

THE LOGICO-SEMANTIC RELATION OF STUDENTS' FINAL  
ASSIGNMENT ESSAY IN ENGLISH IN ACADEMIC DISCOURSE (EAD)

CLASS



**Safitri Khoirunnisa**

**2215154064**

A *Skripsi* Submitted in Partial Fulfillment of the Requirements for the  
Degree of *Sarjana Pendidikan*

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME**

**FACULTY OF LANGAUGES AND ARTS**

**UNIVERSITAS NEGERI JAKARTA**

**2020**

## LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Safitri Khoirunnisa

No. Registrasi : 2215154064

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **The Logico-Semantic Relation of Students' Final Assignment  
Essay in English in Academic Discourse (EAD) Class**

Telah berhasil dipertahankan dihadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

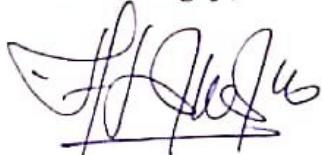
### DEWAN PENGUJI

Pembimbing,



Dr. Siti Drivoka Sulistyaningrum, M.Pd.  
NIP. 197804282008012018

Ketua Penguji,



Siti Wachidah, Ph.D  
NIP. 195710041989032001

Penguji I Materi,



Ellis Tamela, M.Pd.  
NIDK 8800790019

Penguji II Metodologi,



Lasito, M.App. Ling.  
NIP. 198002222008121002

Jakarta, Februari 2020

Dekan Fakultas Bahasa dan Seni



## **LEMBAR PERNYATAAN**

**Yang bertandatangan di bawah ini:**

Nama : Safitri Khoirunnisa  
No. Registrasi : 2215154064  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : **THE LOGICO-SEMANTIC RELATION OF STUDENTS' FINAL ASSIGNMENT ESSAY IN ENGLISH IN ACADEMIC DISCOURSE (EAD) CLASS**

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila terbukti bahwa saya melakukan tindakan plagiat.

Demikian saya buat pernyataan ini dengan sebenarnya.

Jakarta, 21 Februari 2020



Safitri Khoirunnisa

NIM. 2215154064

## **LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

---

Sebagai sivitas akademis Universitas Negeri Jakarta, saya yang bertanggung jawab di bawah ini:

Nama : Safitri Khoirunnisa  
No. Registrasi : 2215154064  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : **The Logico-Semantic Relation of Students' Final Assignment Essay in English in Academic Discourse (EAD) Class**

Demi pengembangan ilmu pengetahuan, saya menyetujui untuk memberikan kepada Universitas Negeri Jakarta Hak Bebas Royalti Non-Eksklusif (Non-Exclusive Royalty Free Right) atas karya ilmiah saya. Dengan Hak Bebas Royalti Non-Eksklusif ini, Universitas Negeri Jakarta berhak menyimpan, mengalihkan media/formatkan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lainnya **untuk kepentingan akademik** tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan sebagai pemilik Hak Cipta. Segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah ini merupakan tanggung jawab saya pribadi.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 21 Februari 2020  
Yang Menyatakan,



Safitri Khoirunnisa  
NIM. 2215154064

## ABSTRACT

SAFITRI KHOIRUNNISA. 2020. *The Logico-Semantic Relation of Students' Final Assignment Essay in English in Academic Discourse (EAD) Class.* A Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Logico-Semantic refers to the basic system of the relation between clauses and semantic motifs that run throughout the language as a whole. This study aims 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 based on the concept of relationship between clauses suggested by Halliday & Matthiessen, (2014). The analysis of taxis and logico-semantic relation is necessary in order to catch a pattern of the clauses in developing their ideas in Essay. The data of this study were 10 essay produced by students. Content analysis method was used to analyze the taxis and logico-semantic relation. The data were insert into table analysis and analyze were based on the theory of Halliday and Matthiessen (2014). The result showed that the frequently type of taxis used is hypotaxis which reaches 136 out of 225 relation, and the kind of logico-semantic are developed by taxis that frequently used is enhancement with the total 104 relation. In terms of logico-semantic function, this study found that the students mostly used addition from extension to join the clause by adding the new information to support their ideas. The types of taxis and logico-semantic relation produced in every essay structure; Introduction, Main Body and Conclusion.

**Keywords:** SFL, taxis, logico-semantic relation, clause, essay.

## ABSTRAK

SAFITRI KHOIRUNNISA. 2020. *Hubungan Logico-Semantic dalam Tugas Akhir Essay Mahasiswa di kelas English in Academic Discourse (EAD)*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

*Logico-Semantic* merupakan sistem dasar yang menghubungkan klausa dan semantik yang terdapat di bahasa secara keseluruhan. Penelitian ini bertujuan untuk mengidentifikasi jenis *taxis* yang terdapat di dalam tugas akhir Essay mahasiswa dan hubungan *logico-semantic* yang dikembangkan taksis di dalam Essay mahasiswa berdasarkan konsep hubungan antara klausa yang diusulkan Halliday dan Matthiessen, (2014). Analisis ini diperlukan untuk mendapatkan pola klausa yang digunakan mahasiswa dalam mengambangkan ide di dalam Essaynya. Data dalam penelitian ini adalah 10 essay yang dihasilkan oleh mahasiswa. Konten analisa digunakan untuk menganalisa hubungan *taxis* dan *logico-semantic*. Data dimasukkan ke dalam tabel analisa dan dianalisis berdasarkan teori dari Halliday dan Matthiessen (2014). Hasil dalam penelitian ini menunjukkan bahwa jenis *taxis* yang paling banyak digunakan adalah *hypotaxis* dengan 136 dari 225 hubungan, dan jenis hubungan logico-semantic yang dikembangkan oleh *taxis*, yang banyak digunakan adalah *enhancement*, dengan total 104 hubungan. Terkait fungsi yang terkandung di dalam *logico-semantic*, penelitian ini menemukan bahwa mahasiswa banyak menggunakan *Addition* dari *extension* untuk menghubungkan klause dengan menambahkan informasi baru atau menguatkan ide. Jenis dari *taxis* dan *logico-semantic*, terdapat di setiap struktur essay; Pembukaan, Isi dan Penutup.

**Kata kunci:** SFL, *taxis*, *Logico-semantic*, *klausa*, *essay*.

## ACKNOWLEDGEMENT

Alhamdulillahi rabil 'alamin. All praise to Allah SWT, the most beneficent and Merciful who has given me the guidance, opportunity, strength and health to complete this undergraduate thesis.

In the process of finishing this thesis, a lot of people have supported me by giving the motivation, advice, and strength. So, in this precious chance, I would like to express my gratitude and appreciation to all of them.

My sincere gratitude to my first advisor in conducting this research, Dr. Siti Drivoka Sulistyaningrum, M.Pd for her guidance, motivation, enthusiasm, and patience from the very early stage of this research which give me an optimism to finish this research and the precious experiences that can't be easily forgotten. Then, to my second advisor, Lasito, M.App.Ling who has helped me patiently finishing this undergraduate thesis by giving advice and immense knowledge until this thesis complete.

A countless thanks given to my life time lovers and supporters: My beloved *Bapak*, Sapto Hartono who always understand me, encourage, motivate, and strengthen me during thesis, *Mamah*, Siti Khodijah for her never-stop pray, reminder of my healthy, and the endless love, my one and only grandma "Mbah Sawiyah" for her pray, supports and smile, my siblings Mila, and Luthfi for their supports and judgement to entertain me every time. Their supports magically give me reason to be focus to finish my study as soon as possible for that I am really grateful to have you are in my life.

I would like to offer my special thanks to my best-friend ever, Nadia, my college survivor, and *anak Bekasi* for supporting me, giving motivation, helping me whenever I need her since in the college till I finish this thesis. Also, Zambawono Mawahyudhanto for never stop supports and someone who always there for me in this processes.

Another appreciation presents to all my friend in this thesis group, Izky and Retno, thanks for everything! Finally we did it! Then, for my college survivors, Street Squad; Katar, Dear, Ruth, Hilda, Fryda, and Syeren. You guys make my college life colourful. And, my ‘ambigu’ Tisa, Indah and Dondon. Thanks for being a solid group ever and always in my side to still supported to finish this thesis.

I would like to extend my thanks to my friends in band; Ezi, Rafi, Jody, and Alfi who understands me well while conducting this thesis, for all the supports, and encouragement to finish my thesis first. Also, my beloved friends in TED; Diszka, Ella, Anga, Niken, Kak Fika, Bang Ghozi, Bang Cipta, etc for the support and motivation.

Last, I would like to thank everybody who were important to the successful realization of this undergraduate thesis. The research cannot be considered as a perfect masterpiece, but it is expected will be useful not only for the researcher, but also for the readers. For this reason, the researcher sincerely accepts critics and suggestion dealing with this research.

Jakarta, February 2020

Safitri Khoirunnisa

## TABLE OF CONTENTS

<b>LEMBAR PENGESAHAN .....</b>	<b>i</b>
<b>LEMBAR PERNYATAAN .....</b>	<b>ii</b>
<b>LEMBAR PERSETUJUAN PUBLIKASI.....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>ABSTRAK .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>CHAPTER I: INTRODUCTION</b>	
1.1 Background of the Study.....	1
1.2 Problem Identification.....	5
1.3 Research Questions .....	6
1.4 Purpose of the Study .....	7
1.5 Scope of the Study .....	7
1.6 Significance of the Study .....	7
<b>CHAPTER II: LITERATURE REVIEW</b>	
2.1 Logico-semantic relation in Clauses .....	8
2.1.1 Expansion .....	10
2.1.1.1 Elaboration .....	11
2.1.1.2 Extension.....	12

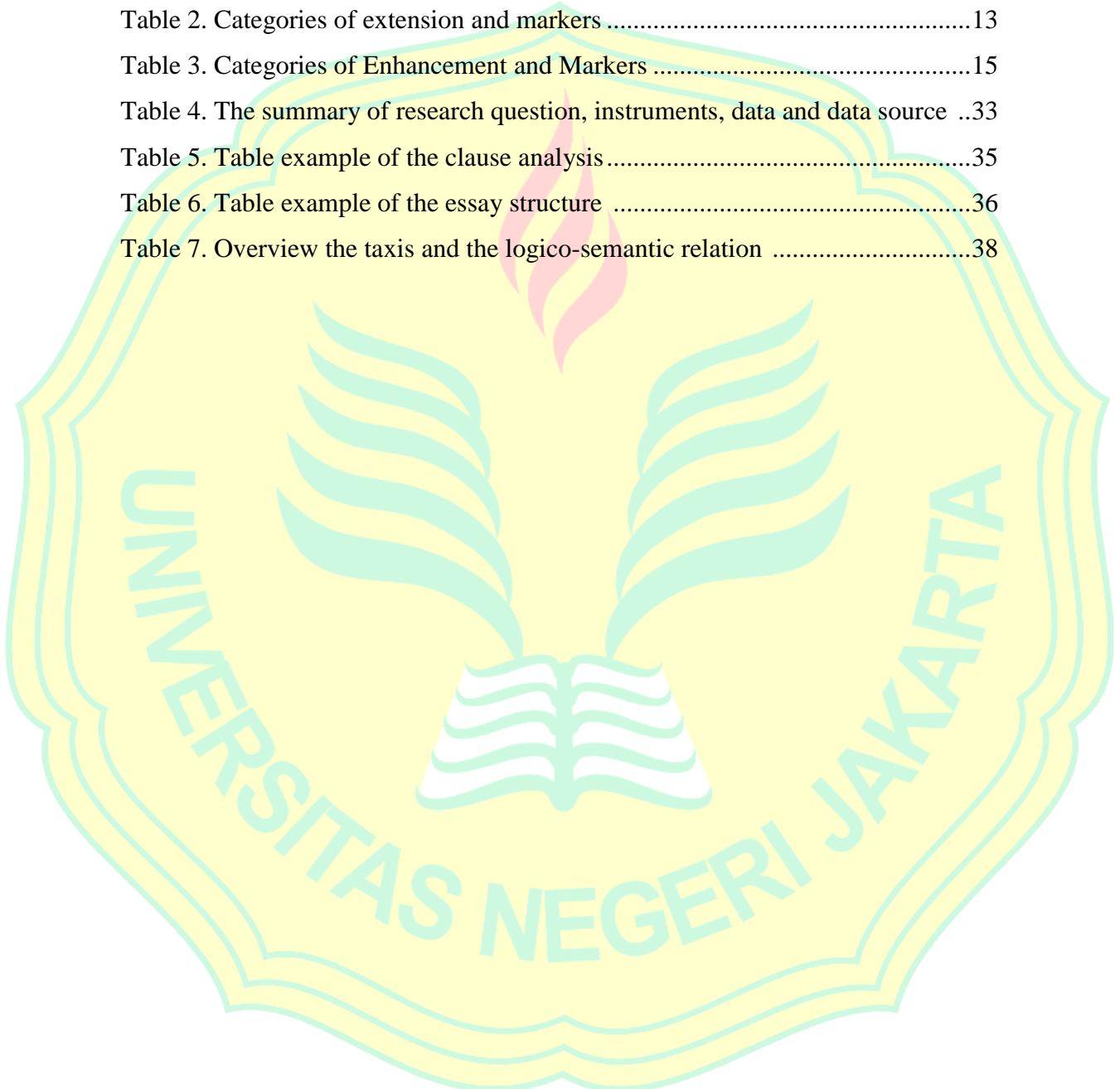
2.1.1.3 Enhancement .....	14
2.1.2 Projection .....	21
2.1.2.1 Idea.....	21
2.1.2.2 Locution .....	22
2.2 Essay Writing .....	24
2.3 Previous Study .....	29
2.4 Theoretical Framework .....	30
<b>CHAPTER III: METHODOLOGY</b>	
3.1 Research Design.....	32
3.2 Data and Data Source.....	33
3.3 Instrument of the Study.....	33
3.4 Data Collection Procedure .....	34
3.5 Data Analysis Procedure .....	35
<b>CHAPTER IV: FINDINGS AND DISCUSSION</b>	
4.1 Data Description.....	40
4.2 Findings.....	40
4.2.1 The types of Taxis are used in the students' essay.....	41
4.2.2 The Logico-Semantic relation are developed by Taxis.....	42
4.2.2.1 Enhancement .....	43
4.2.2.2 Extension.....	48
4.2.2.3 Elaboration .....	50
4.2.2.4 Locution .....	52
4.2.2.5 Idea.....	52

4.3 Discussion .....	53
<b>CHAPTER V: CONCLUSION</b>	
5.1 Conclusion .....	58
5.2 Implication .....	59
5.3 Recommendation.....	59
<b>REFERENCES.....</b>	<b>61</b>
<b>APPENDECIES .....</b>	<b>63</b>
<b>BIOGRAFI PENULIS .....</b>	<b>98</b>



## LIST OF TABLES

Table 1. Markers which join clauses in expansion (Gerot & Wignell, 1994:94).....	11
Table 2. Categories of extension and markers .....	13
Table 3. Categories of Enhancement and Markers .....	15
Table 4. The summary of research question, instruments, data and data source ..	33
Table 5. Table example of the clause analysis.....	35
Table 6. Table example of the essay structure .....	36
Table 7. Overview the taxis and the logico-semantic relation .....	38



## LIST OF APPENDICES

Appendix 1. Analysis of Clause and Essay Structure .....	63
Appendix 2. Taxis and Logico-Semantic Relation .....	80

