

**THE LOGICO-SEMANTIC RELATION OF STUDENTS’
PRESENTATION IN ACCELERATION PROGRAM OF SMA
LABSCHOOL JAKARTA**

A Descriptive Study



*Building
Future
Leaders*

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ABSTRACT

LINDA PURTIKA DEWI. 2012. **The Logico-Semantic Relation of Students' Presentation in Acceleration Program of SMA Labschool Jakarta.** A Descriptive Study. Thesis. English Department, the Faculty of Languages and Arts, State University of Jakarta.

This study aims at investigating the kinds of taxis and logico-semantic relation of students' presentation in Acceleration Program of SMA Labschool Jakarta. The meanings represented in clause complexes are also analyzed based on the concept of relationship between clauses suggested by Halliday. The analysis of taxis and logico-semantic relation is necessary in order to catch a pattern of the clause complexity of the acceleration students. The observation video which was recorded in class K-12 was then transcribed and analyzed by means of analysis of clause complexes proposed by Gerot and Wignell. The findings in the study show that the clause complexity in the acceleration students' presentation is varied. In the first group consisting 4 female students, almost all kinds of taxis and logico-semantic relation found in their presentation, except hypotactic extension. In correspondence with the first group, the second group consisting 4 male students, has produced all kinds of relation except locution. From all group the type of taxis and logico-semantic relation most arises is paratactic elaboration. The analysis of meaning reveals that the dominant meaning is addition which appears from extension.

Key words: *taxis, logico-semantic relation*

ABSTRAK

LINDA PURTIKA DEWI. 2012. **Hubungan Logico-Semantic dalam Presentasi Siswa Program Akselerasi SMA Labschool Jakarta**. Studi Deskriptif. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk menginvestigasi jenis taksis dan hubungan *logico-semantic* dalam presentasi siswa Program Akselerasi SMA Labschool Jakarta. Makna yang terwakili melalui klausa kompleks juga dianalisis berdasarkan konsep hubungan antar klausa yang diusulkan Halliday. Analisis taksis dan hubungan *logico-semantic* dibutuhkan untuk mendapatkan pola kompleksitas klausa pada siswa akselerasi. Video hasil observasi kemudian ditranskripsi dan dianalisis dengan menggunakan analisis klausa kompleks dari Gerrot dan Wignel. Penemuan dalam penelitian ini menunjukkan bahwa kompleksitas klausa dalam presentasi siswa akselerasi bervariasi. Pada kelompok pertama yang terdiri dari 4 siswa perempuan, hampir semua jenis taksis dan hubungan *logico-semantic* ditemukan dalam presentasi, kecuali *hypotactic extension*. Sejalan dengan kelompok pertama, kelompok kedua yang terdiri dari 4 siswa laki-laki menghasilkan semua jenis hubungan kecuali *locution*. Dari semua kelompok jenis taksis dan *logico-semantic* yang paling sering muncul adalah *paratactic elaboration*. Analisis makna menunjukkan makna yang paling dominan adalah penambahan yang muncul dari hubungan *extension*.

Kata kunci: taksis, hubungan *logico-semantic*

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LPD

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CHAPTER I

INTRODUCTION

This chapter presents a background of a study which is related to logico-semantic relation of students' presentation in Acceleration Program of SMA Labschool Jakarta. The presentation also involves research questions, purpose of the study, scope and limitations, and the significance of the study.

1.1 Background of the Study

In expressing ideas through spoken or written language, people produce clauses as the representation of their ideas. Those clauses are combined to produce meanings which can be understood by others. The clauses which are logically connected is termed as 'clause complex'. Halliday (1994) states two basic systems which rule the relation of the clauses; taxis and logico-semantic relation. The theory is supported by Gerot and Wignell (1994) in which they also divide taxis into parataxis and hypotaxis, and state that the logico-semantic relation can be expansion (elaboration, extension and enhancement) and projection (locution and idea).

The study on logico-semantic relation which had been conducted is for instance the one by Dwi Rukmini (2010) which analyzed the logico-semantic relation of clause complexes in the abstracts of the final project reports produced by the English Department Students of Semarang State University. She found that the clause complexes made in the abstracts are of both parataxis and hypotaxis relation. The logico-semantic relations used are elaboration, extension,

enhancement and idea, while the locution projection is not found at all. The realization of them is relatively good but some errors such as voice, grammar, tenses are still made by the students. Another research conducted by Udom Srinon and Peter White also deals with clause complexity. They conduct study about clause complex analysis on Thai university students' English essays in a longitudinal genre based course. In the study, they compare the development of students' writing ability in text they produce before and after joining the course. The results show positive trend of developments in the use of semantic relations in the latter students' text in which they included rich conjunctive relations and lexical resources in their later texts compared to the pre-test texts.

In this study, the theory will be used to analyze a way of expressing ideas in form of oral presentation. Oral presentation is one of the various classroom speaking activities which are commonly used in teaching and learning language context. It is a kind of prepared talk, where students make a presentation of a specific topic. Such talk is different with usual conversation since it is prepared and made based on the concerned study of the topic done by the students (Harmer, 2008).

Through language used in presentation, students express their ideas. And to give a good presentation, they are required to have sufficient knowledge of what to say and how to organize the language. Mastering what to say or the topic being presented will enable the students to know the flow of ideas, while mastering how to organize the language will ease them to convey the ideas clearly to the audience.

Frequently, in a presentation students make use of slides which consist of points that represent the ideas they need to inform. Those points then will be elaborated through their oral presentation. In their presentation, students will produce clause complexes. Thus, to examine how the students develop their ideas presented in slides through their utterances, the logico-semantic relation analysis will be functional. Gerot and Wignell (1994, p. 162) also stated that in spoken language the content tended to be spread out over a number of clauses with complex logico-semantic relations among them.

In a teaching and learning context, teachers will find students with different characteristics and needs. Ones that need special treatment are called gifted and talented (G/T) students. This kind of students is different in terms of their intelligences, specific abilities, learning speeds, creative thinking and talents. Beisser (1998 as cited in Moore, 2005, p. 134) stated one of the numerous strategies which can be employed for them is acceleration in which they acquire faster-paced instruction for content, skills and processes.

In Indonesia, accelerated program is known as acceleration program. Based on statistic data, 100 % of graduates from acceleration program since 2000 until 2010 occupy in state university or abroad. Other achievement that has been achieved is the youngest graduate in 13 – 14 years old on 2003, 2004, and 2007. It is proved that those students have more abilities than other common students.

There are some characteristics of G&T students proposed by Moore. One of them is high verbal skill. He (2005, p. 131) stated that G&T students can

express complex ideas in unique and creative ways. This is what makes the writer interested in analyzing their strength on verbal skill by examining their oral presentations.

SMA Labschool Jakarta is one of the pioneers that hold acceleration program from 56 acceleration program that is held in Indonesia. Students of K-12 of Acceleration Program there will be the subject of the research.

Relevance to the background, the writer is aiming at analyzing how the students of K-12 of Acceleration Program in SMA Labschool Jakarta develop their ideas through clause complexes they produce by means of taxis and logico-semantic relation system.

1.2 Research Question

According to the background of the study above, the research questions in this research proposal are:

- a. What taxis and logico-semantic relation type most arise in the students' oral presentation?
- b. What are the logical meanings represented by the clause complexes produced by the students?

1.3 Purpose of the Study

The aim of this research is to investigate how the students develop their ideas written in the slides through their oral presentation. It includes the identification of the kinds of the taxis and logico-semantic relation produced by the students and the logical meanings of clause complexes in their oral presentations.

1.4 Scope and Limitation

The scopes of the study are the oral presentation of K-12 students of acceleration program in SMA Labschool Jakarta and the slides they provide. This study focuses on analyzing the taxis and the logico-semantic relation of clause complexes in the students' presentation, and the logical meaning analysis. In this study, the writer chose the oral presentation of two groups, each consists of four students.

1.5 Significance of the Study

This study is considered significant to enrich the study in the field of functional grammar, particularly in a clause complex analysis, in which this research focusing on the theory of taxis, logico-semantic relation, and logical meanings as well. The result gained from the study is to give information of how complex the language produced by acceleration students. This may be beneficial as a reflection of both teachers and students of acceleration program. Finally, it can be useful for those who want to conduct related studies.

CHAPTER II

LITERATURE REVIEW

This chapter provides bases for a study related to logico-semantic relation of students' presentation in Acceleration Program of SMA Labschool Jakarta.

2.1 Clause vs Clause Complex

Gerot and Wignell (1994) defined a clause as “the largest grammatical unit”, while a clause complex is “two or more clause logically connected”. They also add “a clause considered from the point of view of Transitivity, Mood, and Theme-rheme is a multivariate structure: that is, one made of units of different rank. A clause complex, on the other hand, is a univariate structure. A clause complex is comprised of two or more clauses logically connected, or put another way, a clause complex is a sequence of processes which are logically connected.” (Gerot, L. & P. Wignell , 1994).

From the description above, the clause complex can be defined as two or more clauses which are linked one to another to represent particular meanings.

2.2 Logical Meaning

As suggested by Halliday in the idea of metafunction of language, he stated that language encode three types of meaning; ideational, interpersonal, and textual meaning. Ideational meaning itself is divided into experiential and logical meaning. Since the focus of the study is the clause complex, the writer will focus on logical meaning which is embodied in the clause complex.

Logical meaning is a part of ideational meanings which functions to relate units of experience (Saragih, 2008). “The logical meaning is devoted to the clause complex. Thus, logical function occurs in a clause complex.” (Saragih, 2008, p. 45). Halliday (2004, p. 373) mapped out two basic systems that determine how one clause is related to another; they are: (i) the degree of interdependency, or taxis; (ii) the logico-semantic relation.

2.2.1 Taxis

Halliday (2004, p. 373) defines taxis technically as degree of interdependency; and the two different degrees of interdependency as parataxis (equal status) and hypotaxis (unequal status). Hypotaxis is the relation between a dependent element and its dominant, the element on which it is dependent. Contrasting with this is parataxis, which is the relation between two like elements of equal status, one initiating and the other continuing.

Saragih (2008, p. 45) simplifies the definition by stating that parataxis is a clause that has an independent status which means that clauses can stand individually. “Thus, a paratactic relation is one in which the clauses as in a clause complex can stand individually. In traditional terminology such a relation is commonly known as coordinating relation.” (Saragih, 2008).

Halliday (2004, p. 375) also states that any pair of clauses linked by interdependency, or taxis is called as a **clause nexus**. The choice between parataxis and hypotaxis characterizes each relation in clause nexus within a clause

The first relation is parataxis in *In pain, Kukul pulled out the arrow and headed for the river*. Both clauses are independent, with *In pain, Kukul pulled out the arrow* as the initiating clause and *and headed for the river* as the continuing clause. The second is hypotaxis. It is represented in clause nexus *and headed for the river to wash his wound* in which the clause *and headed for the river* as the dominant clause and followed by clause *to wash his wound* as the dependent clause.

2.2.2 Logico-semantic Relation

Gerrot and Wignell (1994, p. 89) stated that clauses can be joined through one of two logico-semantic relations: expansion/projection. Halliday (2004, pp. 376-377) explained 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 nexus. But it is possible to group these into a small number of general types, based on the two fundamental relationships of (1) expansion and (2) projection.

- (1) Expansion: the secondary clause expands the primary clause, by (a) elaborating it, (b) extending it or (c) enhancing it.
- (2) Projection: the secondary clause is projected through the primary clause, which instates it as (a) a locution or (b) an idea.

The system network of taxis and logico-semantic relation can be seen in the diagram below (Gerot, L. & P. Wignell, 1994, p. 93).

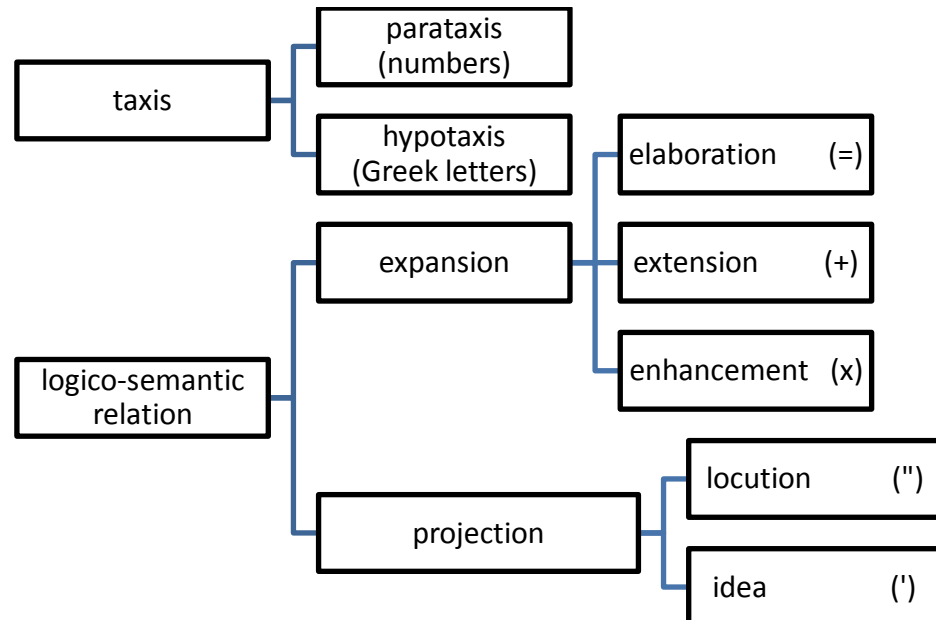


Diagram 2.1 The system network of taxis and logico-semantic relation

2.2.2.1 Elaboration

Elaboration is an expansion in which one clause elaborates the meaning of another clause by further specifying or describing it (Halliday, 2004, p. 396). The words which usually precede this clause is, such as: i.e., e.g., namely, etc. The codification used for this relation is the equal (=) sign for example (Making Sense of Functional Grammar, p. 89):

This stew is awful

= **it's too salty**

The clause in bold is the elaborating one. That clause gives detail information of the meaning elaborated. In the above example, the clause **it's too salty** elaborates *this stew is awful*. To decide the meaning of the clause

complexes in the students' presentation, the writer will refer to table made by Halliday (2004, p. 397).

Table 2.2 Paratactic and Hypotactic Elaboration

	Parataxis	Hypotaxis
Meaning	exposition, exemplification, clarification	Description
Realization	primary +secondary: tone concord	primary +secondary: tone concord
	secondary: often unmarked; may be introduced by i.e., e.g., viz. or other conjunctive marker	secondary: non-defining relative clause, either (i) finite introduced by wh-element, or (ii) non-finite

2.2.2.1.1 Paratactic Elaboration

Paratactic (notation 1 = 2). Halliday (p. 397) states that the blend of parataxis and elaboration results in three types; exposition, exemplification and clarification.

(i) Exposition. Here the secondary clause restates the primary clause by using other words, or just to support the message, for example:

||| She wasn't a show dog; || I didn't buy her as a show dog. |||

(ii) Exemplification. Here, the secondary clause develops the primary clause by making it more detail, often giving an example, for example:

||| Your face is the same [[as everybody else has]] || — the two eyes so, nose in the middle, mouth under. ||

(iii) Clarification. In this meaning, the secondary clause clarifies the primary clause by giving some comment, for example:

||| Tove Jansson was an artist || long before she began to write in the 1940s; || in that respect she was on the receiving end of both nature and nurture from her parents, || both of whom were well-known artists in Finland. |||

2.2.2.1.2 Hypotactic Elaboration

Hypotactic (notation $\alpha = \beta$). This is the combination of hypotaxis and elaboration in which the secondary clause functions to describe the primary clause, for example:

||| You followed them with The Greenlanders, || which seems to me more ambitious.|||

2.2.2.2 Extension

Extension functions as to extend a clause by adding a new information (Gerot, et al., 1994, p.90); the code used is a plus (+) sign. This clause is usually preceded by conjunctions, such as: and, but, dan or, for example;

Cisil can sing very nicely **and she also plays a guitar very well.**

+

The clause **she also plays a guitar very well** extends the meaning of the clause Cisil can sing very nicely. Cisil does not only play a guitar but sings very nicely. The table made by Halliday (2004, p. 405) will be a reference in deciding the meaning of the clause complexes.

Table 2.3 Categories of extension and principal markers

	Category	Meaning	Paratactic	Hypotactic	
				Finite	Non-finite
(i) addition	'and', additive: positive	X and Y	(both . . .) and; not only ... but also	while, whereas	besides, apart from, as well as
	'nor', additive: negative	not X and not Y	(neither . . .) nor	—	—
	'but', adversative	X and conversely Y		while, whereas	without

(ii) variation	‘instead’, replacive	not X but Y	but not; not . . . but	—	instead of, rather than
	‘except’, subtractive	X but not all X	only, but, except	except that	except for, other than
(iii) alternation	‘or’	X or Y	(either . . .) or (else)	if . . . not (. . . then)	—

2.2.2.2.1 Paratactic Extension

Paratactic (notation 1 + 2). The combination of parataxis and extension produces what is known as co-ordination clause. It is usually marked by and, nor, or, but. Halliday (2004, p. 406) suggests there are three major subtypes of paratactic extension; (i) addition, (ii) variation, and (iii) alternation.

(i) Addition. In this case, the clauses are simply joined without any temporal or causal implication. Addition falls into three subtypes — (a) ‘additive: positive’ (‘and’), (b) ‘additive: negative’ (‘nor’) and (c) ‘adversative’ (‘but’ — ‘and conversely’)

(ii) Variation. Here, one clause is presented as being in total or partial replacement of another. Variation falls into two subtypes — ‘replacive’ (‘instead’) and ‘subtractive’ (‘except’).

(iii) Alternation. Here one clause is presented as an alternative to another. Examples of clauses connected by the alternative relation:

||| Either you go ahead || and take the plunge || or you wait || till you think || you can afford it, || which you never will. ||

2.2.2.2.2 Hypotactic Extension

Hypotactic ($\alpha + \beta$). The combination of extension with hypotaxis also comprises (a) addition, (b) variation and (c) alternation, but with the extending clause dependent in form of finite or non-finite. The marker of the hypotactic extension can be seen from table 4.2 above.

2.2.2.3 Enhancement

Enhancement provides explanation on the circumstances of the clause, such as circumstance of place, time, cause ,etc. The code given to this clause is a multiplication (x) sign, for example:

I will visit you **soon after I completed this proposal**.

x

The clause **soon after I completed this proposal** explains when I will visit you. Table proposed by Halliday (2004, p. 411) will be a reference to decide the meaning of clause complexes.

Table 2.4 Categories of enhancement and principal markers

	Category	Meaning	Paratactic	Hypotactic		
				Finite	non-finite: conjunction	non-finite: preposition
(i) temporal	same time	A meanwhile B	(and) meanwhile; (when)	[extent] as, while	while in	(the course/ process of)
				[point] when, as B soon as, the moment	when	on
				[spread] whenever, every time	—	—
	different time: later	A subsequently B	(and) then; and+afterwards	after, since	since	after
	different time: earlier	A previously B	and/ but + before that/ first	before, until/ till	until	before
(ii) spatial	same place	C there D	and there	[extent] as far as	—	—
				[point] where	—	—
				[spread] wherever, everywhere	—	—
(iii) manner	Means	N is via/by means of M	and +in that way; (and) thus	—	—	by (means of)
	comparison	N is like M	and +similarly; (and) so, thus	as, as if, like, the way	like	
(iv) causal— conditional	cause: reason	because P so result Q	[cause^effect] (and) so; and +therefore			
			[effect^cause] for; (because)	because, as, since, in case, seeing that, considering		with, through, by at, as a result, because of, in case of
	cause: purpose	because intention Q so action P	—	in order that, so that	—	(in order/so as) to; for (the sake of), with the aim of, for fear of
	cause: result			so that	—	to
	condition: positive	if P then Q	(and) then; and+in that case	if, provided that, as long as	if	in the event of
	condition: negative	if not P then Q	or else; (or) otherwise	Unless	unless	but for, without
	condition: concessive	if P then contrary to expectation Q	[concession^consequence] but; (and) yet, still; but + nevertheless[consequence^ concession] (though)	even if, even though, although	even if, even though, although	despite, in spite of, without

2.2.2.3.1 Paratactic Enhancement

Paratactic (notation 1 x 2). The combination of parataxis and enhancement is also a kind of co-ordination but incorporated with circumstantial features. Some examples from Introduction to Functional Grammar by Halliday are taken below.

(i) temporal

same time

||| It's the Cheshire Cat: || now I shall have somebody to talk to. ||

later time

||| The three soldiers wandered about for a minute of two, || and then quietly marched off after the others. |||

The first category of enhancement is temporal which is marked by circumstance of time. In the example above, the clause *It's the Cheshire Cat* is enhanced by clause *now I shall have somebody to talk to*. Similarly, in the next example, the clause *The three soldiers wandered about for a minute of two* is subsequently enhanced by clause *and then quietly marched off after the others*.

(ii) spatial

same place

||| I ran downstairs || and there he was nearly fully dressed, all back to front. |||

The second category of enhancement is spatial which is signed by circumstance of place. In the above example, the sign of enhancement is realized by conjunction *and there*.

(iii) manner

means

||| Keep on subtracting the difference, || and in that way you will arrive at the correct figure. |||

comparison

||| Your body goes on changing every instant || and so does your mind. |||

The third category is manner which is divided into 'means' and 'comparison'. In the first example, *Keep on subtracting the difference* is a way of how to *arrive at the correct figure*, while in the second example the changing of the body is compared to the mind.

(iv) causal-conditional**cause: reason/purpose****(a) cause ^ effect**

|| In her books, Tove Jansson spoke initially to children, || so the hero is himself quite young. ||

(b) effect ^ cause

|| It is amazing [[how effective this system is]], || for the tower stays as stiff as a ram-rod even in the most blustery conditions. ||

condition: positive

|| That would save a fortune || and then we'd have the cash [[that we need to, you know, go on to the next step]].

condition: negative

|| This is very much essential, || otherwise a lot of time is usually wasted for sighting the staff. ||

condition: concessive**(a) concession ^ consequence**

|| Through mounting irritation I kept telling him that I needed a cure for my son and nothing for myself; || still I answered his questions with all the politeness I could muster. ||

(b) consequence ^ concession

|| Well, because I've done a lot of television, || I'm sort of a generalist. || I'm not a pastry cook, || but I've had to learn a certain amount about it. || I'm not a baker, || though I've had to learn how to do it. || I'm sort of a general cook. ||

The last category of enhancement is causal-conditional which classified into cause: reason, cause: purpose, cause: result, condition: positive, condition: negative, and condition: concessive. All of the above examples can be considered as enhancement of causal-conditional category through 'enhancing' mark stated in the clauses, like *so*, *for*, and *then*, *otherwise*, *still* and *though*.

2.2.2.3.2 Hypotactic Enhancement

Hypotactic (notation $\alpha \times \beta$). "The combination of enhancement with hypotaxis gives what are known in traditional formal grammar as 'adverbial clauses'. As with parataxis, these are clauses of time, place, manner, cause, and condition." (Halliday, 2004). Below are examples of this relation.

(i) **Finite.** One clause is dependent to another clause in this type. Each category also has own enhancing conjunction. The following are some examples of hypotactic enhancing clauses which are finite:

(a) time

||| Moomintroll, that chubby, cheerful being, came into existence as a family joke || when Tove Jansson was a young girl |||.

The example above is marked with ‘when’.

(b) place

||| As a result, disagreement is carried out in the absence of an audience, || where ideological and performance changes may be made without the threat of damage to the goals of the team, as well as the character of the individual. |||

This example is signed by ‘where’.

(c) manner

quality

||| Limestone can form in many ways || as shown in Table 4-4. |||

comparison

||| He just shakes his head || and shoves it at her again || and says || ‘Give Massin,’ || as if he knew | there’d be no problem at all. |||

means

||| These theories include the solar theory, || where by periodically the amount of nitrogen compounds is enhanced. |||

In manner category of finite clause, besides ‘means’ and ‘comparison’, there is an additional type which is quality. In quality type, the enhancing clause can be marked with as like in the example above.

(d) cause-condition

cause: reason

||| Gradually, they outgrow their baby shoes || — if the expression is pardoned, || as Snufkin is in fact the only one of them [[who uses footwear at all]]. |||

cause: purpose

||| Everyone at VES is working hard || to change the law || so that we will have voluntary euthanasia legalized in England within the next five years. |||

cause: result

|| After that, the ozone hole developed rapidly, especially after September 5,
|| so that by October 5, the ozone over the middle of Antarctica had dropped from 320
Dobson units (DU) to 120 DU. ||

concession

|| Even though it was a somewhat silly book about the grand passions of
college students, || it really was a novel. ||

condition: positive

|| If I had a different view, || then perhaps I would write more novels. ||
(internal condition: 'I'm telling you in case . . .')

|| If it is not too personal an inquiry, || what limits do you set as an
acceptable 'quality of life' for yourself? || (internal condition: 'I'm asking you in case . . .')

condition: negative

|| You will cherish them on your bookshelves for a long time — || unless, of
course, someone borrows them || and somehow 'forgets' to return them. ||

The classification of clause-conditional category is the same as
the paratactic enhancement. The difference is in the marks used in the
clauses, like illustrated in the examples above. The marks can be seen in
table 2.4.

(ii) Non-finite. Some examples of non-finite enhancing clauses.**(a) Enhancing relationship explicitly marked by a structural conjunction or conjunction:****time**

|| Follow the pathways around the landscaped gardens and over bridges ||
before resting at the Tea House || where the scent of lotus flowers mingles with that of
freshly brewed tea and traditional cakes. ||

concession

|| Similarly Mr. G. S. Sawhney, largely due to the recommendation of Mr.
K. K. Shah, then Governor of Tamil Nadu, was transferred from Collector of Customs,
Bombay, || to become Director of Revenue Intelligence, || despite having himself been
under investigation by the CBI || and having been listed as a suspect in the Directorate of
Revenue Intelligence. ||

condition

|| I've found || that I can't go more than three days || without doing
something physically invigorating, || because it makes me uptight and tense. ||

manner: means

|| Bacteria can also aid chemical precipitation of calcite || by making the
water more alkaline. ||

(b) Enhancing relationship left implicit:**time**

||| Catch a ride on the monorail to the ritzy shopping centre of Sydney, || taking in the Queen Victoria Building and Centrepont on the way. |||

cause: reason

||| This view was not empirically based, || having arisen from an a priori philosophy. |||

cause: purpose

||| He grew up in an orphanage || and ran away from it || to seek Freedom and Adventure. |||

cause: result

||| He was taken away from the city, ||| never to be seen again. |||

Note that non-finite clauses may be explicitly marked and left implicitly. To decide that the relation is enhancement, it can be considered from the mark in clause or the meaning behind the clause. To add, the non-finite dependent clause without a Subject is interpreted by reference to the Subject of the dominant clause.

2.2.2.4 Projection

Projection is joining two clauses or more by considering the clause being projected, whether it is locution or idea. When what is projected is locution, the code given is double apostrophes (“”). The word precedes this clause is usually a verbal process, such as: say, state, tell, explain, etc.; for example:

The researcher stated “**that the research’s scope was throughout Indonesia.**”

When what is projected is an idea or thought, the word precedes this clause is a mental process, such as: think, imagine, see, feel, etc., and the code is single apostrophe (’); for example:

The doctor saw **‘that the symptoms refer to paranoid’**.

The following table is suggested by Halliday (2004, p. 445) which includes the speech function of projection and the example.

Table 2.5 Projection of propositions and proposals

Type of projecting process	Projected speech function	Quote paratactic 1 2	Report hypotactic α β
idea ‘mental	major: proposition	1 ‘2 She thought, ‘I can’ [Section 7.5.3, p. 453]	α ‘ β She thought she could [Section 7.5.2, p. 448]
	major: proposal	He willed her ‘Do’ [Section 7.5.4, p. 457]	He wanted her to do [Section 7.5.4, p. 457]
locution “verbal	major: proposition	1 “2 She said, “I can” [Section 7.5.1, p. 445]	α “ β She said she could [Section 7.5.3, p. 453]
	major: proposal	He told her “Do” [Section 7.5.4, p. 457]	He told her to do [Section 7.5.4, p. 457]
	Minor	1 “2 She said, “Wow!”	—

In relationships of expansion, Gerot and Wignell (1994, p.94) explained both the taxis and logico-semantic relationship can be identified through the marker which join the clauses, for example:

	Elaborating	Extending	Enhancing
Paratactic	that is to say	and, but	so, then
	or (rather)	not only	for, thus
	in other words	but also	or else
	for example	Except	Still
	for instance	or, yet	Otherwise
	in fact, like		
Hypotactic	Which	Whereas	as, while
		While	when, where
		Instead	Because
		Besides	even though

rather than

Despite

2.3 The Characteristics of Spoken Language

Comparing spoken language with written language, Gerot and Wignell (1994, p. 158) argue that spoken language is typically more dependent on its context than written language is. In terms of grammatical intricacy, they also add that “in spoken language the content tends to be spread out over a number of clauses with complex logico-semantic relations among them”. The amount of content words such as nouns, verbs, adjectives, and adverbs tends to be low in spoken language but the number of clauses per clause complex quite high.

The focus in the study is a clause complex. It is also stated that since clause complexes in natural spoken language can expand to a dozen or so clauses, the relationship among the clauses can be very complex mixture of all of kinds of taxis and logico-semantic relation.

2.4 Oral Presentation

Oral presentation is one of speaking activities that is commonly used in English language learning context. It is defined as a method to show knowledge, give a lecture, be tested in a classroom, and build confidence to speak to an audience (Hall). Presentation is also defined as verbal report presented with illustrative material, such as slides, graphs (presentation). It is a kind of prepared talk, where a student (or students) makes a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation;

because they are prepared, they are more ‘writing like’ than this. However, if possible, students should speak from notes rather than from a script (Harmer, 2008).

Based on syllabus of Acceleration program of SMA Labschool Jakarta, presentation is included as one of the assessments that are used to measure the speaking ability of students. It is written in *Standar Kompetensi* number 2, that is “*Mengungkapkan makna dalam public speaking dalam konteks akademik*”. More detail can be seen in Basic Competence 2.2, that is “*Mengungkapkan makna dalam konteks public speaking seperti debat dan presentasi.*”

2.5 Acceleration Program

Acceleration program is one of the implementation of constitutional law National Educational System No.20 year 2003 article 5 verse 4, “*bahwa warga Negara yang memiliki kecerdasan dan bakat istimewa berhak memperoleh pendidikan khusus*”. Acceleration program is a program that particularly made for students who has gifted and talented (G&T) potential. Acceleration program is different from regular program in terms of curriculum and time. In acceleration program, the education can be finished more quickly. It means the elementary students can be graduated after 5 years and for a high schooler after 2 years. SMA Labschool Jakarta is one of the institutions that contribute in serving and accommodating the gift and talented kid in the form of accelerated since 2000 until now.

2.6 Theoretical Framework

Spoken language is different from written language in terms of its characteristics. Its content tends to be realized in a number of clauses with complex logico-semantic relation among them (Gerot, L. & P. Wignell, 1994, p. 158). The logico-semantic relation is a system which rules the relation of clauses that have logical connection called a clause complex. How one clause is related to one another is also determined by system of interdependency called taxis. Both taxis and logico-semantic relation can be joined to analyze how people develop their ideas through language which is realized in clauses that they produce.

The taxis are divided into parataxis and hypotaxis. In parataxis, each clause in clause complex can stand individually, one initiating and other continuing, while in hypotaxis one clause is dependent to the other clause. On the other hand, the logico-semantic relation is classified into expansion consisting of elaboration, extension, and enhancement, and projection which consist of locution and idea.

In this study, the systems of taxis and logico-semantic relation will be used to analyze the clause complexes produced by acceleration students of SMA Labschool Jakarta in their oral presentation. In addition, the meanings carried out through their oral presentation will be discussed more by means of the kinds of taxis and logico-semantic relation the clause complexes belong to. By analyzing the taxis and logico-semantic relation of the clause complexes, it can be described the complexity of the language of the acceleration students.

CHAPTER III

METHODOLOGY

This chapter presents the methods used to collect and analyze data in the study. The presentation is done by first describing the design of the study which then followed by detail of procedures of collecting and analyzing data.

3.1 Research Methodology

In conducting the study, the writer uses descriptive analysis as the method. Descriptive analysis helps researchers plan and carry out descriptive studies, designed to provide rich descriptive details about people, places and other phenomena (Hall). Therefore, the results are the description of the taxis and logico-semantic relation and the logical meanings of the clause complexes produced by the acceleration students of SMA Labschool Jakarta in their presentation.

3.2 Data and of Data Sources

The data in this study is the transcription of acceleration students' presentation. The data sources are the final examination presentations in K-12 Acceleration Program of SMA Labschool Jakarta. The presentation slides are also used as data which indicate the beginning ideas of the presentation. The writer analyzed presentations from two groups, in which each group consists of 4 students. The number of the students in K-12 class is 14 students, hence the two groups can be considered as the representation of the class. The transcripts' taxis and logico-semantic relation system then was analyzed by the writer. The taxis

and logico-semantic relation types occur in the transcript are described and interpreted in the next chapter.

3.3 Research Procedures

3.3.1 Observe and videotape the final examination presentations in K-12 Acceleration Program of SMA Labschool Jakarta on March 2012.

3.3.2 Transcribe the observation recorded into written text.

3.3.3 Recheck the transcription result and match with the video.

3.3.4 Organize the transcription based on slides the students provide.

3.3.5 After grouping the transcription into table consist of points in slide and its clause complexes column, the writer analyzes the taxis and logico-semantic relation of them.

3.3.6 Determine the meanings of all relations.

3.3.7 Interpret the result of the analysis of taxis ad logico-semantic relation and the meanings.

3.3.8 Present a conclusion and recommendation of the findings.

3.4 Data Collecting Procedures

3.4.1. The writer observed and recorded the oral presentations of acceleration students.

3.4.2 The recording was transcribed into Latin symbols. The slides in the powerpoint was also retyped which can be considered as the beginning ideas of presentation.

3.4.3 After transcribing the recordings, the writer put the data into table in which the coloumn consist of number, points in slides, and the clause complexes. The analysis then is done in students' utterances one by one.

3.5 Data Analysis Techniques

The instruments used to analyze the data are the theories of the clause complex system of interdependency, the logico-semantic relation and the meanings of the clause complexes. Consequently the units of analysis are clause complex and clauses. Here, the focus of the study is non-embedded clauses. Gerot and Wignel defines non-embedded clause as a dependent clause, one which adds a kind of afterthought. Each of the data is firstly identified its clause complexes, then analyzed their system of interdependency and logico-semantic relation, and the logical meanings of the clause complexes.

When analysing clause complexes there are some steps proposed by Gerot and Wignell (1994, p. 96):

- List each clause vertically down the page, lettering each clause complex (A,B,C, etc) and numbering each clause in the clause complex (i, ii, iii, etc.)
- Display analysis on left-hand side of text
- Begin a new layer (indent) whenever there is a change in taxis or a change in logico-semantic relation

So, for example using these guidelines, step by step the clause complexes below are analysed as follows:

(A)(i) α Each level of government has its set duties
 (ii) = β which it must carry out

(B)(i) 1 α She never enjoys parties
 (ii) x β if her boyfriend's not there
 (iii) x 2 so we didn't invite her

After finishing the analysis of taxis and logico-semantic relation of the students' presentation, the writer decided the meanings represented in each relation. In determining the meaning, the writer used the concept of relationship between clauses proposed by Halliday. The kinds of meanings are provided in literature review.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of a study related to logico-semantic relation of students' presentation in Acceleration Program of SMA Labschool Jakarta. It is divided into two sections: data description and research findings, discussion, and interpretation.

4.1 Data Description

The data of the study are presentations of two groups consisting acceleration students in K-12 Acceleration Program of SMA Labschool Jakarta. Each group has 4 students and its own topic. There are two types of data which are taken from the presentations. First is slides containing points to be presented by the acceleration students and second the transcription of their presentation. The group 1 which consists of student 1, 2, 3, and 4 chose bullying as the main topic, while group 2 that consists of student 5, 6, 7, and 8 chose transportation. The transcription is then divided into some clause complexes based on the slide. In the analysis, the points in slides are considered as the beginning idea of the students' presentation and the focus of clauses in clause complexes is non-embedded clause one. Based on those data, the writer can analyze the types of taxis and logico-semantic relation produced by the students and the meanings represented in their clause complexes.

The first group consists of 4 female students and talks about Bullying. The result analysis of the first group reveals that there are 169 clause nexus produced

by the students with various kinds of relations. In the other hand, the second group consists of 4 male students who were presenting about Save the Energy: Transportation. The number of clause nexuses produced is 68. It is fewer than the first group. However, the kinds of taxis and logico-semantic relation in their presentation are also various.

4.2 Research Findings, Discussion and Interpretation

This part shows the findings, discusses and interprets the types of taxis and logico-semantic relation appear in the K-12 acceleration students' presentation of SMA Labschool Jakarta. The findings and discussion cover three types of expansion which are elaboration, extension, and enhancement, and projection.

1. Elaboration

This type of logico-semantic relation consists of clause that functions to specify or describe another clause. Finding in the analysis of the first group presentation, from 169 clause nexus, there are 65 elaborations which are divided into 58 paratactic elaborations and 7 hypotactic elaborations. Furthermore, in those paratactic elaborations, the meanings are 8 exposition, 20 exemplification and 32 clarification, while in hypotactic elaboration, there are 5 descriptions.

Paratactic elaboration consists of clauses that can stand independently but are related one to another. If the meaning is exposition, the secondary clause only restates the primary clause using other words. To illustrate, in the clauses:

- (i) 1 Because they are . . . they . . . they like, they give the . . . they give the people . ehm the feeling that they want to be bullied, like that
- (ii) = 2 So, like they're provoking to be bullied

The clause *because they are . . . they . . . they like, they give the . . . they give the people . ehm the feeling that they want to be bullied, like that* is restated by clause *so, like they're provoking to be bullied*. Here, the speaker only wants to elaborate the previous statement by giving another statement which has the same meaning as the previous.

Then, in exemplification, the secondary clause develops the primary clause by making it more detail, often giving an example, like in the clauses:

- (ii) 1 First it's happening anywhere
- (iii) = 2 It could be in this school
- (iv) = 3 it could be in the office
- (v) = 4 or it could be in the kids play

The clause *it's happening anywhere* is exemplified by clauses *it could be in this school, it could be in the office or it could be in the kids play*. The word 'it' here refers to **the bullying**, the topic of the presentation. The speaker elaborates the first clause by giving examples. She elaborates 'anywhere' by 'school, office and kids play'. This type of meaning can also be explicitly marked by 'for example', 'like', and etc, like in the following clauses:

- (i) 1 So, and the third one is psychological
- (ii) = 2 The psychological bullying is like when you shout other person
- (iii) = 3 like you don't be friends with them

If the meaning is clarification, the secondary clause clarifies the primary clause by giving some comments. It can be illustrated by the following example:

- (i) 1 First the defenseless is . . . we can see in here . . . meek and weak, cautious cries easily, physically weak, lack social skills and few friends
- (ii) = 2 this is typically the . . the most person who are bullied
- (iii) = 3 they're very very very weak
- (iv) = 4 they cannot defend themselves like that

The defenseless are more clarified by clauses *this is typically the . . the most person who are bullied, they're very very very weak, they cannot defend themselves like that*. The speaker gives some comments of the characteristics of the defenseless.

Hypotactic elaboration consists of clause that is dependent to the dominant clause. The meaning is only description. The example in the first group presentation is the following:

- (i) α And then there is the bystanders
- (ii) = β who just see
- (iii) “ 2 “ohh they're bully, okay, just go now”

The bystanders is described by clause *who just see “ohh they're bully, okay, just go now”*. Here, the clause is marked by the connective ‘who’.

Finding in the analysis of the second group reveals that from 68 clause nexus, there are 28 elaborations, which are divided into 18 paratactic elaborations and 10 hypotactic elaborations. In paratactic elaboration, the meanings are 3 exposition, 8 exemplification and 7 clarification, while in hypotactic elaboration,

there are 10 description. The following is the example of exposition occurring in the second group presentation:

- (i) 1 and most of them are motorcycles
- (ii) = 2 as we see in the traffic
- (iii) = 2 we are.. we see a lot of motorcycles

The clause *and most of them are motorcycles* is elaborated through the clauses *as we see in the traffic, we are....we see a lot of motorcycles*. Here, the speaker only restates the previous clause. Then, the example of exemplification in the presentation:

- (iv) 1 why we choose transportation because transportation is one of the biggest problems in Jakarta
- (v) xβ As we see here
- (vi) α = 2 the amount of vehicles in Jakarta always increase each year

The speaker develops the clause *the transportation is one of the biggest problems in Jakarta* making it more specific by the example *the amount of vehicles in Jakarta always increase each year*.

The next is the example of clarification in second group presentation:

- (i) 1 there are a lot of traffic jam in Jakarta such kind of in Kuningan, Setiabudi and Semanggi and etc...etc....
- (ii) = 2 There are 747 traffic jam spots in Jakarta

The clause “there are a lot of traffic jam...” is made more specific by stating that there are 747 traffic jam spots in Jakarta. It is a clarified elaboration.

Besides the paratactic elaboration, there is also hypotactic elaboration in the second group presentation which carries meaning of description. This is the example:

- (i) α and traffic jam usually occurs in the morning
- (ii) $=\beta$ when the people go to their place they work

The time in the morning in which traffic jam usually occurs is elaborated by clause “when the people go to their place they work”. It is an elaboration in type of description.

2. Extension

The type of extension functions to extend a clause by adding new information. It can also be divided into paratactic extension and hypotactic extension. In the first group, it is found that from 34 extensions, all of them are paratactic extension. The meanings carried by them are 33 additions and 1 alternation. In addition type, the clauses are simply joined without any temporal or causal implication. The following is the example:

- (xii) 1 Everybody knows
- (xiii) + 2 and I’m sure that everybody ever heard bullying
- (xiv) + 3 but only a few people that really understand about bullying is

The other reason the speaker chooses the topic of bullying is because everybody knows and she is sure that everybody ever heard bullying but only a few people that really understand about bullying is. There are two types of addition in the above example, additive positive which is marked by ‘and’, and adversative which is signed by ‘but’.

In alternation, one clause is presented as an alternative to another clause.

Here is the instance:

- | | | |
|-------|-----|--------------------------|
| (iii) | | so you can intimidate |
| (iv) | 1 | like hit a person |
| (v) | = 2 | or kick |
| (vi) | = 3 | or injure them like that |
| (vii) | = 4 | or intimidating |

The clause *hit a person* is alternated by *kick or injured them like that or intimidating like calling the names*.

In the second group, there are 16 extensions which are separated into 13 paratactic extension and 3 hypotactic extension. From 16 extension, there are 15 addition and 1 alternation. The following is the example of addition:

- | | | |
|--------|----|---|
| (vii) | 1 | In 2011 we have more than 11.4 million vehicles |
| (viii) | +2 | and most of them are motorcycles |

The speaker adds the information that most of the vehicles are motorcycles. It is an extension which types is 'additive positive'. Another example is adversative:

- | | | |
|------|-----|---|
| (i) | 1 | The first one is Three in one Waterway and metromini and angkot |
| (ii) | + 2 | but all of them is failed |

The strategy to maintain the traffic jam like three in one, waterway, metromini and angkot is considered to be failed by the speaker. There are also clauses which join the meaning of addition and alternation:

- | | | |
|-------|---------------|--|
| (i) | 1 | so we maybe, we can help to decrease air pollution |
| (ii) | + 2 | and we can help to the school for example by using bicycle |
| (iii) | + 3 x β | or maybe if you don't have bicycle |
| (iv) | +3 | α α you can use the facilities |
| (v) | +3 | = β that school already provide just as the school buses |

The clause *we can help to decrease air pollution* is added by clause *and we can help to the school for example by using bicycle* and is alternated by clause *or maybe if you don't have bicycle you can use the facilities that school already provide just as the school buses.*

The example of hypotactic extension found in the presentation is:

- | | | | |
|--------|----------|----------|--|
| (vi) | α | α | when we use our own vehicles |
| (vii) | x | β | to go to some places |
| (viii) | + | β | instead of using public transportation |

The time we use our own vehicles is contrary to using public transportation. It is marked by 'instead of'.

3. Enhancement

In enhancement, one clause functions as circumstance of other clauses, such as circumstance of time, place, cause, etc. Finding in the analysis of the first group shows that there are 47 enhancements which spread out of 10 paratactic enhancement and 37 hypotactic enhancement. The category of meanings found in those enhancements are 30 cause-reason type, 7 conditional type, 2 cause-purpose type, 2 concession, 2 temporal and 2 manner. It will be discussed first the paratactic enhancement.

- | | | |
|--------|-----|---------------------------------------|
| (x) | 1 | and it's both mentally and physically |
| (xi) | x 2 | So it's not just kicking |
| (xii) | x 2 | but also calling names |
| (xiii) | x 2 | and mocking |

The above example is the enhancement which belongs to cause-reason type. The meaning is because bullying is both mentally and physically, it's not just kicking but also calling names and mocking. The clause is marked by 'so'. Next is the example of paratactic enhancement in condition: positive type.

- (i) 1 that the bullies feels anger at the first
- (ii) x 2 and then it will develop into desire for revenge

In the above example, the mark is realized by 'and then'. The meaning is the condition in which the bullied feel anger will develop into desire for revenge. Then, another category of meaning found in the presentation is condition: concessive which is realized in the following clauses:

- (i) 1 It's not totally his fault
- (ii) x 2 though some of it are his fault,
- (iii) x 3 but still we can't blame it all to that person

The meaning is it's not totally his fault for a *bullied that bullies other because all his friends are bullying this kid*, though some of it are his fault, but still we can't blame it all to that person.

Besides paratactic enhancement, the meanings are also carried out by hypotactic enhancement. The following is the example of cause: reason type.

- (i) = 2 x β α So like . . . ehm when I just said
- (ii) " β that I hit Anas
- (iii) α α it's not called bullying
- (iv) x β because... ehm bullying is repetitively

The statement *when I just said that I hit Anas* is not called bullying *because...ehm bullying is repetitively*. There is a cause and effect relation in those clauses.

The type of conditional can be illustrated in the following example.

- (xvi) x β 1 so if I only hit people once
 (xvii) + 2 and I never do it again
 (xvi) α I cannot be called bully

The meaning is in case a person hit people only once and never does it again, he or she cannot be called bully. This belongs to condition: positive category.

Next is the meaning of cause: purpose category, here is the example:

- (i) + 2 α But on the other side, we need the . . . imprisonment
 (ii) x β α to make people realize
 (iii) ' β that bully is something that it is really crucial right now

This hypotactic enhancement relationship has a meaning that we need the imprisonment in order to make people realize *that bully is something that it is really crucial right now*. In addition, there is a meaning of temporal, for instance:

- (iv) α They're usually . . . like their body posture . . . they look down
 (v) x β every time they walk

The clause *They're usually . . . like their body posture . . . they look down* is enhanced by clause *every time they walk*. The clause *every time they walk* is the circumstance of time of the primary clause. The last is the meaning of manner category, for example:

- (i) The first one is short term,
 (ii) x β as you can see,
 (iii) α it would cause anger, depression, anxious, lower grade, and suicidal thought

Bullying would cause anger, depression, anxious, lower grade, and suicidal thought, and this statement is enhanced by clause *as you can see*. This shows how the speaker tries to involve her audiences in her presentation.

Next will be the discussion of the second group. The analysis of the second group presentation results in 22 enhancements which are spread out of 6 paratactic enhancements and 16 hypotactic enhancement. From those clauses, the category of meanings founded are 8 cause-reason type, 3 conditional type, 4 cause-purpose type, 1 concession, and 6 manner.

The first to be discussed is the cause-reason type. The following is the example.

- (i) α 1 and traffic jam usually occurs in the morning
- (ii) $=\beta$ when the people go to their place they work
- (iii) $+ 2 \alpha$ and leaving
- (iv) $\times \beta$ when they go back to home
- (v) $\times 2$ so in that hour there a lot of traffic jam

The meaning from the clause complex above is the traffic jam which usually occurs in the morning when the people go to their place they work and leaving when they go back to home **causes** in that hour there a lot of traffic jam. It is a form of enhancing in cause-reason category. There is cause and effect relationship in those clauses. Next is the concession meaning which illustrated below.

- (i) $= 3 \times \beta$ For example is if the workers want to go to their workplace
- (ii) α but because of the traffic jam they always come late, come late, come late, and come late

The example is in conditional statement that if the workers want to go to their workplace, they always come late because of the traffic jam. This is an hypotactic enhancement. Then, there is a hypotactic enhancement which meaning is cause: purpose, such as in the following example:

- (i) While we cycle
- (ii) α we use to work out
- (iii) $x \beta$ to keep our body healthy

The meaning is when we cycle we use to work out in order to keep our body healthy. Therefore, the purpose of cycling in this statement is to keep the body healthy. Next is the meaning of concession, for example:

- (i) α Why we choose transportation as the main idea of our topic
- (ii) $x \beta$ because eh...we are ... although there are a lot of energy, such kind of energy like water, air, electricity and etc...

The student chooses “transportation” as the topic of the presentation instead of other energy like water, air, electricity and etc. It is a form of enhancing which is categorized as concessive. The last is the category of manner. It can be illustrated in the following example:

- (i) $x\beta$ As we see here
- (ii) $\alpha = 2 \ 1$ the amount of vehicles in Jakarta always increase each year

The meaning of the statement can be the speaker asks the audience to see the picture in slide to show that the amount of vehicles in Jakarta always increase each year. It is a hypotactic enhancement in manner-quality type. The clause *as we see here* is used to enhance the statement of the speaker.

4. Projection

In relation of projection, there is a clause which is being projected by another clause. The clause being projected can be a locution or an idea. The result of the first group presentation shows that there are 23 clause nexus that belong to projection. It includes 7 paratactic locutions, 4 hypotactic locution, 5 paratactic ideas, and 7 hypotactic locution. In locution, there are 8 proposition, and 3 proposal, while in relation of idea there are 10 proposition and 3 proposal.

In paratactic locution, the locution is projected in paratactic relationship. It can be illustrated in the following example.

- (iii) 1 And expert says
- (iv) “ 2 bullying is a system of power abuse where the bully repeatedly uses his or her power to intimidate or to harm the victim both physically and psychologically

The clauses above means the speaker quotes the definition of bullying from expert that is *bullying is a system of power abuse where the bully repeatedly uses his or her power to intimidate or to harm the victim both physically and psychologically*. It is a paratactic locution that functions as proposition. There is also paratactic locution which functions as proposal, such as the following example:

- (iv) “ 2 “will I ever get my friends calling names?”
- (v) “ 3 “will they shout me out from the social circle again?”

In the example above, the locution “will I ever get my friends calling names?” “will they will shout me out from the social circle again?” is projected by the bullied.

Then, there is hypotactic locution which is usually in form of reported speech. It is illustrated in the following example:

- (iv) α Like ehm just said
- (v) “ β 1 that . . .ehm I called Marsya
- (vi) “ 2 “you’re so dumb” Everyday, everyday in our school

The clause *that . . .ehm I called Marsya “you’re so dumb” everyday, everyday in our school* is projected by the speaker. It is a hypotactic locution which functions as proposition, while a hypotactic locution which functions as proposal can be seen below:

- (i) α So like . . . ehm when I just said
- (ii) “ β that I hit Anas

The clauses above means *I hit Anas* is projected by the speaker.

Besides locution, there is an idea that the speaker makes use. First is paratactic idea which projects an idea and is in form of direct speech. It can be seen in the following example:

- (i) 1 So what is bullying from Oxford English Dictionary
- (ii) ’ 2 bullying is a person who uses strength or influence to harm or intimidate those who are weaker

The speaker quotes the definition of bullying from Oxford English Dictionary which is *a person who uses strength or influence to harm or intimidate those who are weaker*. This is a paratactic idea which functions as proposition. It is also found paratactic idea which functions as proposal. It is illustrated in the following clauses:

- (vi) 1 At short term, they would be thinking of
- (vii) ‘ 2 ‘should I suicide myself to escape from this kind of condition?

The idea “*should I suicide myself to escape from this kind of condition?*” is projected by the bullied. This statement produced to describe about bullycide as the most harmful effect of bullying. After paratactic idea, there is found hypotactic idea, such as the following clauses:

- (iii) α In physical bullying . . . ehm we know
- (iv) ‘ β that people . . . ehm who . . . each other physically.. they hit each other,

The speaker first explain the physical bullying. She projects proposition in physical bullying that people hit each other physically. From the result analysis of second group presentation, it is not founded paratactic idea which functions as proposal.

The result of the second group reveals that there are only three projections which consist of 1 paratactic idea and 2 hypotactic idea. The locution is not found there. The meanings are 1 proposition and 2 proposals. The example of paratactic idea found in the result analysis is:

- (i) α And I believe
- (ii) ‘ β x β if the person and the group is only we students that only held.. only contribute in this solution
- (iii) α traffic jam and the congestion in Jakarta will not be permanently reduced

The idea *if the person and the group is only we students that only held.. only contribute in this solution traffic jam and the congestion in Jakarta will not be permanently reduced* is projected by the speaker. It is a hypotactic idea that functions as proposition. Then, there is hypotactic idea that functions as proposal which is illustrated below:

- (i) α when our government think
- (ii) β that we should have a day off vehicle

The idea *we should have a day off vehicle* is projected by the government. This statement used by the speaker to inform the audience the beginning story of the existence of car free day.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions of findings of a study related to logico-semantic relation of students' presentation in Acceleration Program of SMA Labschool Jakarta. Recommendations are offered based on the findings and conclusions.

5.1 Conclusion

The analysis of taxis and logico-semantic reveals that the students of acceleration program have a varied complexity in the production of their language. The analysis result of taxis reveals that the female students have produced 169 clause nexus, while the male students produce 68 clause nexus. This shows that the female students tend to elaborate the points in slides in longer words than the male students.

On the whole, the choice of relation produced in the presentation depends on the meanings they want to convey. If they want to specify or more describe things, elaboration will be chosen. If they need to add new information, they will make use of extension. If they want to expanse by adding the circumstance, then the enhancement will be useful. And if they want to quote or project locution or idea, they will use projection.

The variation types of taxis, logico-semantic relation and meanings produced by the acceleration students can be considered as the strength of

their verbal language. Despite the young age they are in, they have language ability that may be higher than other students in the same age.

5.2 Recommendation

Referring to the conclusions of the finding, the recommendations are offered as the following:

1. The teacher of the acceleration students need to develop their teaching strategies so that the students' language ability can develop as well.
2. The study of clause complexes, particularly taxis and logico-semantic relation system need to be learned more deeply.
3. The English Department students may learn the way how to give a presentation in appropriate way.

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