own, meanwhile in classifying hypotaxis the writer classifies clauses which dependent on the others. Besides, the writer also analyze whether there is expansion or projection between the clauses. Next, the writer identifies and classifies types of logico-semantic relation which are appeared on students' descriptive text. The logico-semantic relation consist of expansion and projection. On the other hand, expansion is divided into elaboration, extension and enhancement, meanwhile projection is divided into locution and idea.

Finally, the writer counts the percentage of occurrence of students' parataxis, hypotaxis, and logico-semantics construction as follows:

$X = (\sum E)/(\sum T) \times 100\%$

X : The persentage of acquisition

E : Various kinds of response

T : The total items

(Hadi 1986:157)

Finding(s) and Discussion

Taxis is the interdependency system that occurs in clause complex. It has two constructions, they are hypotaxis construction and parataxis construction. The taxis construction is only identified in text 1 until text 13, while the text 14 until text 17 has no taxis constructions because they are built by simple sentences. Among the 380 times occurrence of clauses, there are 187 (49.21%) clauses which are indicated as clause complexes. The rest are belong to simple sentences (188 times or 49.47%) and fragments (5 times or 1.32%) fragments. Furthermore, taxis appears 214

times or 56.32% which the hypotaxis construction is in the first position then it is followed by parataxis construction.

Hypotaxis construction appears 136 times or 35.79% in 13 texts from 17 texts. Clause complexes combine not only with taxis constructions, but also with logico-semantic relation. It consists of expansion and projection. The expansion is divided into three parts, they are elaboration, extension and enhancement, meanwhile projection is divided into locution and idea. The logico-semantic relation occurs 115 times or 30.26%. Among those occurrences, expansion is in the first position then it is followed by projection.

Expansion links processes by providing additional information. It appears 103 times or 89.57% for the whole occurrences. In hypotaxis construction, it appears 65 times or 56.52%, meanwhile in parataxis construction it appears 38 times or 33.04%.

Expansion is divided into three types such as elaboration, extension and enhancement. The most frequent type of expansion is enhancement. Enhancement appears 47 times or 40.87%. The second position is extension. It occurs 38 times or 33.05%. The last one is elaboration. It appears 18 times or 15.65%.

Elaboration is the process of adding more information or adding details which involves four relationships: specifying in greater detail, restatement, exemplification and comment. It occurs 18 times or 15.65% for the whole occurrences. Furthermore, it only occurs in hypotaxis construction and there is no elaboration can be found in parataxis construction.

The occurrences of elaboration can be identified through the words *that* and *who* which occur because of the restatement from the previous clause.

Extension is extending the meaning of one clause by adding something new. It occurs 38 times or 33.05% for the whole occurrences. There is no expansion found in hypotaxis construction, so that the whole occurrences of extension only can be found in parataxis construction. They can be found through the words *and* and *but*.

Enhancement is giving the circumstantial relationships where the circumstantial information is coded as a new clauses. It occurs 47 times or 40.87% for the whole occurrences. Furthermore, it only occurs in hypotaxis construction and there is no elaboration can be found in parataxis construction. The occurrences of enhancement can be identified through the words *when, while, whenever, since, if, although* and *because* which occur because of the circumstantial relationship.

Projection links clauses by having one process projected through another either by quoting or reporting. It appears 12 times or 10.44% for the whole occurrences. In hypotaxis construction, it appears 7 times or 6.08%, meanwhile in parataxis construction, it appears 5 times or 4,35%. Projection is divided into locution (verbal process) and idea (mental process). Locution appears more frequently than idea. From the whole occurrences, it appears 7 times or 6.08%. Meanwhile, idea appears 5 times or 4.35%.

Locution (verbal process) is the process of saying. It occurs 7 times or 6.08% from the whole occurrences. In hypotaxis construction it appears 2 times or 1.29%, meanwhile in parataxis construction it appears 5 times or 4.35%. The locution here is mostly identified through the word *said*.

No	Texts	Frequency	Percentages
1	Text 5	1	14.29%
2	Text 7	2	28.57%
3	Text 9	1	14.29%
4	Text 10	1	14.29%
5	Text 11	2	28.57%
	Total	7	100%

Table 1. Number Occurrences and Percentages of Type
of Locution in Descriptive Texts

Idea (mental process) is the process of sensing, such as feeling, thinking and perceiving. From the whole occurrences, it appears 5 times or 4.35%. There is no idea found in hypotaxis construction, so that the whole of idea's occurrence can only be found in parataxis construction. Its occurrence can be identified through the word *think* and *believe*. This type only occurs in some texts as follows:

No	Texts	Frequency	Percentages
1	Text 6	2	40.00%
2	Text 10	1	20.00%
3	Text 11	2	40.00%
	Total	5	100%

Table 2. Number Occurrences and Percentages of Type

of Expansion in Descriptive Texts

The Dominant Type of Taxis and Logico-Semantic Relation Used by the Students

Based on the above descriptions, it can be known that there are 187 ties of clause complexes which combine with taxis and logico-semantic relation system. There are 214 ties of taxis constructions and 115 ties of logico-semantic relation. The following tables show the number of occurrence and percentage of types of taxis and logico-semantic relation.

Ties	Hypotaxis Construction	Parataxis Construction	Total
Frequency	136	78	214
Percentage based on total	63.55%	36.45%	100%

Table 3. Number Occurrences and Percentages of Taxis Used

in Descriptive Texts

Ties	Expansion			Projection		Total
	Elaboration	Extension	Enhancement	Locution	Idea	
Frequency	18	38	47	7	5	115
Percentage based on total	15.65%	33.05%	40.87%	6.08%	4.35%	100%
Total	89.57%			10.43%		100%

Table 4. Percentages of Logico-Semantic Relation Used in Descriptive Text

Hypotaxis construction is more frequently used in students' descriptive text than parataxis construction. It appears 136 times or 63.55%, while parataxis construction only appears 78 times or 36.45%. Moreover, the logico-semantic relation that is frequently used is expansion, which appears 103 times or 89.56% times. In addition, the expansion that dominantly occur belongs to enhancement type, in which it occurs 47 times or 40.87%. On the other hand, projection type is only used 12 times or 10.43%.

Conclusion(s)

Based on the descriptions and discussions in the previous chapter, the writer draws conclusions as follows:

1. From 17 descriptive texts written by the students, there are 13 texts which combine with taxis system or interdependency systems. It has two constructions, they are hypotaxis and parataxis construction. The hypotaxis construction is more frequently occured than parataxis construction. It appears 136 times or 63.55%, meanwhile parataxis construction only appears 78 times or 36.45%.

2. The occurrence of taxis construction in descriptive texts also combines with logico-semantic relation system which appears 115 times or 30.26%. It also has two sub categories, namely expansion and projection. The expansion type is more frequently appears than projection type. It appears 103 times or 89.56%. On the other hand, projection only appears 12 times or 10.43%. The occurrence of expansion type is followed by elaboration, extension and enhancement. The occurrence of enhancement is on the first position, it appears 47 times or 40.87%. Then the second position is extension, which appears 38 times or 33.04% and the last one is elaboration (18 times or 15.65%). Furthermore, the occurrence of projection type is followed by locution and idea. The locution appears 7 times or 6.08%, meanwhile the idea appears 5 times or 4.35%.

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