CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background of The Study

Logico-semantic relation is a basic system that determine how one clause is related to another (Halliday, 2004). According to (Gerot and Wignell, n.d.), logico-semantic relation is the logical connection used to construct a clause complex by having two or more processes engaging one another. A clause complex is the clauses which are logically connected. Halliday (2004) arranged two basic systems that determine how one clause is related to another; (i) Taxis, the degree of interdependency, and (ii) the logico-semantic relation.

Halliday (2004) clarified that taxis are two clauses related as interdependent in a complex that may be treated as being an equal status and an unequal status. There are two levels of interdependency; parataxis and hypotaxis. Parataxis are clauses relate to one another that could stand alone as a complete sentence which marked with a common number (1,2,3). Hypotaxis are clauses relate to other clauses in modifying relationship which marked in Greek letters (α,β,γ).

Also, Halliday (2004) defined that there is a wide variety of different logico-semantic relation one that may hold between the primary and the secondary members of the clause. There are two fundamental relationships such as expansion that consisting of elaboration, extension, enhancement; and projection consisting of locution and ideas. This statement supported by (Gerot and Wignell, n.d.) who also stated that taxis can be divided into parataxis and hypotaxis, and also the logico-semantics relationships can be broad into expansion and projection. Therefore, it can be stacked up that expansion concerns to elaboration, extension, and enhancement, while projection concerns locution and idea.

There have been many studies relating to logico-semantic relation conducted by researchers. Syah (2013) analyzed the logico-semantic relation in the skripsi background of qualitative and quantitative researches of English Education Department of Muria Kudus University in 2012. The finding showed that most of the students use expansion, especially elaboration. From the finding, it is also known that some of the students use very limited locution or even do not use it.

Ngongo (2018) identified the use of taxis and logico-semantic relation in undergraduate students' English theses writing text, specifically she analyzed the logico-semantic relation in discussion section of theses writing texts written by undergraduate students of Artha Wacana Christian University. The result showed that hypotaxis is frequently used than parataxis and also the use of expansion is more than projection. It is different from spoken text in which the use of projection is more than

expansion. Meanwhile, Rukmini (2010) analyzed the Quality of Clause Complexes in Article Abstracts Written by Semarang State University Graduate Students. The results of this study proved that parataxis is found more than hypotaxis and elaboration meaning is the most dominant found. It might because of the types of the text written.

In this study, the logico-semantic relation is used to analyze the clauses and clause complexes in background of the study section of *skripsi*. According to Astuti (2010), writing research papers as academic writing products called *skripsi* must be written by students to complete their final examination scientific project before graduating from a bachelor's degree. *Skripsi* consists of several chapters; one of them is the introduction section. The introduction part is the main part of the research, because it is the reason why the writer conducts a research. As Bathia (cited in Flowerdew, 2002) stated that introduction is the key role in presenting the connection of the research to be reported.

The introduction to the research paper itself consists of six sub-chapters; they are: background of the study, problem statement, purpose of the study, significance of the study, scope of the research, and definition of terms (Susanti et al., n.d.). McMillan (2004, as cited in Astuti, 2010) stated that the background section is an important thing in the research paper because it becomes the basis of a research paper, exposes the reasons of the researcher conduct the research, theories that reinforce their research and the fundamental information concerning the studies to a broader field and a sign briefly the expansion of research problems.

Writing a *skripsi* as a kind of discourse, especially background section in this case, should have a good construction and need the cohesion and coherence to be unified Philiph (2005). As Halliday and Hasan (1989) clarified that a text is considered to be good if it fulfills two properties, they are cohesion and coherence. According to them, cohesion is internal property, while coherence is contextual properties of paragraph. Furthermore, Halliday (1994, as cited in Astuti, 2010) stated that it is needed to be able to establish additional relations within the text, relations that may involve the components of any extent, both smaller and larger than a clause, from single words to lengthy passages of text.

The previous research studies were done to analyze the logico-semantic relation used by students in their writings. However, in this study the researcher has a curiosity in finding the types of taxis are used and what kind of logico-semantic relation are developed in writing background of the study section. The researcher interested in this research because it was helpful to identify and analyze the logico-semantic relation in the background section that the students should write in his or her *skripsi*. Also, the writer believed that this study was stated clearly the points. For this purpose, the researcher conducted the study with subjects of this research was the English Language Education undergraduate students of Universitas Negeri Jakarta who have done their academic writing. This study will be taken from five academic writings or English *skripsi* written by English Language Education undergraduate students of Universitas Negeri Jakarta.

1.2 Research Questions

Based on the explanation above, the researcher propose two main questions for this research as follows:

1. What types of Taxis are used in the background of the study section of *skripsi* written by English Language Education undergraduate students of UNJ?
2. What kind of logico-semantic relation are developed in taxis which found in the background of the study section *skripsi* written by English Language Education undergraduate students of UNJ?

1.3 Purpose of The Study

The objective of this study is to analyze the types of taxis are used and the kind of logico-semantic relation are developed in the taxis which found in the background of the study section of *skripsi* written by English Language Education undergraduate students of UNJ.

1.4 Scope of The Study

In this study, the writer is focusing on analyzing the types of taxis are used and the kind of logico-semantic relation are developed in the taxis which found in the background of the study section of *skripsi* written by English Language Education undergraduate students of UNJ.

1.5 Significance of The Study

This study is expected to provide theoretical and practical benefits. Theoretical benefit means this study can give beneficial information for other researchers who are interested to conduct further research of this area. The researcher is also expected to provide the readers the better insights about what logico-semantic relation are. It is also expected that the readers will get the knowledge on how to use each logico-semantic relation and know the function of each of them by knowing the logical meaning represented by the clause complex. Meanwhile, practical benefit means that the researcher hopes this study will be able to help the readers on how to use logico-semantic in the writing of a background of the study section of *skripsi* as their final research.