

THE ANALYSIS OF CLAUSE COMPLEX OF ANALYTICAL EXPOSITION TEXTS WRITTEN BY THE ENGLISH TEACHERS OF SMKN 2 PALANGKA RAYA

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Abstract

This study was conducted to investigate the analysis of clause complex of analytical exposition text written by the English teachers of SMKN 2 Palangka Raya. Considering that teachers have important role in education field, in which teachers have a function as the model in teaching learning process, especially in teaching English and it is the consideration that the subjects of the study will be the English teachers. The study design of this study was descriptive qualitative. By means of a descriptive study under Systemic Functional Linguistics theory as suggested by Halliday & Matthiessen (2014), the writers employ the analysis of taxis systems which cover elaboration, extension, and enhancement. Besides, logico-semantic relation is also analyzed which covers projection and expansion. The data will be analyzed through systemic functional approach in which the analysis of the data will be based the clauses and its taxis (protaxis and hypotaxis) along with its logico-semantic relations from text by the teacher.

Keywords: Clause Complex, Analytical Exposition Text

INTRODUCTION

Based on the newest curriculum, Curriculum 2013, English is taught as the compulsory subject from Junior High School level up to university level. The general purpose of teaching it is to enable the students to communicate both in spoken and written. However, this new curriculum does not only focus on the material to be delivered to the students, but

also integrate values systems, knowledge, and skills, orientation on developing the learners' competencies. The changing of teaching-learning methodology towards teaching-learning process gives priorities on the learning experiences through observing, inquiring, associating, and communicating, which are packed into scientific approach, so as to enhance the values of competitiveness and build prime characters. In other words, to achieve all of these, the teaching methodology involves in exploration, elaboration, confirmation through observation, inquiry, analysis, reasoning, description, inference, evaluation, and "creation" (Kemendikbud, 2012).

Relating to the English language teaching and learning, Fauziati et.al (2013) explain that the contents of the learning for all levels of primary and secondary are divided into four texts categories: (1) *interactional functions* (for introducing, apologizing, thanking, complimenting, congratulating, wishing good luck, showing sympathy, care/ concern, condolence, anger, annoyance, happiness, disappointment, and boredom), (2) *transactional functions* (ordering/ commanding, requesting, promising, warning, threatening, refusing, and blaming), (3) *short functional texts* (notice, announcement, prohibition, invitation, memo, and advertisement), and (4) *long functional texts* (narrative, recount, descriptive, procedure, report, anecdote, hortatory, spoof, explanation, discussion, news item, review, and analytical exposition).

From the explanation above, all of those topics are packed into four language skills listening, speaking, reading, and writing. For interactional functions and transactional are considered as speaking skill, while short and long functional texts can be applied for all language skills (listening, speaking, reading, and writing). Moreover, all of the materials are taught based on its functions or its genre or type of text which is well known as Genre-Based Approach (hereafter called GBA).

There are many theories undermining the GBA. One of them comes from Australia which is based on language use and labeled as Systemic-Functional Linguistics (SFL). This approach states that every text within a language- written or spoken- has social and cultural context. The social or situational context deals with register and the cultural context deals with that of genre. Take an example of narrative text which has the social function to entertain the reader or the audience and culturally this text has its own generic levels in generic analysis.

Realizing the phenomena of the English curriculum in Indonesia, started from the 2004 up to the 2013 curriculum, it is the obligation for the English teachers to master many kinds of discourse where it is designed according to the government regulation in the sense that the curriculum has to be competence-based and that at the end of each level, learners are expected to be able to communicate in English as one of their life skills and that they are expected to be able to handle written texts not only for pursuing further studies, but also for learning independently in order to be independent members of community. It is the true of reality faced by the English teachers in which the English teachers should have known all kinds of genres that are included in the curriculum.

Regarding what has been discussed above, the researcher stated the problem of this research as follow:

1. How are the logical meanings within clause complexes of recount texts written by the teachers of SMKN 2 Palangka Raya?

According to the problem statements above, the researcher states the objectives of the study is to analyze the clause complex of recount texts written by the teachers SMKN 2, Palangka Raya to have its logical meaning.

LITERATURE REVIEW

The Nature of Writing Skill

As it is stated on the Syllabus of Masters of English Education, Palangka Raya University, that a teacher who teaches writing skill should be a professional writer for their students, the theory and practices should master. Theoretically, there are three factors that give nature to writing. They are linguistics, psychology, and cognitive factors. Hughey et.al. (1983:3 in Simbolon, 2014)) state that, “linguistically, writing uses more formal forms and constructions of language”. It means that in writing the sentences and the way of the organization should be developed in such a way that the message is conveyed to readers as what it is intended. The meaning is fully elaborated in longer sentences rather than in abbreviated structures. Consequently, the written statements must be constructed carefully, concisely, and coherently for the sake of the message clarity. In other words, the linguistics factors must ensure the message to be conveyed because once the writer puts his idea on a piece of paper, the written language then determines the transferability of the message or meaning.

Moreover, in psychological factor, writing is a solitary act which has implication that it is a communication between the writer and readers taking place in isolation. They cannot share a clear situational context facilitating interactions as it is in speaking. Indeed, cognitively, writing is usually obtained through formal instruction and requires preceding learning on other knowledge and skills. Those knowledge and skill, e.g., of communicative competence and writing elements facilitate writing. Therefore, writing develops more slowly than other productive skill.

Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics is defined as a way of looking at grammar in terms of how grammar is used (Martin et al., 1997 in Sarip 2019). It also labels elements of the clause in terms of the function within the clause rather than the word class because clauses represent meanings through ideational, interpersonal, and textual simultaneously rather than sentences (Gallardo, 2006: 738; Gerot & Wignell, 1994: 6; Martin & Rose, 2007 in Sarip 2019). In harmony with the statement above, Eggins (1994: 22; 2004: 20-21 in Sarip 2019) states that SFL has been described as a functional-semantic approach to language which explore both how people use language in different contexts, and how language is structured to use as a semiotic system.

Dealing with the definitions above, SFL can be inferred as the term used to view how grammar is used within the clause rather than the sentence. In addition, it also can be understood as a semantic approach at which the texts contain a complex social-semiotic relation between language, society, and culture. It is also important to be recognized that the

purpose of SFL is to develop both a theory about language as social process and an analytical methodology which permits the detailed and systemic description of language patterns (Eggins, 1994: 23 in Sarip 2019). In conclusion, SFL can be drawn as the way at which it views a language as a source used by people to accomplish their purposes by expressing their meaning in context

Clause Complex

Halliday and Matthiessen (2014, p. 428) state “The phenomenon ‘from above’ – that is, from the point of view of how the flow of events is construed in the development of text at the level of semantics”. It means that it is used to investigate how clauses are linked to one another by means of some kind of logic semantic relation to form clause complexes. Halliday and Matthiessen (2014, p. 428) asserted that clause complex is a sequence of clause are linked to one another by logico-semantic relation that are presented as textually related messages. Moreover, Bisiada (2013, p. 46) stated that “A clause complex is the lexicogramatically equivalent of what is graphologically realized as a ‘sentence’, and in an analysis exclusively concerned with written text, the two terms can be used interchangeably”. In relation to this theory, the writer construes that clause complex is a group of clauses are linked to another and differentiate clause and sentence.

Gerot and Wignell (1994, p. 82 in Sarip 2019) state that a clause can be defined as the largest grammatical unit, and a clause complex is two or more clause logically connected. A clause complex may be single, consisting of only one clause, or more than one clause. In addition, Butt, et al., (2000, p. 30) stated that clause complex is a group of clauses that work together through some kind of logical relationship.

Taxis

SFL covers spoken and written form which are assumed as a text (Derewianka, 1990; Halliday & Webster, 2009 as quoted by Hidayat (2014, p. 26-27). SFL covers not only context, but also meta function. One of meta functions is logical meaning at (Adopted from Gerot and Wignell, 1994, p. 82 in Sarip 2019) which its grammar elements cover taxis as the so-called the type of independency. Taxis The first system of taxis is parataxis. Gerot and Wignell (1994, p. 92 in Sarip 2019) state that parataxis is used when one clause follows on from one another. It refers to clauses as being initiating or continuing. Then, the second system of taxis is hypotaxis. The term hypotaxis is also called subordination at which it is used to refer to relationship whether one clause is dependent or not towards another clause. In analyzing practices, clauses are marked by alpha, Betha, gamma, and so on (Gerot and Wignell, 1994, p. 92 in Sarip 2019).

The second system determines how one clause is related to another at which the clause refers to logico-semantic relations. It covers two general types based on expansion and projection. By expansion, one clause is elaborated, extended or enhanced by another, while projection relations involve locution and idea (Halliday and Matthiessen, 2014, p. 443)

In relation to expansion, both the taxis and the logico-semantic relationship, taxis and logico-semantic relationship can be identified by the marker which joins the clauses can be seen in table below:

Table 1. Identification of Expansion both Taxis and logico-semantic relationship

	Elaborating	Extending	Enhancing
Paratactic		And, but	So, then
		Not only	For, thus
	That is to say or (rather)	But also	Or else
	In other words	Except	Still
	For example	Or, yet	Otherwise
	For instance		
Hypotactic	In fact, like		
	Which	Whereas	As, while
		While	When, where
		Instead	Because, if
		Besides	Even though
		Rather than	Despite

(Adopted from Gerot and Wignell, 1994, p. 94 in Hidayat 2019)

Based on the table above, it identifies that relation of expansion both the taxis and the logico-semantic at which those are parataxis and hypotaxis that have classification with regard to elaborating, extending, and enhancing. Meanwhile, elaborating in parataxis consists of coordinator. For instance; *that is to say* or (*rather*), *in other words*, *for example*, *for instance*, *in fact*, and *like*. Extending in parataxis consists of *and*, *but*, *not only*, *but also*, *except*, or *yet*. Enhancing in parataxis consists of *so*, *then*, *for*, *thus*, *or else*, *still*, or *otherwise*. In addition, elaborating in hypotaxis consists of subordinator. For instance; *which*, extending in hypotaxis consists of *whereas*, *while*, *instead*, *besides*, or *rather than*. Enhancing in hypotaxis consists of *as*, *while*, *when*, *where*, *because*, *if*, *even though*, or *despite*.

Analytical Exposition Text

Analytical Exposition Text is type of text that is intended to persuade readers or listeners to know something case or issues.

The social function of analytical exposition text is to persuade your audience to look at an issue with your perspective. The examples of expositions text are: letters, legal defenses, editorials, essays, speeches/lectures, newspaper articles, and political leaflets.

The structure of analytical exposition text:

1. Tittle: talk about the topic
2. Introduction: states the thesis statement of your text
3. Conclusion: Restatement of the thesis statement and support the viewpoint with factual data like graphs, pictures and charts.

Language features of an exposition text (Simon & Schuster, 2002 in Buku Bahasa Inggris SMK Kelas XI):

1. **Use descriptive persuasive words** with emotive connotations to emphasize your viewpoint, it can be used positive or negative words.
2. **Use thesaurus to find an appropriate word**, for example:
 - Instead of using '*bad*', **USE** *appealing, unfavorable, ghastly, terrible*;
 - Instead of using '*good*', **USE** *fantastic, incredible, momentous, remarkable*;
3. **Use the present tense** such as *I eat, lions live*;
4. **Use mental verbs** such as *I believe, I agree, I prefer*;

5. **Use saying verbs** to support the argument such as *people say, it is said, research indicates, etc.*;
6. **Use connecting words to link the arguments** so that the flow of the argument is logical and fluent such as *additionally, furthermore, not only, also, etc.*;
7. **Use casual conjunction** to indicate a cause of reasons of what is being stated, for example: *because, consequently, despite due to, for that reason, etc.*;
8. **Use words that express the author's attitude** to quality or confirm, for example: *will, frequently, may, must, usually, typically, habitually, etc.*
9. **Use persuasive techniques** for example:
 - Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statement
 - Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies, or quotes
 - Use exaggerations to make things or issues appear better or worse than they actually are.

RESEARCH DESIGN

Since the purpose of this study is to describe the language used in analytical exposition text written by English teachers who teach at SMKN2, Palangka Raya, then it will use the qualitative method. In line with the above, Putra (2012) states that qualitative research is an appropriate research method used in a study since it has characteristics that support to find out the problems inductively.

Related to what has been mentioned above, the data in this study are in the form of clauses of analytical exposition texts as well as their conjunctions, and this phenomenon belongs to qualitative. Moreover, based on the analysis, this study is categorized as descriptive, in which the purpose is to describe the logical meanings from analytical exposition texts written by the English teachers at SMKN 2, Palangka Raya.

FINDINGS

The data will be analyzed through systemic-functional approach in which the analysis of the data will be based on the clauses and its taxis (parataxis and hypotaxis) along with its logico-semantic relations.

1. Clauses

Systemic-Functional Linguistics (SFL) usually uses clauses as the meaningful grammatical unit (see: traditional grammar which uses sentences rather than clauses). Although the focus of analysis will be on the kinds of clauses, the density of clauses and sentences is important to know how the texts are built for reaching the goal in communicating through a report text. The density of clauses and sentences can be analyzed through the following table.

The Density of Report Texts

	Text 1	Text 2	Text 3...and so on
The total number of clauses			
The total number of sentences			
The density of clause and sentence			

Kinds of clauses are analyzed in order to know the language used by the teachers whether they use the complex or simplex clauses. Simplex clauses are those which consist of a single clause while complex clauses are those which consist more than one clause.

The Kinds of Clauses

Kinds of Clauses	Text 1	Text 2	Text 3, and so on
Simplex			
Complex			

Taxis are the relation clauses of complex clauses. They are divided into two taxis: *parataxis* (where the clauses have independency relation) and *hypotaxis* (where there is dependency relation)

Types of Clause Complex

Type of Taxis	Text 1	Text 2	Text 3, and so on.
Parataxis (1, 2,)			
Hypotaxis (, ,)			

The types of logico-semantic relation aim to know the kinds of language use whether they are locution (speech) or idea (thought), and how the language expand (through elaboration relation)

Types Logico-Semantic Relation

Relations		Text 1	text 2	text 3, and so on.
		text 1		
Projection	Locution (‘)			

	Idea (“)			
Expansion	Elaboration (=)			
	Extension (+)			
	Enhancement (x)			

CONCLUSION

The analysis of taxis and logico-semantic reveals that have a good complexity in the production of the teacher language. The variation types of taxis, logico-semantic relation and meanings produced by the teacher prove the strength of their verbal language. Despite their background, they have language ability that may be higher than other teacher in the same level

Referring to the conclusions of the finding, the recommendation is offered as the following: (1) The teacher need to develop their teaching strategies so that language ability can develop as well. (2) The study of clause complexes, particularly taxis and logico-semantic relation system need to be learned more deeply. (3) The Education Department provide the way how to present in appropriate way with seminars, public lectures

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