

Analysis Of Parataxis And Hypotaxis Construction Of The Students' Written Texts

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Abstract

This study aims at analyzing parataxis and hypotaxis construction of the students' written texts. Taxis refers to the dependency status of the clause in a clause complex. This discourse analysis will investigate the types of taxis construction and the tendencies of the students in applying taxis construction in their written texts. The unit analysis of this study is clause and clause complex written by the students. The students here refer to the fourth semester students of English Department of Tidar University (Universitas Tidar). Following Gerot and Wignell's theory (1994), most of the students apply parataxis and hypotaxis construction with expansion as logico semantic realation. Expansion links processes by providing additional information. It involves three types of relationship. They are elaboration, extention and enhancement.

Keywords: Hypotaxis, Logico Semantic Relation, Parataxis, Written Text.

Introduction

A language is a means of communication. As a means of communication, language is used by all people in the world for interaction, either in written or spoken form. In everyday life, language is used to share ideas and exchange meanings. By means of language, people are able to tell what they mean since nothing on earth can survive without others, either human or animal cannot independently survive without developing any types of interaction with other individuals. Writing is as an alternative way to carry out communication. In writing, students are expected to be able to construct some sentences into a good paragraph. Sentence and clauses are well-known phenomena for people. Most people have already known sentence more than clause. Sentence is a unit of written language. Meanwhile, clause can be defined as the largest grammatical unit, and a clause complex is two or more clauses logically connected.

A good organization of parataxis and hypotaxis in clause complexes in a paragraph will make the paragraph coherent. The definition of clause complex by Gerot and Wignel (1994: 89-91) is as follows: univariate structure (one made up of units of the same rank). A clause complex is comprised of two or more clauses logically connected, or put another way, a clause complex is a sequence of processes, which are logically connected. The term para-hypotaxis

(henceforth: P-H) was first introduced by Sorrento (1929; 1950) and is still commonly used by Romance linguists. It designates sentences containing a proleptic dependent clause, with the main clause preceded by a coordinator. Clauses can be combined through one of the two logico-semantic relations: expansion and projection.

Expansion

Expansion links processes by providing additional information. It involves three types of relationship: elaboration, extension, and enhancement.

Table 1. Three Types of Expansion

Elaboration	Specifying in greater detail, restatement, exemplification, and comment
Extension	Extending the meaning of one clause by adding something new.
Enhancement	Involving circumstantial relationship (temporal, conditional, causal, concessive, spatial, manner) where the circumstantial information is coded as a new clause rather than within a clause.

Projection

Projection links clauses by having one process projected through another either by quoting or reporting. Both meanings (ideas) and wordings (locution) can be projected. Besides, propositions (information) or proposals (goods and services) can also be projected. Projection particularly occurs through *mental* and *verbal* processes.

For example:

Verbal

- *The singer said*

“ *The next concert is in July.* ”

- *The singer said*

“*that next concert is in July.*”

Mental

- *I thought*

‘*that the next concert was to be in July*

- *I don't want*

‘*to play in a brass band*

Taxis

Taxis, as stated by Gerot and Wignel (1994:92), are a system of interdependence to make up the systems for joining clauses in English. It refers to the dependency status of the clauses in a clause complex. It is then divided into *parataxis (paratactic construction)* and *hypotaxis (hypotactic construction)*.

Discussing parataxis and hypotaxis, Yiu-Kay Tse (2010) states that:

1. Parataxis: The arranging of clauses one after the other without connectives showing the relation between them. Example: The rain fell; the river flooded; the house was washed away.
2. Hypotaxis: The dependent or subordinate relationship of clauses with connectives; for example, I shall despair if you don't come.

Based on the above background, this study investigates the types of taxis and the types of logico semantic applied by the students in their written.

Methodology

1. Research Design

In this study, the writer applied a descriptive qualitative research. It describes systematically the facts and characteristics of a given population or area of interest, factually and accurately (Isaac and Micahel, 1971:18). In this research, I applied qualitative approach to unfold the types of taxis construction and the tendencies of the students in applying taxis construction in their written texts. I also employed simple quantification in order to show some tendencies in applying taxis construction in their written texts.

2. Object of the Research

Since the study was devoted to investigate the parataxis and hypotaxis construction of the students' written texts, students' written texts are the objects of this research. They are in the form of paragraph in which there are more than five sentences in each paragraph. The students here refer to the fourth semester students of English Department of Tidar University in 2015/2016 academic year. There were 30 students who were involved in the research. All of them wrote analytical exposition texts.

3. Unit of Analysis

In analyzing the parataxis and hypotaxis construction of the students' written analytical exposition texts, the unit was the clause complex. It is under the consideration that in functional grammar the clause is the larger grammatical unit (Gerot and Wignell, 1994).

4. Technique of Data Collection

As this research is qualitative, the writer as researcher became the main instrument of obtaining the data. The data gathered were the students' written texts. To collect the data in this research, the writer asked the students to a paragraph of a certain text. The first step, the writer exposed the examples of texts, explained the social function, the Schematic Structures and the language features of report text. The second step, she asked the students to write a paragraph of a certain text.

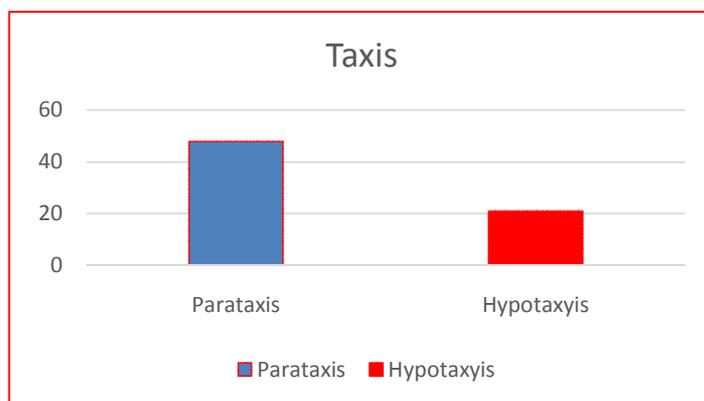
5. Data Analysis

The data analyzed were parataxis and hypotaxis construction of analytical exposition texts written by the students. The writer analyzed the parataxis and hypotaxis construction of the students' written texts. Yet the writer needed to analyze the texts to provide the evidence with certain parataxis and hypotaxis construction employed following the patterns provided by Gerot and Wignell (1994). First, she read the students' paragraphs and then identified the parataxis and hypotaxis construction of the students' written text. After that, she observed the tendency of the students in employing Gerot and Wignell's parataxis and hypotaxis construction in their written texts. Finally, she counted the percentage of occurrence of students' parataxis and hypotaxis construction.

Finding and Discussion

In the analysis, the writer applied marking technique. Hypotaxis is marked through Greek letters. **Alpha (α)** marks the dominant clause. Clauses are marked alpha, **beta (β)**. On the other hand, the clauses in parataxis are marked by **numbers: 1, 2, 3**, and so on. Again, parataxis and hypotaxis are categorized into *expansion* and *projection*. Expansion is then broken down into *elaboration*, *extension*, and *enhancement*, which are orderly marked **=, +, and x**; and projection is subdivided into *locution* and *idea*, which are orderly marked “ and ‘. The marking technique is applied to analyze the main data, the students' analytical exposition texts.

Based on the data, it is found that there are 223 clauses and clause complexes. Among them, 154 are in the forms of clauses and 69 are in clause complexes. Based on 69 clause complexes, it was found that there are 48 parataxis and 21 hypotaxis construction. It can be seen that the students tend to write parataxis construction in writing analytical exposition texts.



Parataxis and Hypotaxis Construction

These are the examples of data analysis.

1. Corruptors should be death sentence because corruptors can be harm for our country.

α Corruptors should be death sentence

x β because corruptors can be harm for our country

2. Every region has an education curriculum standard and the teachers in every region in indonesia make it equal.

1 Every region has an education curriculum standard

+2 and the teachers in every region in indonesia make it equal.

3. National examination should not be banned because it has many advantages.

α National examination should not be banned

x β because it has many advantages

4. In conclusion, internet can be used effectively and give protection for our children to browse internet.

1 In conclusion, internet can be used effectively

+2 and give protection for our children to browse internet

5. The flower which is used for reproduction is part of the plant.

α The flower is part of the plant

x β which is used for reproduction

6. The root which absorbs water from the soil is part of the plant.

α The root is part of the plant

x β which absorbs water from the soil

7. Most of planta are green but not all of them have complete parts like a fungus.
 - 1 Most of planta are green
 - +2 but not all of them have complete parts like a fungus
8. Although they have different cultures and characteristics they never give the bad attitude among them
 - x β Although they have different cultures and characteristics
 - α they never give the bad attitude among them
9. Java is not large enough island but it consists of some provinces.
 - 1 Java is not large enough island
 - +2 but it consists of some provinces
10. Although they have different cultures and characteristics they never give the bad attitude among them.
 - x β Although they have different cultures and characteristics
 - α they never give the bad attitude among them.

Based on the above example, it can be seen that the clause complex 1,3, 5,6,8 and 10 are hypotaxis construction with enhancement as one of expansion type. For the second, fourth, seventh and ninth clause complex, it can be seen that they are parataxis construction with extension type. In addition two the above findings, it can be seen that the expansion types as logico semantic relation are mostly used by the students in writing analytical exposition texts.

Conclusion

Based on the finding and discussions of the research data, the conclusions are formulated as follows. Most of the students apply parataxis and hypotaxis construction with expansion as logico semantic relation. Expansion links processes by providing additional information. It involves three types of relationship. They are elaboration, extension and enhancement.

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