CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

Logico-Semantic refers to the basic nature of the relation between clauses and semantic motifs that run throughout the language as a whole (M. Halliday, 2004; M. A. K. Halliday & Matthiessen, 2014). Gerot & Wignell, (1994) also defined logico semantic relation as the logical connection used to construct a clause complex by having two or more processes engaging one another. The clause mean as "the largest grammatical unit", and a clause complex is "two or more clauses that logically connected" (Gerot & Wignell, 1994). As the largest grammatical unit, the clause consists of a noun and a verb which may or may not be a complete sentence. therefore, two or more clauses which are linked one another can represent particular meanings which construct logical semantic relation. In other words, the relation of clauses in text has semantic function that make up the language logically (Ngongo, 2018). Commonly, clauses are divided to be independent or main and dependent or subordinate clauses.

Gerot & Wignell, (1994) stated that the interdependency systems of clauses are called taxis which divided into into parataxis and hypotaxis. This system describes the specific type of meaning relationships between combined

sentences and the interdependencies of clauses. Taxis are two clauses related as interdependent in a complex may be treated as being of equal status and unequal status (Halliday & Matthiessen, 2014). The equal interdependency is called parataxis and the different one is called hypotaxis (unequal status). Hypotaxis is the relation between a dependent element and its dominant, the element on which it is dependent. Parataxis is the relation between two-like-elements of equal status, one initiating and the other continuing. Meanwhile, according to Halliday (2014), 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. But it is possible to group these into a small number of general types, based on the two fundamental relationships such as expansion (it relates phenomena as being of the same order of experience) which consist of elaboration, extension, enhancement 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.

The kinds of logico-semantic relation that is expansion and projection would make the meaning of sentence is structured and coherent. This is concerned with how the ideas or meaning is structured in combination of clauses in clause complex. Clause complex can combine relation of 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 (Yuniar, 2018).

While expressing ideas, feelings, and thought through writing, people used clauses to represent their ideas. Moreover, writing is an ability to express ideas and organize ideas into a text with coherent and logically (Yuniar, 2018). The students are expected to make and construct some sentences into a good paragraph. In academic writing, students are required to have sufficient knowledge of what to write and how to organize the written well. The format and structure of academic texts should be structural and systematic which present the knowledge and facts objectively based on the evidences. Therefore, it is very important to take academic writing seriously (Svyrydova & Ameridze, 2016).

This research is mainly focused on students' essays in undergraduate level. Through language used in writing an essay, students express their ideas and concepts. The writer should fulfill the aspect of a good writing such as content, organization, vocabulary, language use or grammar, and mechanics (Brown, 2001). Therefore, it is important to develop undergraduate students writing skills academically. As academic writing is done to fulfill the requirement of a college with academic standard, specifically grammatical patterns and organization argument which aimed for academic purposes and enhance their written communication skills (Svyrydova & Ameridze, 2016).

An essay has types and structure that must be carefully examined with students (Duigu, 2003; Savage & Mayer, 2006; Zemach & Rumisek, 2006). In order to write organisely, essay has structure which consist of introduction (general statement, thesis statement, outline of main ideas); the main body (topic

sentence, supporting sentences, concluding sentence); and conclusion (restated thesis, summary of main ideas, final thought).

The study on logico-semantic relation had been conducted before. For instance, Rukmini (2010) analyzed the logico-semantic relation of clauses 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. While, Adjei & Opoku (2017)'s research was focused on the expansion relations of clause complexing in the editorials of the daily graphic of a Ghanaian daily newspaper. As a result, they found that the clause complexes are of elaboration, extension and enhancement. On the whole, enhancement is highly used followed by elaboration and extension. The realization is relatively good as the choice among expansion characterizes each relation between clauses within a clause complex. Another research conducted by Yuniar (2018) about the logico-semantic relation of clauses used in analytical exposition written by the third semester students of English department in Tidar University. The result shows the analytical exposition texts analyzed in this research contain 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 occurrence. Although, the texts still need improvement in making a clause complex.

To fill the gap, this study used the logico-semantic relation to analyze a way of expressing ideas in students' essay since there is no research are specifically discussed on the presenting ideas of students' essay. This focused into the structure of essay which consists of introduction, the main body, and conclusion. Relevance to the background, the writer is aiming to analyzing how the students of EAD class in UNJ used the taxis and developed logico-semantic relation in the essay.

1.2 Problem Identification

Students get the material of writing specifically in academic context that is English in Academic Discourse (EAD). It is a core subject for ELESP students which discusses and exploits the way of factual and conceptual knowledge are communicated in Academic contexts: paragraph, essays, journal article, etc. This course exposes students with language skills which cover describing issues and situations, giving facts, comparing and contrasting, expressing personal opinions and thoughts, expressing interests, drawing inferences, and summarizing. The purpose of this course is the students expected to be able to discuss, analyze, and experiment the language communicated in Academic contexts. And essay becomes a requirement for the final assignment.

Here students are expected to express and construct some sentences and organize ideas into a text with coherent and logically for their final assignment

essays. Basically, an essay is produced to get writer`s academic opinion on a particular subject. But, the students do not understand 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 even it contains meaningless clauses as the requirement of thier task. As a result, they just put a text from internet source so it made them cannot build, create, and develop a text because of the limited time in their writing.

Since writing an essay consist of a lot of ideas, argument and sources, writers tend to join the clauses. It is important for the students to have ability in composing a clause in a text using logico-semantic relation to link two or more clauses in a sentence for make it coherent and meaningful between one and another.

1.3 Research Questions

Based on the background of the study above, this study was investigated the following research question:

1. What types of taxis are used in the students' final assignment essay in EAD class produced by ELESP students of UNJ?

2. What kind of logico-semantic relation developed by taxis in students' final assignment essay in EAD class conducted by ELESP students of UNJ?

1.4 Purpose of the Study

The aim of this study is to define the type of taxis used in students' final assignment essay and the kind of logico-semantic relation developed by taxis in students' essay in EAD class.

1.5 Scope of the Study

The scopes of the study are the final assignment essay of students of English in Academic Discourse (EAD) class of fourth semester in ELESP of Universitas Negeri Jakarta. This study focuses on analyzing the taxis in the students' essay, and the logico-semantic relation developed by taxis in the students' essay. In this study, the writer chooses ten essays of students.

1.6 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 clauses as well. The result gained from the study is to give information of how complex the language produced by ELESP Students of fourth semester in final assignment essay of EAD class. This may be beneficial as a reflection of both lecturers and students of EAD class. Finally, it can be useful for those who want to conduct related studies.