LOGICO-SEMANTIC RELATION OF CLAUSES USED IN ANALYTICAL EXPOSITION WRITTEN BY THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT

Rizka Yuniar
English Department, Faculty of Education and Teachers Training, Tidar University
Indonesia
rizkayu18@gmail.com

Abstract

In Indonesia, English language teaching concerns with text or genre. Consequently, systemic functional linguistics is important to apply in writing a text. However, students have difficulties of grammar, vocabulary, and how to construct word into syntactical construction. Students only concern with how to compose a text however it contains meaningless clauses. The writer is interested to choose a problem of constructing clause complex as source of the research. The objectives of this research are to identify the kinds of logico-semantic relation and to analyze the logico-semantic relation of clauses mostly used in analytical exposition written by the third semester students of Tidar University in the academic year 2017/2018.This study applies descriptive qualitative research which consists of detail description and explanation of logico-semantic relation of clauses in students' writing. In conducting this research, the writer collected the documentation of students' writing about analytical exposition. The data were analyzed by classifying the clauses and identifying kinds of logico-semantic relation proposed by Halliday and Matthiessen (2014). Based on data analysis, it can be concluded that the analytical exposition texts analyzed in this research contain more logico-semantic relation of clauses such as expansion (elaboration, extension and enhancement) and projection (locution). It is noticed that expansion of enhancement is mostly used in the texts with 31 times or 41.89% of total occurrance and although the texts still need improvement in making a clause complex.

Keywords : *SFL, clause complex, logico-semantic relation.*

English consists of four language skills such as reading, writing, speaking and listening which are mastered by students. Winarsih (2013) emphasizes English language teaching is based on the concept that language is a system of choice by which writers can communicate certain functions allowing them to express their experiences, to interact with others, and to create coherent message. Consequently, writing is important for students to learn and communicate that functions to express their ideas, feelings and thought. The aspects of writing assessment are content, organization, vocabulary, syntax and mechanics. The students should pay attention to them in writing a text. Meanwhile, students often get difficulty to express their ideas because the lack of vocabulary so there is much vocabulary always used in their writing repeatedly. Besides, writing plays important roles in students' language mastery which contributes to their professional careers in the future.

The third semester students of Tidar University get the material of writing which is given by lecturer from syllabus of writing especially the lecture of writing 2 in teaching and learning process. The purpose of teaching writing is the students are expected to be able to differentiate and write a paragraph with apply the unity concept, coherence and cohesion. One of the contents of syllabus is students be able to write a paragraph of analytical exposition

with appropriate social function, schematic structure and language features also identify requirement minimum.

Moreover, writing is an ability to express ideas and organize ideas into a text with coherent and logically. The students are expected to make and construct some sentences into a good paragraph. In a sentence, there is relationship between one to another clause to make it meaningful. The group of words are consisting two or more clauses that is clause complex which linked by taxis and logico-semantic relations. The clause complex can combine two clauses in order to see the connection which is made by taxis and logico-semantic relations. When the students were making good organization in a paragraph with the kinds of logico-semantic relation would make the meaning of sentence is structured and the sentence in the paragraph coherent.

Another problem faced by the students in composing an analytical exposition related to use of logico-semantic relation. The students do not understand and apply the logico-semantic relation in making sentences coherent and meaningful between one sentence and another or between one paragraph and another one. They only concerned with how to make the text fully however it contains meaningless clauses. When composing a text, students also had limited time to practice writing English. As a result, they just copied a text from internet source without editing so it made them that cannot build, create, and develop a text.

Therefore, the students need to have ability in composing a clause in a text which used logico-semantic relation link two or more clauses in a sentence. The specific objectives of the research are defined as follows (1) to identify the kinds of logico-semantic relation and (2) to analyze the logico-semantic relation of clauses mostly used in Analytical Exposition written by the Third Semester Students of Tidar University in the Academic Year 2017/2018.

Oshima and Hogue (2006, p.265) defines writing as a process of creating ideas, organizing them writing a rough draft, and finally polishing the rough draft through editing and revisions. Besides, Brown (2001, p.347) describes that writing is a constructing process and needs to redo that process of writing, teacher has to lead the students into the proper stage in processing the writing. In writing, the writer should fulfill the aspect of a good writing they are content, organization, vocabulary, language use or grammar, and mechanics.

Whitfield (2000) mentions that exposition texts are written for the purpose of presenting a point of view in favor or against a specific topic. Goner (2009) also states that analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. Olson (2003:1) explains that analytical exposition is usually designed to explain, analyze, interpret, speculate, evaluate, persuade, or reflect. Napitupulu (2012:2) also adds, the communicative purpose of analytical exposition text is to argue that something is case. In addition, Hyland's opinion (2009) states an analytical exposition text begins with a statement outlining the writer's opinion on a specific issue.

Halliday and Matthiessen (2014, p. 88) defines a clause is as a unit in which meanings of three different kinds are combined. Three distinct structures, each expressing one kind of semantic organization, are mapped on to one another to produce a single wording. The clause is

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organized as a message by having a distinct status assigned to one part of it. Gerot and Wignell (1994:82) states that clause can be defined as the largest grammatical unit. It consists of a noun and a verb which may or may not be a complete sentence. A clause is a group of related words that contains both a subject and a predicator. Commonly, clauses are divided to be independent or main and dependent or subordinate clauses. Both of them have own function and characteristic in grammar. Gerot and Wignell (1994:83) explain there are some types of clauses such as independent clause, dependent clause, and embedded and Non-embedded clause.

According to Halliday and Matthiessen's idea (2014, p. 430), the term clause complex refers to the grammatical and semantic unit formed when two or more clauses are linked by tactic and logico-semantic relations. The clauses are linked to one another by means of some kind of logico-semantic relation to form clause complexes representing sequences of figures (or moves) that are presented as textually related messages. This is integrating of a series of events into a subsequence is a figure of narratives in general, including not only fictional stories but also narrative passages in biographical recounts, news reports and other kinds of text where past experience is construed in terms of a time-line.

Halliday and Matthiessen's idea (2014, p. 438) explain taxis are two clauses related as interdependent in a complex may be treated as being of equal status and unequal status. The taxis structure of complexes are relational in nature; they are kind of structure that have called unvariate (an iteration of the same functional relationship), to distinguish it from the multivariate (a configuration of different functional relationships) structures. The two degree of interdependency are parataxis and hypotaxis. Parataxis are clauses relate to each other that could stand alone as a complete sentence which labelled with an ordinary number (1,2,3). Hypotaxis are clauses relate to other clause in modifying relationship which labelled with Greek letters (α,β,γ). Meanwhile, Halliday and Matthiessen (2014, p. 438) state there is a wide range of different logico-semantic relations, any of which may hold between a primary and a secondary member of a clause. There are two fundamental relationships such as expansion (it relates phenomena as being of the same order of experience) which consist of elaboration (=), extension (+), enhancement (x) and projection (it relates phenomena of one order of experience (the processes of saying and thinking) to phenomena of a higher order (semiotic phenomena-what people say and think) which consist of locution (") and idea (').

Methodology
This is a descriptive qualitative research that explores the students' writing of analytical exposition in English Department. It tries to identify the detail description and explanation of the kinds of logico-semantic relation and to analyze the logico-semantic relation mostly used in students' writing of analytical exposition.

The subjects of this research were texts which were written by the third semester students in Writing 2 class of English Department, Faculty of Education and Teachers Training, Tidar University in the Academic Year 2017/2018. In this case, the writer took 14 analytical exposition texts from the students' task in Writing 2 made by the third semester students.

The writer carried out this study in English Department, Faculty of Education and Teachers Training, Tidar University in the Academic Year of 2017/2018. It was located in Kapten Suparman Street 39 Magelang post code 56115.

The technique of collecting data in this research is documentation study. The writer took analytical exposition text written by the third semester students of Tidar University to be analyzed. The students wrote the analytical exposition text based on a topic.

Since the data is in the documentation of students' writing, the writer uses qualitative analysis. The procedures of data analysis cover collecting data, categorization, analysis and getting conclusion. The procedure are (1) Reading the students' writing task about Analytical Exposition text based on Hyland's (2009), (2) Classifying the clause based on the clause complex analysis rules from Halliday and Matthiessen (2014), (3) Identifying Kinds of Clause Complex (Taxis and Logico-Semantic Relation) Used in Analytical Exposition Text based on Halliday and Matthiessen (2014), and (4) Analyzing the most dominant of kinds of logico-semantic relation based on the formula: $X = \frac{\Sigma E}{\Sigma T} \, X \, 100\%$ (Hadi, 1968:157)

Finding(s) and Discussion

Data analysis in this part describes logico-semantic relation used in students' writing of analytical exposition that consist of expansion (elaboration, extension, and enhancement) and projection (locution).

Expansion (Elaboration)

There are 27 items or 36.99% of elaboration used in the analytical exposition texts by the students. Elaboration which is mostly used in the texts is hypotaxis. The following are examples of elaboration which are taken from text 2 and 3:

> *(1)   α   Even, they will imitate*
> *=β   what they are watching on the porn video.* (S10)
>
> *(2)   α   Many people like to consume fast food*
> *=β   that makes from this chickens without thinking about the effects and*
> *diseases.* (S9)

The word *what* in the first example above is identified as expansion (elaboration) and the word *that* in the second example is also identified as expansion (elaboration). Those word indicate for specifying in greater detail of clause complex.

Expansion (Extension)

There are 15 items or 20.55% of extension used in the analytical exposition texts by the students. Extension which is mostly used in the texts is parataxis. The following are examples of extension which are taken from text 13 and 14:

(1)   1   Although, the rider cross the way slowly,
+2   but the components of the motorcycle is going to be broke in the time. (S6)

(2)   1   In addition, most of schools support wifi
+2 and it will make the children easily to browse all they want. (S7)

The word *but* in the first example above is identified as expansion (extension) and the word *and* in the second example is also identified as expansion (extension). Those words indicate for giving an exception and adding some new element in a clause complex.

Expansion (Enhancement)

There are 31 items or 42.46% of enhancement used in the analytical exposition texts by the students. Enhancement which is mostly used in the texts is hypotaxis. The following are examples of enhancement which are taken from text 7 and 8:

(1)   α   It makes students uncomfortable
xβ   if they have to study full in their school. (S8)

(2)   α   They are polluting the environment,
xβ   because they make clogging ditches and causing flooding. (S4)

The word *if* in the first example above is identified as expansion (enhancement). The word *because* in the second example is identified as expansion (enhancement). Those words indicate for qualifying circumstantial of condition and cause in a clause complex.

Besides, the following are examples of enhancement in the parataxis which are taken from text 2 and 11:

(1)   1   Thus, in summary we must use gadget as wise asclever,
x2   so gadget has bad effect for children. (S13)

(2)   1   Whereas junk food is high calory,
x2   so it leads us to get obesity. (S5)

The word *so* in the first example above is identified as expansion (enhancement) and the word *so* in the second example is also identified as expansion (enhancement). Those words indicate for qualifying circumstantial of condition in a clause complex.

Projection (Locution)

There is 1 item of logico-semantic relations of locution which were used by students in writing analytical exposition texts. It has function to present a construction of wording. The following is the example of locution which taken from text 6:
(1)   α   It can not be denied
"β   that education is of the factors for increasing human source. (S4)

The word *that* in the example above is identified as projection (locution). Its word indicates for reporting something with verbal process.

Table 1. Types of Logico-Semantic Relations

Text	Types of Logico-Semantic Relations				
	Expansion			Projection	
	Elaboration	Extension	Enhancement	Locution	Idea
1	1 (,)	0	3 (if, because, because)	0	0
2	1 (what)	1 (and)	2 (so,when)	0	0
3	3 (that, which, that)	1 (and)	2 (before,because)	0	0
4	1 (that)	0	4 (so, if, when, when)	0	0
5	3 ((,), which, that)	0	2 (if, if)	0	0
6	1 (who)	1 (but)	3 (because, when, while)	1 (denied)	0
7	3 (for example, that, that)	1 (and)	4 (because, if, because, if)	0	0
8	2 (that, that)	1 (and)	2 (because, because)	0	0
9	3 (that, that, that)	3 (and, and, and)	0	0	0
10	2 ((,), who)	1 (but)	1 (because)	0	0
11	2 (that, that)	2 (but, and)	2 (because, so)	0	0
12	2 (that, that)	1 (and)	0	0	0
13	1 (that)	2 (and, but)	5 (when, when, when, when, because)	0	0
14	2 (why, that)	1 (and)	1 (when)	0	0
Total	27	15	31	1	0

Based on the description above, there are 74 logico-sematic relations or 100.00% of total number or logico-semantic relations, in which 73 items or 98.65% of expansion and 1 items or 1.35% of projection. Expansion (enhancement) is the most frequent type among all the types of logico-semantic relations which appears 31 times or 41.89%, it based on this calculation $\frac{31}{74} \times 100\%$.

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The second rank is expansion (elaboration) that is 27 times or 36.49%, it based on this calculation $\frac{27}{74}$ x 100%. The third position is expansion (extension) which occurs 15 times or 20.27%, it based on this calculation $\frac{15}{74}$ x 100%. Meanwhile, projection (locution) appears 1 times or 1.35%, it based on this calculation $\frac{1}{74}$ x 100%, and the last one is projection (idea) which has no percentage (0 times or 0.00%).

Conclusion(s)
CONCLUSIONS
Based on data analysis, there are two conclusions as follows. First, the kinds of logico-semantic relations in fourteen analytical exposition texts written by the third semester students, the total number of logico-semantic relations is 74 items or 100.00% in which 73 items or 98.65% of expansion and 1 items or 1.35% of projection. Expansion (enhancement) is the most frequent kinds among all kinds of logico-semantic relation which appears 31 times or 41.89%. The second rank is expansion (elaboration) which occurs 27 times or 36.49%. The third position is expansion (extension) which occurs 15 times or 20.27%. Meanwhile, projection (locution) appears 1 times or 1.35%, and the last one is projection (idea) which has no percentage (0 times or 0.00%).

Second, there are two kinds of logico-semantic relations in which expansion (elaboration, extension, and enhancement) and projection (locution). According to this research, logico-semantic relation consists of expansion and projection that concerned with how the ideas or meaning is structured in combination of clauses in clause complex.

Suggestions due to the finding of the research as explained above are presented as follows. For the readers, especially the lecture is supposed to give more explanation and knowledge to the students concerning logico-semantic relations by Halliday and Matthiessen (2014). It helps the students to compose and product structured and coherent text. Second, the students are expected to develop their quality in writing by learning more the logico-semantic relations so they can produce high quality writing. Besides, the writer suggests to the next researchers of the similar area to analyze more deeply about logico-semantic relation involving more subjects and different types of genre especially in written language. The writer really hopes that this research inspires other researchers.

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