HALAMAN PENGESAHAN SKRIPSI

AN ANALYSIS OF PARATAXIS AND HYPOTAXIS IN RECOUNT TEXT WRITING OF SECOND GRADE STUDENTS AT SMA NEGERI 17 MEDAN

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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula yang bersangkutan memperoleh gelar SARJANA PENDIDIKAN (S.Pd)

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Discourse analysis is the study of language in its context of use with an emphasis on how people communicate in real-world situations, this analysis examines how text and voice function in social communication. Discourse analysis's primary goal is to understand how meaning is interpreted and expressed in verbal interactions as well as how language is used to construct identity, ideology, and power. Discourse analysis, according to (Paltridge, 1999), focuses on linguistic knowledge that goes beyond the word, clause, phrase, and sentence that is necessary for effective communication. It examines linguistic patterns in various texts and takes into account the interaction between language and the social and cultural settings in which it is utilized. Discourse analysis also takes into account the manner in which language is used to convey various understandings and points of view about the world.

Systemic Functional Linguistics (SFL) is a linguistic theory developed by Michael Halliday. Therefore, it can be analyzed at four levels: context, semantics, and lexicogram. Functional linguistics systemic is also an approach to the functional nature of linguistics that allows language to be viewed as a semiotic social system. Systemic Functional Linguistics is a theory that studies language (Hallidays, 2004), often focusing on language. This theory emphasizes the relationship between language and its communicative function in a social context. SFL views language as a system used to convey meaning and functions as a

complex communication tool. About Systemic Functional Linguistics (SFL), parataxis and hypotaxis are two syntactic concepts that are important in the analysis of sentence structure and its relationship to meaning. In linguistic analysis, the concepts of parataxis and hypotaxis help in understanding sentence structure and the relationship between the parts of the sentence. In the context of Systemic Functional Linguistics, an understanding of parataxis and hypotaxis can be used to analyze how sentence structure influences the expression of meaning and communicative function in text.

Parataxis used when one clause is a continuation of another clause (Wignell, 2013). In traditional grammar, this is called coordination. Parataxis is the use of independent sentences that are not directly connected by words or conjunctions. Coordinating clauses such as "but", "or", and 'so". Hypotaxis used to refer to a relationship where one clause depends on another clause, sentences that are connected directly with connecting words or conjunctions (Wignell, 2013). In a recount text, hypotaxis is used when the author wants to explain more complex events or relationships between events. Subordinate clauses such as "because", "since", and "after" link events that occur chronologically. Hypotaxis can build relationships between events more clearly. The main difference between parataxis and hypotaxis lies in the syntactic relationship between clauses or phrases in a sentence. Parataxis indicates a parallel relationship without clear dependencies between parts of the sentence, while hypotaxis shows a hierarchical relationship in which one part of the sentence is subordinate to another part.

As explained (Tampubulon & Rahman, 2021), the recount is a text that tells events chronologically. The purpose is to educate or entertain the reader.

Retelling skills are the types of texts used to retell events and experiences. In writing retellings, writing skills are the most important key to conveying information to readers in a clear, structured, and easy-to-understand manner. Recount texts have the following general structure; Orientation: introduces who is involved in the story, when and where the story takes place, Event: provides a chronology of events, and Reorientation: provides a conclusion from the experience author's comments about the experience. When writing a retelling text, it is important to use the correct text structure. Introduce the event you want to discuss, arrange the events chronologically, and provide an appropriate conclusion. Good writing skills help writers become better at recounting, from choosing the right words and using the right tense to arranging paragraphs in an orderly manner to convey the story clearly and effectively through the recount.

Writing is one of the language skills, apart from listening, speaking, and reading (Nurhadi, 2019). The process of acquiring writing skills is at the final stage after acquiring listening, speaking, and reading skills. Writing is a skill that can represent a person's mastery of other linguistic aspects (Nurhadi, 2019). Learning writing skills is very important for students because writing is part of their daily activities. Academically, writing, listening, reading, and speaking, is an english learning skill that helps you convey ideas, thoughts, and feelings. Writing is the most difficult skill for students because it requires correct grammar and good ideas. Students develop ideas, translate them into writing, and consider ways to better structure writing In addition, (Javed et al., 2013) found that writing sentences is more complex than writing text. Writing is considered the last skill to be learned after the previous three skills. It is based on the idea that language

acquisition progresses from oral skills to written skills. Writing is closely related to the type of writing in english because the type of writing determines the style, structure, and purpose of written text. When one writes in english, it is very important to understand the type of text used to convey the message one wants to convey clearly and effectively. Each type of text in english has different characteristics and structures, such as explation text, narrative text, procedure text, recount text, and report text. Therefore, writers need to understand these differences to adapt their writing style and text structure to suit their communication needs. The ability to write different types of english sentences will also help you develop general english skills, such as understanding grammar, vocabulary, and correct writing style. Therefore, knowledge of types of English texts provides a strong foundation for developing effective and communicative writing skills in english contexts.

Parataxis and hypotaxis in recount text can help understand the structure and style of language used to convey information effectively. Parataxis is used to describe a series of events, while hypotaxis is used to explain the relationship between these events. Appropriate use of parataxis and hypotaxis can improve readers' understanding of recount text. Apart from that, the correct use of parataxis and hypotaxis can help readers understand the storyline and context of the recount text. When writing recount text, students usually do not know the structure of writing recount text and do not understand the wording of the experiences they have experienced, whether happy or sad. The reason the researcher chose this title because after conducting observations, the researcher found that they were still lacking in using conjuction parataxis and hypotaxis because they should have

been able to because in the learning objectives they were required to be able to distinguish and analyze the social functions, text structures, and linguistic elements of several recount texts orally and in writing. In Hana Suci Anggreani's research on "An Analysis of Parataxis and Hypotaxis construction in descriptive text written by First Grade of SMK Bandar Sungai Buaya Malaysia in the year 2017" explained that students still have difficulty in composing quality writing, especially in terms of clause development. The quality of good writing is influenced by interdependence (taxis) and the logical-semantic relationship system between clauses. The results of this research can be used to develop more effective teaching strategies in helping students write texts. The use of parataxis and hypotaxis in students' recount texts can help evaluate and improve the quality of recount text learning in accordance with the applicable curriculum. Therefore, the researcher want to conduct research with the title " An Analysis of Parataxis and Hypotaxis in Recount Text Writing of Second Grade Students at SMA NEGERI 17 MEDAN".

1.2 The Problem of the Study

Based on the research background above, the research problem can be formulated as follows : What are the parataxis and hypotaxis in recount text writing of the second grade students at SMA Negeri 17 medan?

1.3 The Objective of the Study

Regarding the research problem specifically, the aim of this research problem is: To find the parataxis and hypotaxis in students writing recount text of second grade students at SMA Negeri 17 Medan.

1.4 The Scope of the Study

In this study, the researcher wants to explain there are many topics that students should pay attention to when writing recount text in writing such as: hypotaxis and parataxis, writing process, purpose of writing, generic ctucturen text. In this study, it only focuses on parataxis and hypotaxis which are most often used incorrectly by students.

1.5 The Significance of Study

The researcher hope that the findings of this study are expected to be relevant and theorectically significant and can contribute to all readers who care about this field. The following research is started theoretically and practically.

1.5.1 Theoretically

The result of the research could become a new perspective in the study of linguistics, especially for taxis studies related to parataxis and hypotaxis.

1.5.2 Practically

1. For english teachers

    Useful for English teachers in applying the science of parataxis and hypotaxis. Teachers can also use research results to understand parataxis and hypotaxis, especially in recount text.

2. For students

    The results of this research are useful for students to know and understand more about parataxis and hypotaxis, especially in recount texts.

3.   For other researches

The results of this study can be a source of information or knowledge that can be used in conducting further research related to parataxis and hypotaxis, especially in writing recount texts.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This study requires the development of a theory to explain the concepts or terms that will be utilized in it. A variety of terminology can be derived from theoretical study. It is critical to provide a framework for elaborating on terminology and clarifying all of their meanings in relation to this study. This subject will be discussed in the following section.

2.2 Writing

2.2.1 Definition of Writing

According to (Oshima & Hogue, 2007) writing is defined as several steps of actions that involve thinking of ideas, transferring them into words, and reviewing until satisfied that the writing properly expresses what the writer wants to convey to the reader. In this definition, Oshima and Ann argue that writing as an advanced action that involves thinking and transferring ideas into words and reviewing them for readability and reviewing it so that it can be read well and can express the writer's ideas appropriately. Based on these definitions, the researcher concludes that writing is several steps of mental actions in creating, organizing, reviewing, editing, and revising ideas into words in the writer's own style with a specific purpose. Words in the author's own style with a specific purpose to make it clear to the reader until the the writer is satisfied that his writing has expressed what he wants to convey. As a language skill, writing plays an important role in human communication. By writing, someone can convey messages, share knowledge, and express emotions effectively. The writing process not only

involves the physical act of writing words, but also includes the process of thinking, planning, and organizing ideas in a clear and structured way. Writing skills enable a person to convey thoughts and ideas systematically and coherently. By writing, a person can develop analytical, logical and critical thinking skills. Apart from that, writing also allows someone to hone their creativity and imagination in arranging words into a meaningful written work. Through the writing process, a person can express themselves, express complex ideas, and convey information in a persuasive and convincing way.

Writing is not only an individual activity, but also a form of communication that allows interaction between writers and readers. By writing, someone can share experiences, knowledge and views with other people. The resulting writing can be a source of inspiration, information or entertainment for readers. Additionally, writing also allows a person to store and document thoughts, ideas, and experiences in writing for future reference. Writing skills are not only important in an academic context, but also in everyday life and the professional world. The ability to express one self in writing clearly and effectively is a valuable asset in various fields, such as business, journalism, publishing, and so on. Writing is also a means to develop language skills, expand vocabulary, and improve understanding of grammar. Thus, writing skills play an important role in developing the ability to communicate and think holistically. Writing is a complex process that involves expression, communication and reflection. Through writing, someone can develop language skills, broaden their horizons, and convey messages effectively. Writing is not just the physical act of writing words, but is also an art form that allows a person to create meaningful

written works and influence others in a positive way. Therefore, writing skills are an important aspect in self-development and progress in various aspects of life.

2.2.2 The Process of Writing

For us to write well, we have to go through numerous processes (Harmer, 2004). The steps serve as recommendations for children to begin writing and continue until they complete it. Harmer postulated four steps to the writing process. They are planning, drafting, editing, and finalizing.

1. Planning

Before writing something down on paper, the writer has to choose what to write. This is why the writer must first create a plan. What we plan to say, what messages we want to convey, and what information we want to share with others. The plan must be prepared before being written down on a piece of paper or a note, nevertheless some writers simply retain the planning in their minds. There are some important factors to consider while developing a strategy. The first step is for the writer to establish the aim of his writing; this will impact the sort of text he creates, the language he uses, and the information he communicates. Second, rate who the goal audience is. Understanding this enables a writer to choose the tone of his work, whether professional or casual. The final one is the content structure. It matters because it allows readers to understand the writing.

2. Drafting

A writer's initial piece of work is referred to as a draft since it will be edited later. The draft may be thought of as the raw text that has to be corrected and altered before the final product is completed.

3. Editing

Indicating and revising writer ought to read what they wrote after the first draft to decide which points are true and which are not. They should also look for any grammatically incorrect passages or words that need to be changed to clarify their meaning because some may leave the reader perplexed. Sometimes a helper may point out faults and inaccuracies during reflection and revision while also suggesting the best potential final output.

4. Final Version

The most recent one is the finished piece, which is titled "final version" and is getting ready to be presented to the public. The final edition will differ significantly from the initial draft because it has undergone a procedure that modifies the content considerably.

2.2.3 The Purpose of Writing

According to (Baker & Ellege, 2011), There are five typical uses for writing: to instruct, inform, convince, narrate, and to respond. Each goal of writing has unique characteristics and examples. Instruction text can be found in recipes, science experiments, directions, guidelines, and so on. Information text is a text that contains factual information on anything and can be found in a newspaper, magazine, brochure, or biographies. Persuasive literature presents the author's case by providing supporting facts and evidence to persuade readers to agree with the author's viewpoints. Narration is another reason why people write. It is when the author effectively builds the setting, events, details, and ending of the story.

2.3 Recount

2.3.1 Definition Recount Text

Recount text is one form of text that senior high school students study. (Tampubulon & Rahman, 2021) define recount text as text that tells about a prior occurrence. Recount text is used to write a report about an experience with associated events. Recount stories contain statements of attitudes and feelings, which are typically expressed by narrators regarding actual events (Peter Knapp, 2017). Recounted stories include the author's assertions of views and sentiments regarding the incident. Furthermore, a recount text can be characterized as a text that is primarily intended to report on an experience of a set of connected events. The events are sequential, with characters in a definite time and place setting. This demonstrates how crucial character details, as well as time and place, are in crafting a strong recount text. Recount text is a text that retells and describes past events in sequential order so that readers can understand them chronologically. There are three crucial aspects to consider when studying and understanding recount text: repeating the story, prior events, and their chronological order. Typically, a recount narrative begins with an orientation that provides background information about the characters, what happened to them, and where and when the story occurred. Then it is followed by an organized set of events. A reorientation occurs occasionally near the end of a recount text. It is optional and contains the writer's personal perspective on the work.

2.3.2 Generic Structure of Recount Text

Writing on genre literature should incorporate a generic structure. It contains several elements of general structure in genre text. However, students

must be aware of and grasp the situation. The pupils should be familiar with generic structure in genre text. Recount is one of the genres; to master recount text, pupils must understand its generic structure. Recount text contains numerous components, one of which is the general structure. The recount text should mirror the existing general structure, as this is an early foundation in making recount text. (Annandale et al., 2013) Generic structure of recount text; Orientation: Background information helps the reader understand the context. This section of the text explains who, where, when, what, why, and how. Events : Important events are often arranged chronologically and then commented on. Reorientation: The conclusion is determined by the text's aim and intended audience.

Example Recount Text:

My Holiday

I spent my last summer holiday in Seoul, South Korea. I went there with friends. **Orientation**

On the first day, I arrived at Incheon Airport about 7 a.m. following a six-hour journey. Then I took the train to Seoul and checked into the hotel I had already reserved. I decided to rest for a while. At night, I visited Hongdae, a well-known district in South Korea. I went to eat traditional Korean cuisine. The next day, I visited the Gyeongbokgung Palace and National Museum. I also went to learn how to cook Kimchi and see the sights of Seoul from the Seoul Tower. I returned to the motel at 10 p.m. and instantly fell asleep. **Events**

I spent my last day in Myeongdong buying gifts and mementos for my family and friends. I also ate some street cuisine there. I arrived at the airport

around 3 p.m. because my flight was scheduled at 5 p.m. I had a lovely time in South Korea and created wonderful memories with my friends. It was a wonderful trip. **Reorientation**

2.4 Discourse Analysis

Discourse analysis examines how language is used. It is the study of how language is used in real-world situations, not merely for communication (Cingolani et al., 2011). Discourse analysis has evolved from an emphasis on textual meaning and structure to a critical examination of power, inequality, and ideology since the early 1990s (Baker & Ellege, 2011: 32). The primary goal is to comprehend how language is utilized to convey meaning, identity, and social interactions. Some essential features of discourse analysis are: Context: Investigate how social, cultural, and historical factors influence language use and interpretation. Language function is the study of how language is used for diverse purposes, including persuasion, information, and entertainment. Discourse structure describes how a document or discussion is organized, including cohesiveness and coherence. Power and ideology: Looks at how language reflects and sustains power relations and ideologies in society. Identity and relationships: Look at how language influences an individual's or group's identity as well as interpersonal connections. Multimodality: The research incorporates nonverbal elements such as visuals, gestures, and layout. Discourse analysis is used in many fields, including linguistics, sociology, psychology, anthropology, political science, and communication. This technique helps us grasp the complexity of human communication, as well as how language shapes and is influenced by our social surroundings.

2.5 Systemic Functional Linguistics

Systemic Functional Linguistics is concerned with the meaning that the speaker created (Fadilah & Kuswoyo, 2021). These meanings encompass interpersonal, literary, and conceptual meaning. This research focuses on experiential or ideational meaning. According (Fadilah & Kuswoyo, 2021), ideational meaning encompasses a person, an event, a phenomenon, an action, a circumstance, and so on. Thus, metafunctions could be used to inspect the text and determine how it was created. Language, according to Systemic Functional Linguistics, is a social semiotic system, which means it serves as a resource for producing meaning in social interactions. This theory focuses on the relationship between language and its social context, emphasizing how language is shaped by and influences social structures and relationships. SFL investigates language on three levels: ideational, interpersonal, and textual. The ideational level focuses on how language represents the world and communicates content; the interpersonal level investigates how language is used to connect with others and express social relationships; and the textual level investigates how language is structured and ordered to produce coherent literature.

2.6 Compound Complex Sentence

Compound complex sentences is part of a sentence that explains a phrase or clause, the following are parts of a sentence: the first simple sentence is a simple sentence that only requires one clause. The main clause is a group of words consisting of a subject and a predicate and can stand alone. This means that the clause can still provide meaning even though it is not accompanied by additional clauses. the second, namely a compound sentence, is a sentence that contains at

least two independent clauses (or can be more than two). Simply put, a compound sentence is formed from a combination of two simple sentences. The third, namely Complex Sentence, is a multilevel or complex sentence that contains an independent clause and at least one dependent clause. You need to know first, a dependent clause is a group of words that contains a subject and a verb (verb), but it cannot express a complete thought. Finally, a compound-complex sentence is a sentence that contains at least three clauses, two independent clauses and one or more dependent clauses which are equivalent to three sets of subjects and verbs.

2.7 Clause Complex

There are two types of clauses: clause simplex and clause complex. Clause complexes are clauses that contain both dependent and independent clauses. In this study, the researcher chose clause complex as the subject of study. Clause complex is the word used by system to describe the grammatical and semantic unit generated when two or more clauses are connected together in systematic, meaningful ways. When we write clause complexes down, whether in speech or in writing, we usually use full stops to mark the borders. In other words, the sentence is an orthographic unit in written language, whereas the clause complex is a grammatical and semantic unit that appears in both spoken and written language. A clause complex, on the other hand, is a univariate structure (composed of units from the same range). A clause complex is made up of two or more clauses that are logically connected; in other words, a clause complex is a logically connected series of processes.

Clause complex is a sequence of clause are linked to one another by logicosemantic relation that are presented as textually related messages

(Hallidays, 2004:428). Moreover, A clause complex is the lexicogrammatical 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' (Bisiada, 2013:46). In relation to this theory, the writer construes that clause complex is a group of clauses are linked to another and both logico-semantic relation and taxis that can be used interchangeably. One clause complex can be treated as a sentence. The place of clause complex and sentence in relation to other units and complexes of units in the total linguistic system. Halliday points out that there are 3 lines of meaning in a clause: the textual meaning, the interpersonal meaning, and the ideational meaning, or to put it differently,while the clause has three metafunctions: textual, interpersonal, and ideational metafunctions. In their use of language, people in many cases tend to expand their arguments outwards by combining, or complexing the original clause with other related clauses into series of clauses with the main clause as the core of themessage and the coordinate or subordinate clauses as the peripheral information added to reinforce the message.

2.8 Taxis

Interdependent relationships are also referred to as taxis. Taxis are relationships between clauses that form complex clauses (Adha, 2018). The above-mentioned taxi networks can be divided into two types: independent and dependent. Taxis are divided into parataxis and hypotaxis. Parataxis describes the relationship between syntactically equivalent clauses or sentences. In parataxis, clauses or sentences are arranged side by side without any obvious hierarchical relationship between them. Taxis in parataxis refers to the way clauses or

sentences relate to each other in a text in a parallel manner without any strong dependence on each other, hypotaxis describes a relationship between clauses or sentences that is subordinate, where one clause or sentence becomes more important or dominant than the other. In a hypotaxis, one clause or sentence becomes the parent or main subject while the other becomes the child or support. Taxis in hypotaxis refers to the way clauses or sentences are interconnected in a text with a clear dependency between one another.

Based on (Hallidays, 2004:374) The degree of interdependence is known technically as taxis, and there are two types of interdependence: parataxis (equal status) and hypotaxis (unequal status). Logical meaning is one of the metafunction studies whose grammatical components include taxis as a sort of intervention. The earliest taxi system was parataxis. (Wignell, 2013:92) define parataxis as the usage of one sentence following another. This refers to the clause as beginning or continuing. The second taxi system is speculative. The phrase hypothetical is also known as subordination, and it refers to the relationship between clauses, whether or not one is dependent on another.

2.8.1 Parataxis

Parataxis is a multifaceted claimant in which one claim is neutral or unrelated to the others (Wignell, 2013). According to (Hallidays, 2004:374) "parataxis is the relation between two like elements of equal status, one initiating and the other continuing" . This sentence demonstrates how parataxis works to determine how group complexes have the same status connection. The types of groups that make up the nominal group complex share the same status. This parataxis is generally known as a compound sentence or a constructed sentence.

With the parataxis, these free clauses are typically connected using the coordinative conjunction phrase, such as "and", "but", "or", "then", "either...or", "neither...nor", "not only...but also", "so", and "so on". For example, the phrase "conjunctive adjuncts" can be employed in parataxis, as well as other relevant contexts.

Parataxis is a literary style or sentence structure in which clauses or phrases are organized in parallel without the use of conjunctions. Parataxis allows each clause or phrase to stand alone as an autonomous unit while remaining semantically related. Parataxis has the following main characteristics: clauses are organized sequentially, each clause can stand alone as a full sentence, and the logical relationship between clauses is inferred. Parataxis is frequently utilized in literary works to achieve specific effects, such as increasing the pace of the story or highlighting the equality of ideas delivered.

2.8.2 Hypotaxis

Hypotaxis is a complex cause of which one cause occupies a neutral status while each of the causes a neutral status (Wignell, 2013). According (Hallidays, 2004:493) Hypotaxis is commonly associated with complex sentences or sentences with a large number of words. Clause hypotaxis employs subordinative conjunctions such as "so that", "because", "since", "although", "as", "if", and "before". Hypotaxis is a writing or sentence construction approach in which interrelated clauses or phrases are organized in a hierarchical structure, with one clause serving as the main clause and the other as a subordinate clause. This establishes a grammatical dependency between the sentence's constituent parts. In the structure section, employ main clauses and subordinate clauses, relationships

indicate logical relationships between ideas in a phrase, complexity produces more complicated and extended sentences, and conjunctions frequently use subordinating conjunctions such as "because", "although", and "when".

Hypotaxis enables writers to explain difficult topics in a more ordered manner. It helps readers grasp the relationship between various concepts or events in a statement. Opposite hypotaxis, parataxis is a strategy for arranging phrases in parallel without subordination. Hypotaxis establishes a hierarchy, whereas parataxis distributes information evenly. In literature, writers frequently utilize hypotaxis to achieve specific effects, such as adding depth to the narrative or stressing cause and effect linkages in the plot. Hypotaxis syntactic variants can take many forms, including relative clauses, adverbial clauses, and nominal clauses.

2.9 Relevant Studies

The researcher take information from previous proposals, theses, and journals. The data on previous proposals, theses, and other journals becomes a reference for researchers to complete the proposal.

The first is from Sunardi's article in2017 with the title "*Logical Meaning in the Text of the Agreement Concerning the General Effective Preferential Tariff Scheme for the Asean Free Trade Area 2017"* The aim of this research is to describe the lexicogrammatical realization of logical meaning in the text of the mutual effectiveness agreement preferential tariff scheme (CEPT) for the Asean free trade area. This research using the theory of Halliday & Mathiessen (2014) and Eggins (2004). The difference between previous research and this research is

that the research objective is to describe lexicogrammatical realization logical meaning in agreement texts and the aim of this research is to find parataxis and hypotaxis in students who write recount texts. This research also has similarities with previous research which used clause complexes and systemic functional linguistics (SFL). This previous research is also useful in explaining clause complexes which are part of parataxis and hypotaxis.

The second is article from Sri Kurnia Sarip; Yusuf Hidayat in 2019, entitled "*The Clause Complex Construction Realized in The Short Story Entitled "The Witch's Brew 2019"* The aim of this research is analyzing systemic functional analysis of clause complex realized in a short story adopting Halliday linguistics perspective. The short story is taken from the collection of short stories entitled "The Whispering Knights" by Clare West. This research uses the theory of Halliday & Matthiessen (2014). What this research has in common with this study is that it discusses complex clauses, taxis which are also explained in this study. The difference between the research and this study is in the data, this research uses short story data entitled "The Witch's Brew" to analyze texts through the use of taxis system and logico-semantic relations and in this study the data used is students' written recount text to analyze parataxis and hypotaxis. This research is useful in explaining taxis which refer to complex clauses.

The third is thesis from Rita Puspitasari in 2013 entitle *"An Analysis Of Parataxis And Hypotaxis In The Political Articles of The Jakarta Post In September 2012 Edition 2013"* The purpose of this research is to find out the parataxis and hypotaxis realized in the political article of the Jakarta Post in September 2012 edition. This theses is use qualitative descriptive research and

use theory from Halliday. The difference between this theses and this study is the data of this p theses parataxis and hypotaxis which are realized in the political article of Jakarta Post in September 2012 edition and this study use students writing recount text as data to be analyzed. This theses and this study have in common is analyzing parataxis and hypotaxis.

The fourth is journal from Magdalena Ngongo in 2018 entitled " *Taxis And Logico-Semantic Relation In Undergraduate Students' English Theses Writing Text : A Systemic Functional Linguistics Approach 2018"*. This purpose journal is describe the use of taxis and logico-semantic relation in undergraduate students' English theses writing text. This journal use method qualiataive descriptive. Focusing on to describe the use of taxis and logico-semantic relation in undergraduate students' English theses writing text. This analysis was based on systemic functional linguistic theory focusing on textual metafunction of meaning which is on the level of lexicogrammar. The difference between these journals lies in the data. This journal writes a thesis while this research uses data from students' recount text writing. The similarities this journal has in common with this study is that this study explains taxis, where in this study taxis is part of parataxis and hypotaxis. The result of the study shows It is suggested that grammar and academic writing lecturers should give more exercises or train students using varieties of taxis and logico-semantic relation to empower students' writing knowledge.

The fifth is article from Farikah Faradisa in 2016 entitled "*Analysis of Parataxis and Hypotaxis Construction of the Students' Written Text 2016*" This research purpose analyzing parataxis and hypotxis constraction of the students

written text. This research use descriptive qualitative. Following Gerot and Wignell's theory. The similarities this research and this study have in common is discussing parataxis and hypotaxis, using student writing as data, and discussing taxis which refers to clause complexes. The diffrence this research and this study is refers to the theory this research use thory form Gerot and Wignell dan this study use Hallidays teory. This research I use to dependency status of the clause in a clause complex and will investigate the type taxis construction in their written text, this research the most of the students apply parataxis and hypotaxis construction with expansion as logico semantic realation.

The sixth is journal from Yan Chu; Peiqi Sun in 2022 entitle " *A Research Overview and Clause Analysis of Parataxis and Hypotaxis 2022*". In this research the aim is parataxis and hypotaxis have always been the focus of discussion and research by Chinese and foreign scholars. This similarities this research and this study is discusses the use of parataxis and hypotaxis. The difference between this research and this study is that it analyzes parataxis and hypotaxis using two perspectives: grammar with syntax and culture and thinking modes and this study uses parataxis and hypotaxis to analyze students' written recount text. This research use to the reason of parataxis and hypotaxis from following perspective: grammer, syntax, culture, and english.

The seventh is article from Hana; Farikah in 2018 entitle: "*An Analysis of Parataxis and Hypotaxis Construction in Descriptive Text Written by First Grades of SMK Bandar Sungai Buaya Malaysia 2021*" This research purpose to find out the types of taxis and logico-semantic relation in students' descriptive texs. This research use Gerot and Wignell theory. This research use descriptive

qualitative research. This research has similarities this study is that it uses parataxis and hypotaxis to analyze data which is part of taxis and logico-semantics. The difference between this research and this study is in using data, this research uses descriptive text while this study uses recount text. This research in writing, students are expected to be able to make good construction of paragraph. Students are still get diffilculty in arranging good quality, especially in term of clause development. The good quality of writing are influenced by interdependency (taxis) and logico-semantic relation system between the clauses.

Based on several relevant studies above, most researchers analyze written texts for certain reasons. This study provides a reference and increases curiosity for the writer to analyze in a new context based on speech production. As we know, written and oral communication have their own styles of producing sentences. So in this research the researcher investigates the parataxis and hypotaxis of second grade students recount text writing at SMA NEGERI 17 MEDAN.

2.10 Conceptual Framework

The researcher started this research starting from Discourse analysis is an approach in the fields of linguistics and social sciences that examines the way language is used in social, cultural and political contexts. The main aim is to understand how spoken or written texts form meaning, create identity, and influence social relationships, while Systemic Functional Linguistics (SFL), is a linguistic approach that aims to understand how a text forms its meaning in a context. Text refers to all linguistic phenomena in any medium that can be understood by people who know the language used in the text. To aid its analysis,

SFL divides the context of language emergence into two types: situational context and cultural context.

This second part is closely related to text analysis and also the context of the text. SFL in Haliday's theory explains clause complexes, clause complex itself is the word used by the system to describe the grammatical and semantic units produced when two or more clauses are linked together systematically and meaningfully. Complex clauses are divided into two, namely: taxis and logico-semantic type. In this study, researchers analyzed recount text using parataxis and hypotaxis using Haliday's theory. The data in this study are compound complex sentences. Researchers will analyze independent and dependent clauses that contain conjunctions.

After seeing the explanation we can see the following conceptual framework:

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                    ┌─────────────────────────────┐
                    │     DISCOURSE ANALYSIS      │
                    └──────────────┬──────────────┘
                                   ↓
                    ┌─────────────────────────────┐
                    │ SYSTEMIC FUNCTIONAL LINGUISTIC │
                    └──────────────┬──────────────┘
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                    │       CLAUSE COMPLEX        │
                    └──────────────┬──────────────┘
                                   ↓
                    ┌─────────────────────────────┐
                    │            TAXIS            │
                    └──────┬───────────────┬──────┘
                           ↓               ↓
              ┌──────────────────┐  ┌──────────────────┐
              │    PARATAXIS     │  │    HYPOTAXIS     │
              └────────┬─────────┘  └────────┬─────────┘
                       ↓                     ↓
          ┌────────────────────────────────────────────┐
          │       RECOUNT TEXT WRITING STUDENTS        │
          └──┬──────────┬──────────────┬───────────┬───┘
             ↓          ↓              ↓           ↓
      ┌───────────┐ ┌──────────┐ ┌───────────┐ ┌──────────────┐
      │  SIMPLE   │ │ COMPOUND │ │  COMPLEX  │ │   COMPOUND   │
      │ SENTENCE  │ │ SENTENCE │ │ SENTENCE  │ │   COMPLEX    │
      │           │ │          │ │           │ │  SENTENCE    │
      └───────────┘ └──────────┘ └───────────┘ └──────────────┘
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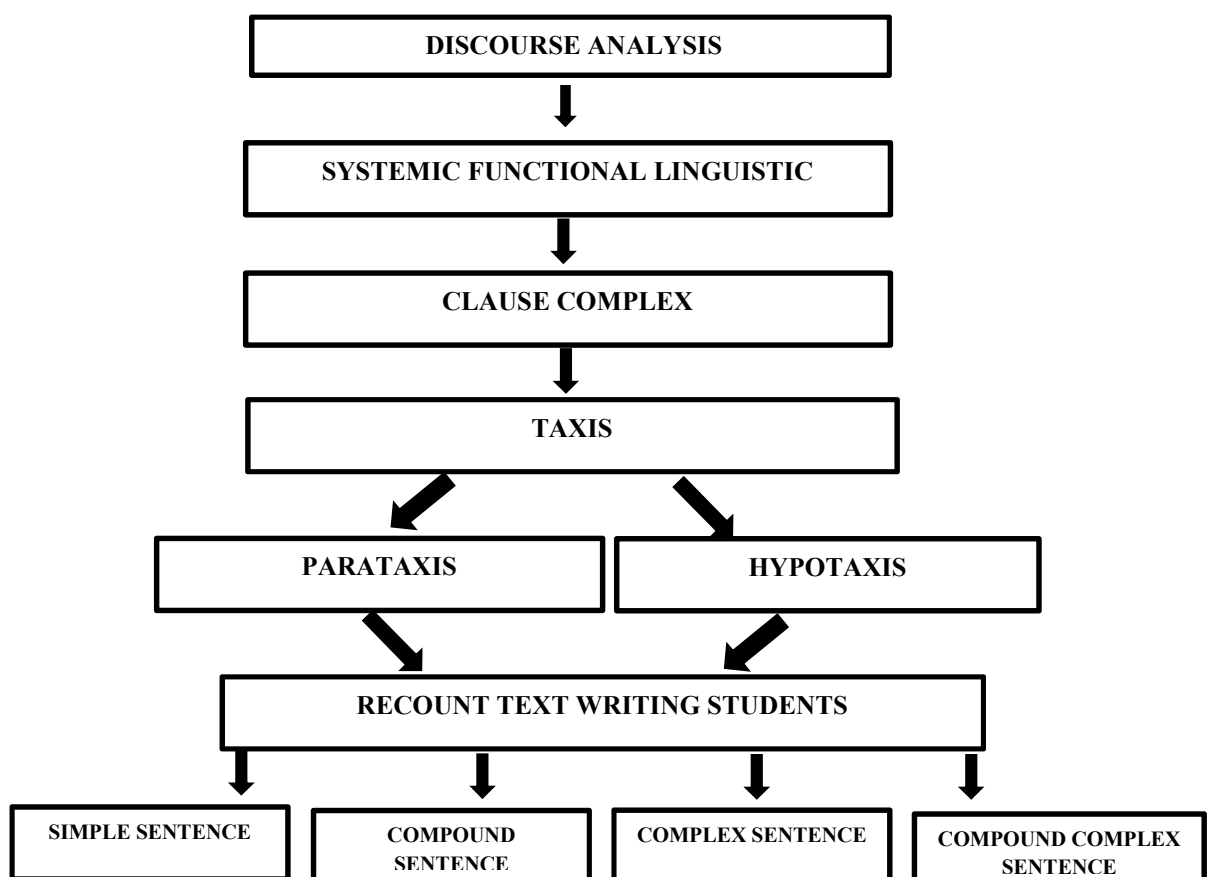
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used a qualitative descriptive design, which provided a thorough, accurate, and factual description of a situation. In this approach, a qualitative analysis of the data resulted in the revelation of descriptive phenomena through the use of language and linguistics. This study employed a descriptive qualitative research design to characterize, explore, and comprehend the meanings related to humanitarian or social issues undertaken by particular individuals or organizations, necessitating the use of qualitative research. According to (Miles, 2014) Researchers also said that this should have occurred since people should have been intrigued by the processes, meanings, and comprehension involved in the development of words and images., according to (Miles, 2014) A comprehensive account of the study results was supplied. The use of parataxis and hypotaxis in recount text composition was therefore explained by this research.

3.2 Data and Source of Data

This research was conducted at SMA Negeri 17 Medan. The data source for this research was second-grade high school students. The data in this study were compound clauses containing independent and dependent clauses. The reason the students were in the second grade was that they had learned to write recount texts in their English lessons at school.

3.3 Instrument of Collecting Data

The instruments used for collecting data in this research were observation and document analysis. The instruments examined students writing while observing recount text. The study involved observing students writing on recount text and analyzing the parataxis and hypotaxis contained in their writing.. (Sugiyono, 2020) It was believed that the data collection process was the most important component in qualitative research methods. The research data was collected through observation and document analysis. Observation, a common human action using the five senses as its main tool, was used by researchers to obtain data about second-grade high school students recount texts. At that time, second-year high school students conducted classroom observations, and the researcher observed how the students produced recount texts in English. Document analysis, involving writing recount texts, utilized Halliday's 2004 theory to extensively analyze parataxis and hypotaxis.

3.4 Technique of Collecting Data

According to (Arikunto Suharsimi, 2010) " the researcher use research methodologies to collect data for their investigations. Research instruments refer to all of the equipment used in research that follows a given methodology. It is also a facility tool that the research employs to collect data in order to make the study easier and produce better results. In this study, the researcher conducted observations and document analysis.

Based on the explanation according to Arikunto, The steps for collecting data are as follows:

1.Greetings all student and Introduce yourself.

2.Conduct observations, hold students before explain material.

3.Explain about recount text, structure and give examples.

4.Invite students to write recount text

5.Collect data from students writing

6.Analyze students data using parataxis and hypotaxis

In relation to those steps, the observations the researcher made were as follows: at the time of conducting the study, the researcher observed all students to see if they were ready to write a recount text. After doing that, the researcher instructed the students to write the recount text that had been explained on a piece of paper. The students wrote a recount text with a title that the researcher had determined "My Holiday" in two paragraphs. The researcher gave the document to the students and then analyzed it to find the use of parataxis and hypotaxis in their recount text writing. After collecting the students texts, the researcher conducted document analysis to analyze parataxis and hypotaxis in the students recount text writing.

3.5 Technique of Analyzing Data

The researcher employ Miles, Huberman, and Saldana's interactive data analysis model (2014: 12-14).
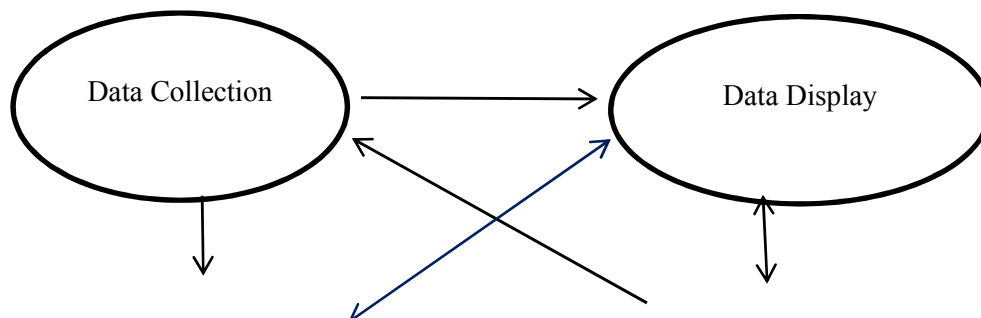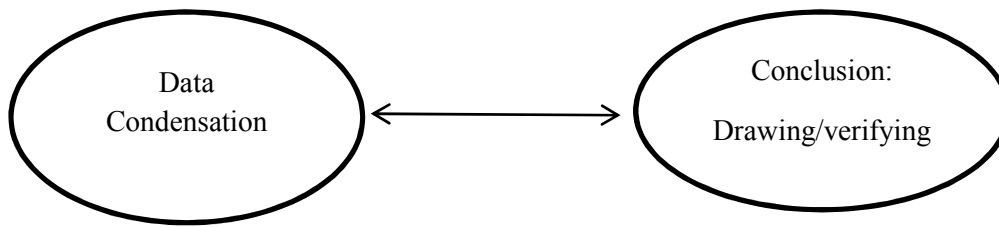
Scheme 3.6. Interactive Data Analysis Chart (Miles, 2014)

3.5.1 Data Condensation

Data condensation was the process of selecting, focusing, simplifying, abstracting, and changing data found in notes and documents. This procedure aimed to make the data more meaningful and was an essential component of the analysis. It refined, categorized, guided, discarded, and organized data in order to reach and verify findings. The data condensation process consisted of the following steps:

1. Selecting

In selecting data, the researcher had to act selectively. They determined which dimensions were more important, which relationships were more meaningful, and consequently, what information could be collected and analyzed. At this selection stage, the researcher sorted out all words that contained incorrect sentences or sentences with unclear or non-fluent meaning. The researcher also sorted the necessary data from observations and document analyses to make certain notes easier. After the data selection process was complete, the researcher continued to focus.

2. Focus

The second step in the analysis was to focus on the data. At this stage, the researcher concentrated on data that was relevant to their specific problem formulations in order to investigate the role of the research. This was a continuation of the previous

steps. In this situation, the researcher confined the data to a preset issue formulation. If there was data that was unsuitable and unhelpful for the research, it was discarded. The researcher focused on the parataxis and hypotaxis issues identified in students' recount text authoring.

3. Simplification

The researcher defined which data had difficulties that aligned with the problem formulation. The researcher simplified the data to identify the problem and its underlying causes. The researcher categorized the students' recount text writing data into parataxis and hypotaxis.

4. Abstract

This section described Guard's core, processes, and key statements. In this step, the researcher evaluated the data that had been collected. This examination took place during the focusing stage, with a focus on quality and data completeness. The researcher conducted the abstraction process twice to ensure there was no missing or relied-on data. Focusing on the problem was not appropriate. The researcher moved on to the following stage after they were confident that the current stage had been completed. During the abstraction process, the researcher investigated the use of parataxis and hypotaxis in students' recount texts.

5. Transformation

In the final step, the researcher analyzed each instance of parataxis and hypotaxis contained in the students' recount text writing. At this stage, the researcher categorized the students' recount text writing data into parataxis and hypotaxis.

3.5.2 Data Display

After carrying out the data condensation process, the next step taken by the researcher was to display a structured data collection in a table format using the relevant theory. The data for this research was in the form of students' written recount texts with parataxis and hypotaxis, which made it easier for readers to understand.

No	Recount text students	Parataxis	Hypotaxis

Table 3.6.3 Data Display

3.5.3 Drawing/Conclusion verification

The research reached the last step of drawing and verifying conclusions. The final stages of processing the research data involved drawing conclusions and verifying them. At this point, the researcher verified the findings by describing data segments known as absolutes, a strategy that was applied to all data. This strategy was used to clarify the data following its presentation. After detecting the parataxis and hypotaxis found in the students' recount text writing, this step marked the conclusion of the research.