

CHAPTER I

INTRODUCTION

This chapter discuss the background, the research question, the purpose, the scope and the significance of this study.

1.1 Background of the Study

There are two basic systems that rule the relation of the clauses which are taxis and logico-semantic relation (Halliday and Matthiessen, 2004). Taxis or the degree of interdependency is explained as all clauses which linked by a logico-semantic relation are interdependent; one unit is interdependent on another unit. The two different degree of interdependency are parataxis (equal status) and hypotaxis (unequal status). Futhermore, according to (Gerot and Wignell, 1994) the logico-semantic relation is a logical connection that used to form a clause complex by having two or more processes involving one another. The logico-semantic-relation are consist of expansion (elaboration, extension and enhancement) and projection (locution and idea). A clause complex contains two or more clauses that logically connected. In addition, from the viewpoint of Transitivity, Mood, and Theme-Rheme, a clause complex is a univariate structure that is one made up of units or clauses of the same rank. Meanwhile, a clause is explained as a multivariate structure that is one made up of units of different rank. It consist of a noun and a verb which may or may not be a complete sentence (Gerot and Wignell, 1994).

The present study deals with the discussion section of a *skripsi* which used as the data source. According to (Gaigaliene, 2015), a thesis is a research paper based on an independent, original scientific study which used as a requirement for

the degree. The purpose of a thesis is to demonstrate the students proficiency in academic research and appropriate academic communication, both written and oral (University of OULU, 2012). A *skripsi* or thesis consist of several sections which are: introduction, literature review, methodology, finding and discussion, and conclusion. To know the result of the *skripsi*, the readers can read the discussion section. Furthermore, (Bavdekar, 2017) explained the discussion section as one of a part of the research that allows the researcher to show the study. It is used to state the interpretation of the results for readers. In addition, (kretchmer, 2003) stated that the main function of discussion section is to answer the questions presented in introduction section, explain how the results support the answers and how the answers fit in with existing knowledge on the topic. Thus, (Swales, John M & Feak, 2012) explained that the discussion section gives meaning to and interprets the result in a variety of ways. Authors make a series of points, at least some of which refer to statements made in the introduction.

In academic context, when the students were making good organization in a paragraph with the kinds of taxis and logico-semantic relation, it would make the meaning of a sentence is structured and sentence in the paragraph are relate each other (Yuniar, 2018). Moreover, the discussion section of *skripsi* made by the undergraduate students should explain how the study has moved the readers understanding of the research problem presented in introduction section. Hence, students should be able to compose a clause complex to link two or more clauses in a sentence. Though, there are still some problems faced by students in composing discussion section. One of them is the lack of logical order and organization that make discussion section unclear.

The study on logico-semantic relation in academic paper section have been conducted previously by (Ngongo, 2018) with the title Taxis and Logico-Semantic Relation in Undergraduate Students' English Theses Writing Text : A Systemic Functional Linguistics Approach. In order to analyze the data, she used Systemic Functional Linguistic Theory (Halliday M. , 1994); (Halliday & Matthiensen, 2004); (Eggins, 1994) especially on the part of taxis and logico-semantic relations. The data of this study were taken from 10 English theses writing texts. The reasearcher used descriptive qualitative analysis and found that in taxis relation, hypotaxis was used higher with the total of 172 than parataxis which used 89 times. The result indicates that students tend to explain their interpretation using unequal status (hypotaxis) to explain the idea. In terms of logico-semantic relation, the use of expansion was more than projection.

Furthermore, a study conducted by (Rukmini, 2010) analyzed the quality of clause complexes in article abstracts written by Semarang State University undergraduate students. The findings showed that the clause complexes used are both parataxis and hypotaxis. The logico-semantic relations used in this study are (expansion) elaboration, extension, enhancement and idea, while the (projection) locution is not found. After analyzing the data through the clause complex, it can be concluded that the quality of the students are considerably good.

In addition, (Yuniar, 2018) analyzed the types of logico-semantic relation and logico-semantic relation of clauses that mostly used in analytical exposition written by the third semester students of Tidar University. The result showed that the logico-semantic relation found are expansion: elaboration, extension, and

enhancement and projection:locution and the dominant meaning is expansion from enhancement.

Another relevant study was conducted by (Sulistyaningrum & Rasyid, 2015) which analyze the logico-semantic relation in acceleration students' presentation. The findings found that the clause complexity in the acceleration students' presentation is varied. In order to collect the data, they divided the students into two groups. In the first group which consist of female students showed that almost all kinds of taxis and logico-semantic relation are found in their presentation, except hypotactic extension. In the second group which consist of for male students, they produced all kinds of relation except locution. The type of taxis and logico-semantic relation that mostly arises in the presentation is paratactic elaboration and the dominant meaning is addition from extension.

Relevant to the above studies, the present study contributes to fill the gap in revealing the types of taxis and logico-semantic relation in one of academic paper section, that is discussion section of *skripsi*. The researcher is aiming at analyzing how the English Language Education undergraduate students of Universitas Negeri Jakarta develop their ideas through the clause complexes they write by means of taxis and logico-semantic relation theory proposed 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.

1.2 Research Question

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 discussion section of *skripsi* written by English Language Education Undergraduate Students of UNJ ?
2. What 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 UNJ?

1.3 Purpose of the study

The purpose of this study is to analyze the types of taxis are used in the discussion section of *skripsi* and also to analyze 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 UNJ.

1.4 Scope of the study

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 UNJ.

1.5 Significance of the study

It is hoped that this study has beneficial both theoretical and practical. Theoretical means that this study can give information about what taxis and logico-semantic are. It is also expected that the readers get the knowledge on how to use each types of taxis and logico-semantic by knowing the function of them. Meanwhile, practical means that this study may be beneficial for the readers on how to use logico-semantic in the writing of discussion section of *skripsi* as their final assignment. Finally, it can be useful for those who want to conduct related studies.