

**THE LOGICO-SEMANTIC RELATION IN THE DISCUSSION SECTION
OF SKRIPSI WRITTEN BY ENGLISH LANGUAGE EDUCATION
UNDERGRADUATE STUDENTS OF UNIVERSITAS NEGERI JAKARTA**



Retno Mayang Puspita

2215152023

A Skripsi Submitted is Partial Fullfillment of the Requirement for the Degree of
“Sarjana Pendidikan”

ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

2020

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Retno Mayang Puspita

No. Registrasi : 2215152023

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **The Logico-Semantic Relation in The Discussion Section of Skripsi Written by English Language Education Undergraduate Students of Universitas Negeri Jakarta**

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,



Dr. 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



Dr. Liliana Muliastuti, M.Pd
NIP. 196805291992032001

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Retno Mayang Puspita

No. Registrasi : 2215152023

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi :

THE LOGICO-SEMANTIC RELATION IN THE DISCUSSION SECTION OF SKRIPSI WRITTEN BY ENGLISH LANGUAGE EDUCATION UNDERGRADUATE STUDENTS OF UNIVERSITAS NEGERI JAKARTA

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

Demikian saya membuat pernyataan ini dengan sebenarnya.

Jakarta, 24 Februari 2020



Retno Mayang Puspita
2215152023

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

Sebagai sivitas akademik Universitas Negeri Jakarta, saya yang bertandatangan di bawah ini:

Nama : Retno Mayang Puspita
No. Registrasi : 2215152023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **The Logico-Semantic Relation in The Discussion Section of Skripsi Written by English Language Education Undergraduate Students of Universitas Negeri Jakarta**

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 akademis** 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, 24 Februari 2020
Yang Menyatakan,



**Retno Mayang Puspita
2215152023**

ABSTRACT

RETNO MAYANG PUSPITA. 2020. *The Logico-Semantic Relation in The Discussion Section of Skripsi Written by English Language Education Undergraduate Students of Universitas Negeri Jakarta*. A Thesis. Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study is focusing on analyzing the types of taxis are used in the discussion section of *skripsi* and also analyzing the types of logico-semantic relation are developed in the taxis that found in the discussion section of *Skripsi* written by English Language Education Undergraduate students of Universitas Negeri Jakarta. The functions represented in clause complexes are also analyzed based on the concept of relationship between clauses suggested by (Halliday and Matthiessen, 2004) then it is combined with the theory from (Swales, 1990) in the writing of discussion section of research article to reveal the moves that exist in the discussion section made by the students. This study is conducted by using qualitative content analysis as a method. The data of this study were seven discussion section of *skripsi* that collected randomly from year 2019. The result of this study reveals that from the total 129 logico-semantics relation, the use of hypotaxis (91) was used higher than parataxis (38). It is indicated that the students tend to write the discussion section in unequal status. Meanwhile, the dominant types used was elaboration and the dominant functions used were description from elaboration and addition from extension. This study also found that the students tended to present their discussion section by using the moves of background information, statements of result, reference to previous research and deduction.

Key words: taxis, logico-semantic relation, discussion section.

ABSTRAK

RETNO MAYANG PUSPITA. 2020. *Hubungan Logico-Semantic pada Bagian Diskusi Skripsi yang Ditulis oleh Mahasiswa Sarjana Pendidikan Bahasa Inggris di Universitas Negeri Jakarta*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini berfokus untuk menganalisa jenis taksis dan hubungan *logico-semantic* pada bagian diskusi dan juga untuk menganalisa jenis hubungan *logico-semantic* yang dikembangkan pada taksis yang ditemukan pada bagian diskusi pada skripsi yang ditulis oleh mahasiswa sarjana Pendidikan Bahasa Inggris Universitas Negeri Jakarta. Makna yang direpresentasikan dalam klausa kompleks juga dianalisis berdasarkan konsep hubungan antar klausa yang diusulkan oleh (Halliday dan Matthiessen, 2004) kemudian digabungkan dengan teori dari (Swales, 1990) pada penulisan bagian temuan skripsi untuk mengungkapkan tahapan yang ada pada bagian diskusi yang dibuat oleh mahasiswa. Penelitian ini dilakukan dengan menggunakan metode kualitatif konten analisis. Data pada penelitian ini adalah tujuh bagian diskusi pada skripsi yang dikumpulkan secara acak dari tahun 2019. Hasil pada penelitian ini mengungkapkan bahwa dari total 129 hubungan *logico-semantic*, penggunaan hipotaksis(91) lebih tinggi dari parataksis(38) Hal ini menunjukkan bahwa mahasiswa cenderung menulis bagian diskusi pada status tidak setara. Sementara itu, jenis yang dominan digunakan adalah *elaboration* dan makna dominan adalah *description* dari *elaboration* dan *addition* dari *extension*. Penelitian ini juga menemukan bahwa mahasiswa cenderung untuk menyajikan bagian diskusi mereka dengan menggunakan tahapan informasi latar belakang, pernyataan hasil, referensi pada penelitian sebelumnya, dan deduksi.

Kata kunci: taksis, hubungan *logico-semantic*, bagian diskusi.

ACKNOWLEDGEMENT

Bismillaahirrahmanirrahim. First and foremost, praises and thanks to Allah SWT. for His showers of blessings. Bless and peace may always be granted to the last messenger of Allah, the most inspirational role, the prophet Muhammad S.A.W.

Alhamdulillah rabil 'alamin. All honor and praise be to Allah SWT, the most Gracious and Merciful who has given the guidance, opportunity, strength and health to me to finally completed this undergraduate thesis.

In the process of finishing this thesis, there are a lot of people who always stay with me until finally I got through it all. I really thanked to people for all the support, motivation, advice, and strength. So, here I would like to express my sincere gratitude from the bottom of my heart for the following names that accompanied me for finishing the thesis, they are:

1. *Mamah.* I have said to her many times that she is my personal hero. Thank you for always listening to my stories. Your words means a lot for me during finishing this thesis. I extremely grateful for your love, prayer, caring, and sacrifice for educating and preparing my future.

2. *Ayah.* I know you love me, and I love you more. Sorry if I am not a good daughter. Thank you for everything that we have shared. This is all I can say to you, hope we can share many good things ahead.

3. My big brother, *Kaka.* Thanks for caring me especially for the last four years in Jakarta. You are the one who take care whenever things happen to me. You are trully a good brother, I swear. Then, my little brother, *de Eza.* Eventhough we always fight each other, but you are the sweetest one. You know how I feel even I

did not say anything. You always win my heart for every jokes you made to cheer me up. Thank you for the endless support, de. Also, thank you so much for my big family who caring me so much, *Em, bibi, om, uwa, keponakanku dan sepupuku.*

5. Dr. Siti Drivoka Sulistyaningrum, M.Pd as my first thesis advisors. Thank you for the guidance throughout this research. It was a great privilege and honor to work and study under your guidance. You are not just my thesis advisors but more likely the one who cares about my future life, thank you for all the advice.

6. Lasito M.App.Ling as my second thesis advisors. Thank you for the guidance throughout this research. Thank you for helping me to finish this study especially in the part of the methodology to carry out and present the research as clearly as possible.

7. My friends, Izky and Safitri. Thank you for all the things that we have shared during completing this thesis, finally we did it. Thank you for keep being strong and positive to each other. Especially for the one who always with me along the journey in the campus life, Izky.

8. Umi Anisa and Ella. My support system out of campus. Thank you for being care to me and for always reminding me that actually I can.

Finally, my thanks go to all the people who have supported me to complete this research directly or indirectly.

Jakarta, February 16th, 2020

Retno Mayang Puspita

TABLE OF CONTENT

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI	iii
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
LIST OF TABLE	xi
LIST OF DIAGRAM	xii
LIST OF FIGURE	xiii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Questions	4
1.3 Purpose of the Study	5
1.4 Scope of the Study	5
1.5 Significance of the Study	5
CHAPTER II: LITERATURE REVIEW	6
2.1 Taxis.....	6
2.2 Logico-Semantic Relation.....	7
2.2.1 Elaboration	8

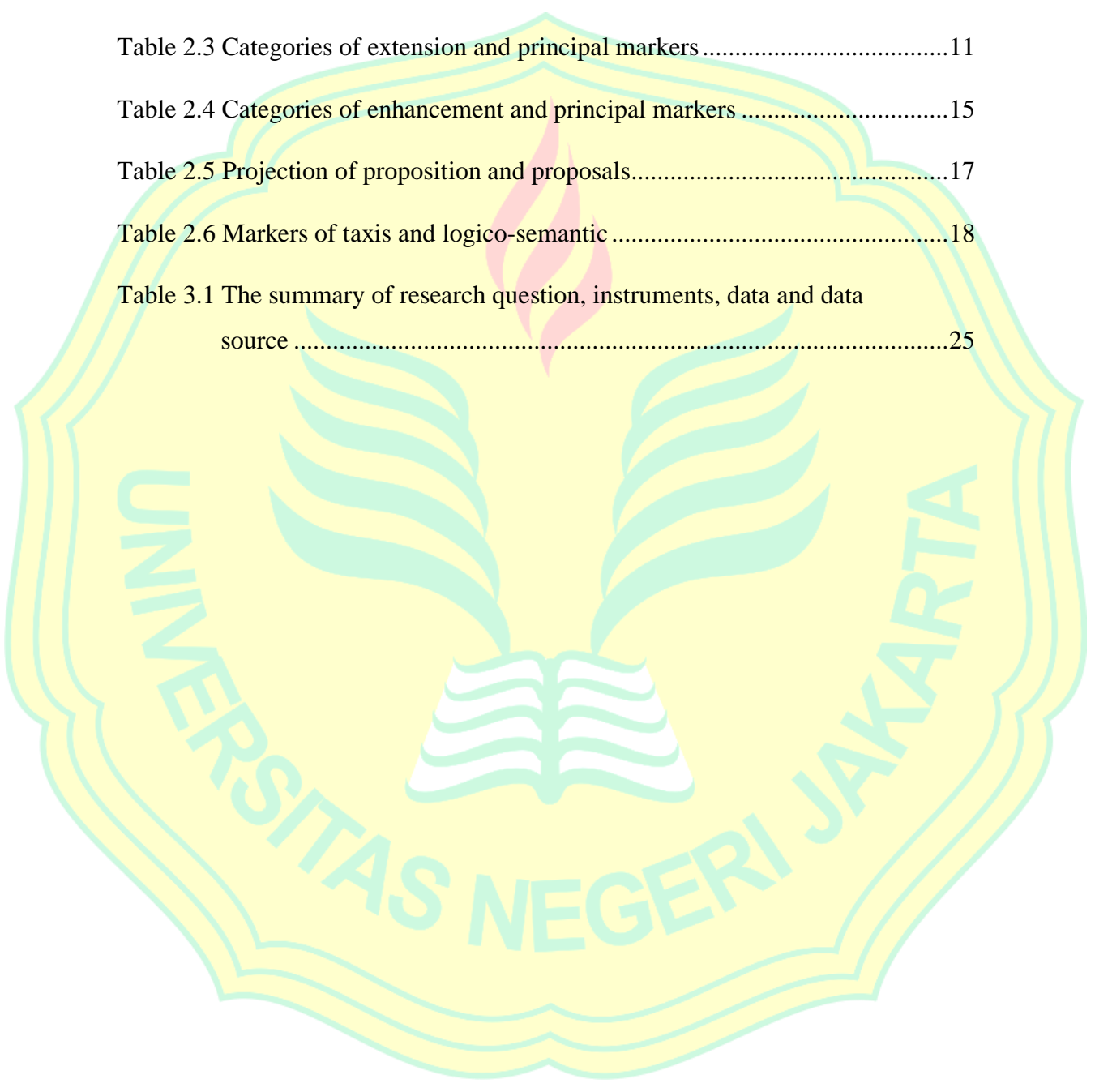
2.2.1.1 Paratactic Elaboration	9
2.2.1.2 Hypotactic Elaboration.....	10
2.2.2 Extension.....	11
2.2.2.1 Paratactic Extension	12
2.2.2.2 Hypotactic Extension	16
2.2.3 Enhancement.....	14
2.2.3.1 Paratactic Enhancement	16
2.2.3.2 Hypotactic Enhancement	16
2.2.4 Projection	16
2.3 Academic Writing.....	18
2.3.1 Skripsi	18
2.3.2 Discussion Section	23
2.3.2.1 Characteristics of Discussion Section	24
2.4 Theoretical Framework.....	27
CHAPTER III: METHODOLOGY	24
3.1 Research Methodology.....	24
3.2 Data and Data Source.....	24
3.3 Instrument of the Study.....	24
3.4 Data Collection Procedure	25
3.5 Data Analysis Procedure	26
CHAPTER IV: FINDING AND DISCUSSION	29
4.1 Findings.....	29
4.1.1 Types of Taxis Are Used in The Discussion Section of <i>Skripsi</i>	30

4.1.2 The Logico-Semantic Relation Are Developed in The Discussion Section	30
4.2 Discussions.....	39
CHAPTER V: CONCLUSION AND RECOMMENDATION	43
5.1 Conclusion.....	44
5.2 Recommendations	45
REFERENCES	46
APPENDICES	



LIST OF TABLE

Table 2.1 Primary and secondary clauses in a clause nexus	7
Table 2.2 Paratactic and hypotactic elaboration	9
Table 2.3 Categories of extension and principal markers	11
Table 2.4 Categories of enhancement and principal markers	15
Table 2.5 Projection of proposition and proposals.....	17
Table 2.6 Markers of taxis and logico-semantic	18
Table 3.1 The summary of research question, instruments, data and data source	25



LIST OF DIAGRAM

Diagram 2.1 The system network of taxis and logico-semantic relation.....8



LIST OF FIGURE

Figure 3.1 Overview of clause categorization table.....	26
Figure 3.2 Overview of the discusiion section statements in <i>Skripsi</i>	27
Figure 3.3 Overview functions of logico-semantic relation.....	28

