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HYPOTAXIS
USED IN CLAUSE COMPLEXES
IN THE CONCLUSION OF "SKRIPSI"

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Dr. Achmad Hilal Madjdi, M.Pd

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PREFACE

Alhamdulillah, Thanks to Allah. There is no better expression to state than gratitude for all His mercy and guidance so that I can complete this study which is outlined in a book that is very useful for understanding comprehensively Parataxis and hypotaxis in sentence complexes found in the summary of the "Skripsi" written by students of the English department.

This book is written on the basis of the study which focuses on the analysis of compound sentences created by students and their meanings. The authors analyzed the conclusions of the skripsi written by students of the Faculty of English Language Education of Muria Kudus University in April 2017 graduation time.

It has been widely understood that Writing is considered to be the most difficult task for students. They need to share ideas and connect sentences. Writing a Skripsi is no different from any other academic paper, as many things need to be considered. At the end of Skripsi, the student must write a conclusion outlining her Skripsi.

Above all, this book tries to give a brief overview of how student construct parataxis and hypotaxis in the conclusion part of their skripsi and how it implicates to the overall meaning of the text.

However, no work is perfect even everything has been planned and scheduled to eliminate failures. Therefore, suggestions and criticisms are highly expected for further improvement.

Kudus, Januari 2023

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

A. Background of the Research

Writing a "Skripsi" or thesis is compulsory for university students, including students of the English language department of Muria Kudus University. Writing a "skripsi" is no different from other scientific writing in that there are many things to consider. In addition to the formal structure of the parts, the sentences should be grammatically correct, coherent and cohesive. Unfortunately, creating unity and coherence is not easy for copywriters, especially students who write "skripsi".

Student "skripsi" covers several parts such as introduction, literature review, research method, results, discussion and conclusions. The introduction consists of six subsections: background of the study, statement of the problem, purpose of the study, meaning of the study, scope of the study and definition of the activity. A literature review on a topic divides all sources read by students. Research method tells about how students learn about research, and based on the findings, the research purpose and research method explained in the previous chapters are shared. In the following sections, the purpose of the discussion is to comprehensively discuss the conclusions, and in the last, in summary, a final note is made to answer the research questions.

Conclusion writing is not only about answering research questions, but rather researching and effectively expressing information related to their ideas. To do this, they must think about effective writing by linking sentences into complexes made of logical-semantic relations, where sentences can have either equal status (parataxis) or unequal status (hypotaxis). In other words, they should check the term "taxis". A good "taxi" skill probably helps them manage their writing more effectively.

Taxis are defined as dependencies in sentences. Two or more sentences that are logically related form a sentence complex (Halliday and Matthiessen, 2004). They state that taxis are of two types ie. parataxis and hypotaxis. Parataxis shows the same status for sentences connected with some conjunctions, such as and, or and but. For example: "I was doing my math homework and my little sister was playing with her doll". Hypotaxis, on the other hand, refers to a relationship between clauses of unequal status. For example: "I was reading a novel when my aunt came home". Hypotaxis beginning with a conjunction such as if, when, while, etc.

This study focuses on the "conclusion" of the students' "skripsi" because students usually take "writing" lightly, because the summary of the "skripsi" should be the last part after the "finding" and "discussion" have progressed. Therefore, fewer taxis are used in their writing, as found in previous studies by Ana Resa (2011) and Rizkiawati (2011). The results of the above studies showed that English texts used by non-English speakers use fewer taxis.

Based on the above discussion, the researcher decide to study the parataxis and hypotaxis of the conclusion of the "skripsi" written by the students of the English department in the final term of April 2017.

B. Research Question

The research questions are formulated as follows:

1. How are parataxis and hypotaxis built into sentence complexes written by students of the Department of English Language Education at Muria Kudus University in April 2017?

2. What are the consequences of the use of constructed parataxis and

hypotaxis in sentence complexes found in the conclusion of the "skripsi" written by the students of the Department of English Language Education of Muria Kudus University in April 2017?

C. Research Method

The design of the study is descriptive, qualitative, with the aim of investigating the realization of parataxis and hypotaxis in sentence complexes found in the conclusion "skripsi" prepared by the students of the English Language Education Department of Muria Kudus University in April 2017 end period.

1. Data and Data Source

   The material of this research is parataxis and hypotaxis built as sentence complexes, which can be found in the conclusions of the "skripsi" written by the students of the Department of English Language Education of Muria Kudus University in April 2017 during the final period. The data source is the "skripsi" written by the students of the English Language Education Department of Muria Kudus University in April 2017 during the final period.

2. Data Collecting

   The data collection steps are as follows:

   a. Determine the conclusions of "skripsi" to be used as a data source. In the first step, researchers determine the conclusions of "skripsi" to be used as a data source by visiting the library, and then chose "skripsi" purposefully. Th selected "skripsi" were those which its conclussion contains sentence complexes.

   b. Reading the conclusions of the "skripsi" with the aim not only to understand the content of the background, but also to gather information. The tool for this study is the taxis cheklist.

3. Data Analysis

   To analyze the data, the authors use non-statistical analysis, they are:

   a. Identification

      After reading the conclusions of the "skripsi" written by the students of the English Language Education of Muria Kudus Uni-

versity in April 2017 during the final period, the next step is to identify them by dividing each sentence complex into sentences. The researchers then tabulated them and the expressions were analyzed based on the taxis relationship, either parataxis or hypotaxis.

b. Interpreting

At this stage, researchers interpret why parataxis or hypotaxis are mainly used in the conclusions of the "skripsi" written by students of the English Language Education of Muria Kudus University in April 2017.

c. Explaining

To explain means to schematically present the theories of parataxis and hypotaxis and the results of the analysis in the summary of the "skripsi" written by the students of the English language education department of Muria Kudus University during the graduation period in April 2017.

CHAPTER II
REVIEW OF LITERATURE

A. Discourse

When people interact with others, they produce text. Nunan (1993) states that "a text or discourse consists of more than one sentence and the sentences combine to form a meaningful whole". So it can be concluded that a text is actually a multi-sentence part of a language that is produced for a specific purpose and has a meaning for someone else. It is logical that as soon as we know that it is designed for communication, we recognize the part of the language as a text.

Therefore, a text should be understood not only in the arrangement of words and sentence structure, but also in how words and sentences are purposefully put together to understand what is being said. In this sense, text and context can together create a meaningful and understandable text. Thus, a text has internal elements called coherence and cohesion, and external elements called relevance, acceptability, informativeness, contextuality and intertextuality, sometimes called context. The combination of text and its context is defined as Discourse.

However, discourse is also understood as a part of language that consists of several sentences created for a specific purpose. Some linguists define discourse as the context of a text. Nunan (1993) states that

discourse can be defined as a part of language consisting of a number of sentences which are considered to be related to each other in some ways. Cook in Nunan (1993) also explains that discourse is actually that part of language that is experienced as meaningful, coherent and purposeful". Many examples of discourse can be found in our daily life, such as text, sentences, clauses and other types of discourse, such as prose, poems, speech, conversation, lyrics, radio script, film, text in a book, newspaper articles, magazine and news article.

Thus, it can be concluded that the conclusion of the students "skripsi" can also be classified under a type of discourse, because it is meaningful, coherent and purposeful.

B. Grammar

Grammar is the framework used to construct sentences in order to understand them. Grammar is also necessary to understand and produce text. According to Gerot and Wignel (1994), there are three types of grammar. They are traditional , formal and functional grammar.

1. Traditional Grammar

It is called traditional because it focuses on creating correct sentences. This grammar emphasizes learning the names of parts of speech such as nouns, verbs, adverbs, adjectives and prepositions. This is why Gerot and Wignel (1994) call this grammar bad grammar. Traditional grammar usually tries to analyze well-formed sentences and focuses on surface structure but not meaning. They also explain that traditional grammar focuses on creating a correct sentence.

In addition, Gerot and Wignel (1994) argue that "rules only touch the most superficial aspects of writing". Therefore, it is not guaranteed that our written communication will be effective, because the rules do not take into account the target group of the text, even if the text is grammatically correct.

2. Formal Grammar

Formal grammar describes the possible chains (strings) of a language that constitute a valid word or utterance in that language, but does not describe their semantics. In other words, a formal

grammar is a precise description of a formal language that is a string over some alphabet.

According to Gerot and Wignel (1994), formal grammar describes the structure of individual sentences, such as the language of grammar, as a set of rules that allow or prohibit certain sentence structures. To learn this knowledge is then to learn these rules in the mind. A central question in formal grammar is "what is the structure of a sentence?"

3. **Functional Grammar**

Functional grammar is simply understood as a grammar that functionally deals with language as a meaning-making medium. Therefore, the focus of this grammar is the attempt to describe the language in actual use as well as in the text and its context. Therefore, it is not only about structure, but also about how those structures create meaning.

Halliday (1994) says that "one way to think about "functional" grammar as we know it today is as a theory of grammar oriented to the semantics of discourse. From another perspective, Thompson (1996) explains that functional grammar allows us to describe objectively appropriate uses of language patterns in a given context. In other words, functional grammar emphasizes its role as a source of interpretation of meaning. It deals with language use and its effects.

In short, functional grammar tells us that using language means getting meaning into a social context. In other words, functional grammar describes the language used and the discussion focuses on the text and the context within it. Functionally, grammatical systems analyze and explain how people use language among themselves.

C. Clause

The term clause is somehow quite familiar to us because we keep finding it in many aspects of functional grammar discussions. In any case, a clause can be defined as the central unit of a lexicogram. As we already know, the highest grammatical unit in grammar is the clause.

Gerot and Wignell (1995) define a clause as the largest grammatical unit. As long as there is a subject and a finite, you can simply say that it is a clause.

Clause and sentence are two different terms. Although the sentence is the highest rank in traditional grammar, the clause, as I explained above, is the highest rank in functional grammar. Thompson (1996) argues that sentences are always punctuated while clauses are not. When referring to explanations, the term clause usually occurs than a sentence.

In functional grammar, clause is constantly used to analyze the three meta-functions of language (idea-transitivity, interpersonal-mood and text theme and rheme). For example, the clause "You are here, aren't you?" is in the frame of these three metafunctional dimensions. Matthiessen (1995) states:

Clause is at the intersection of these three dimensions - layered classification and metafunction. This defines what the expression is; referring both to its layered and value environment within the system and to its external systemic and structural organization with a dimension of metafunctional diversification.

In the framework just described, I can conclude that the clause is in fact grammatically free; is the highest rank in grammar, so it is not ordered by grammatical units such as groups, words and morphemes, because it applies the semantic unit directly. As such, it can be a dialogue opening or response, a monologic argument stage, a procedural stage, etc. However, a clause can be displaced from its place in the general language system in two ways: it can be structurally dependent on another clause, or they can all be independent. Usually, written sentences correspond to a clause complex, but not always, as in the following example:

"Friendly match "Indonesian National Team vs. "L.A Galaxy" tickets are sold out. Therefore, this situation saddens many supporters of the Indonesian national team." (Although the above example consists of two sentences, together they form a sentence complex related to a logical-semantic relationship).

1. Clause Complex

Clause complexes consist of two or more clauses that are all independent or contain independent and dependent clauses that are logically related to each other. Gerot and Wignell (1995) use the concept that "clause complex is two or more logically related clauses", while Thomson (1996) defines that "clause complex is the combination of two or more clauses into a large unit. and their interdependence is shown usually explicit signals such as conjunctions." Halliday and Mathiessen (2004) in the state:

A clause complex is graphologically realized as a "sentence" in the same way as it has evolved as a unit in written language over the centuries. The sentence is the highest unit of punctuation on the graphological scale and evolved in the writing system to represent the widest area of the clause complex as a grammatical structure.

2. Independent Clause

 As explained, a clause complex consists of more than two clauses that are logically related to each other. These clauses can independently and independently form a clause complex. It can be separated into one independent and other dependent clauses, or all of them are independent. An independent clause can be defined as a clause that can stand alone. Gerot and Wignell (1995) argue that independent clauses can stand alone in that setting. For example:

a. I have watched the movie many times but I still don't understand the story.

b. You adore Aida Hidzi when you see her.

c. Aida promised him that she could get married soon after graduation.

An independent clause can also be identified by the conjunction used to connect each clause to the next, for example: and, but, or, then etc. The clauses in bold are independent clauses because they can stand alone and have their own meaning even if the rest of the sentences are omitted.

3. Dependent Clause

While an independent clause can stand alone, a dependent clause cannot stand alone in this setting. A dependent clause is introduced with a subordinate clause, such as when, while, if, or before. It cannot stand alone because a clause indicates that an independent clause is necessary to accomplish the purpose of the sentence." The underlined clauses represent a dependent clause.

For example:

a. You will pass the exam only if you study hard.

b. His rude behavior makes it difficult for me to make a decision on this matter.

4. Embedded Clause

Embedding is a nominalization device, a mechanism for changing values where an expression becomes part of another (Halliday, 1994:242). For example, the clauses I could not come because I was sick and John thought that Alice would not come are in a hypotaxic relation to the main clause; they depend on it, but not on its constituents. The value of embedded expressions, on the other hand, changed from the clause level to the group level; they function as groups or parts of groups, these are the following functions, as explained by Halliday (1994):

The leader of the nominal group (eg it's obvious that Jeff destroyed the car):

a. In the noun group of the post-modifier (eg, I saw the car that Jeff

b. destroyed)

c. Post-modifier in an adverbial group (eg he came earlier than we

d. expected)

It is important to distinguish between immersion and taxis, in this case parataxis and hypotaxis. Parataxis and hypotaxis are actually connections between clauses, while embedding is not. An embedded clause, according to Halliday (1994), is a mechanism by which a clause or phrase becomes a component of a group structure, which is itself a component of a clause. Here, Halliday explains that there is no direct relationship between an embedded clause and the clause in which it is

embedded. He somehow claims that an embedded expression functions in a group structure and a group functions in a clause structure.

Types of Relationship between Clauses in a Clause Complex

1. Taxis

In the functional grammar system, clause dependencies are called taxis. Clauses related to a logical-semantic clause complex are interdependent. Halliday and Matthiessen (2004) define it

There are two basic systems for determining the relationship between one clause and another. They refer to some more sensitive systems. They are called taxis (Interdependence) and logical-semantic connection (Extension and Projection). Halliday (1985) explains that there are two important ways of showing that and how the process works, which are related to each other. This can be done in two ways; they are parataxis and hypotaxis. Here, in the conclusion part of "skripsi", I take taxis as the main topic to be analyzed, especially in the term of clause complex, which consists of a relationship of cluses of equal position, called parataxis, and of inequality, called hypotaxis.

"The rate of interdependence is technically called taxis; and two different degrees of interdependence, like parataxis (equal condition) and hypotaxis (unequal condition)'. Therefore, I can conclude that taxis themselves are divided into two terms. These concepts are parataxis and hypotaxis, but some scholars have called them parataxis and hypotaxis. In fact, it can be associated with both parataxis and hypotaxis in a clause complex, which combine to form a mixture of great meaning and complexity.

2. Parataxis

The term parataxis refers to the relationship between two or more corresponding spaces in a clause complex. This means that these clauses are independent clauses. Halliday and Matthiessen (2004) define that "parataxis is a relationship between two similar elements of equal value, where one begins and the other continues. In traditional grammar, this is called coordination or a compound sentence. Analyzing parataxis conjunctions such as and , but , or, we are indicated by the expression number 1,2,3 as a representation of the parataxic structure.

For example:

I miss you very much, said Aida. ///"I miss you so much", //Aida said. /// Maybe one day he will work in a hospital and heal sick children. /// Maybe one day she will work in a hospital //and heal sick children.///

The number "1" is used to indicate the first dominant clause, and the second clause is indicated by the number "2" depending on the order of the clause complex. For the first and second numbers, it cannot be replaced. So the clause comes first, it is denoted by the number "1".

3. Hypotaxis

The term hypotaxis refers to the relationship between a set of different states. These terms consist of independent and dependent clauses. Halliday and Matthiessen (2004) define hypotension as the relationship between a dependent element and its dominant, or dependent, element. In traditional grammar, this is called "subordination." Hypotension structures are represented by the Greek letters alpha (α), beta (β), and gamma (γ). The dominant set is represented by alpha (α) as the head, and the other sets depend on it. The main clause, or principal clause, is an independent clause and must be marked with an alpha (α) after the clause position. Alpha (α) may not come first; its position depends on its position in the sentence. The sentence is followed by a subordinating conjunction, such as:

even though, however, while, when are indicated as dependent clauses and marked by β, γ.

CHAPTER III
THE CONSTRUCTION OF PARATAXIS AND HYPOTAXIS IN CLAUSE COMPLEXES

Text	Clauses	Notes
1	After completing the research, the writer concluded that there is a significant difference between the reading comprehension of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year before and after being taught by using Silent Card Shuffle Strategy.	**Parataxis** = 2 **Hypotaxis** = 3
	i. δ After completing the research	
	ii. 1 α the writer concluded	
	iii. 2 β that there is a significant difference between the reading comprehension of the eighthgrade students of MTs N 1 Kudus in 2016/2017 academic year before and after being taught by using Silent Card Shuffle Strategy	**Parataxis** = 3 **Hypotaxis** = 2
	It is shown that t (obtained) falls in the critical region and H_o is rejected and H_a is accepted.	
	i. 1 α It is shown	
	ii. β that t (obtained) falls in the critical region	**Parataxis** = 2
	iii. 2 and H_o is rejected	

	iv.	3	and H$_a$ is accepted	
	The result of t (obtained) is 14.4 and the t (critical) is ± 2.045.		**Hypotaxis = 2**
		i.	1	The result of t (obtained) is 14.4	
		ii.	2	and the t (critical) is ± 2.045	
	The mean of the reading comprehension of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year before being taught by using Silent Card Shuffle Strategy is 66, while after being taught by using Silent Card Shuffle Strategy is 82.		
		i.	α	The mean of the reading comprehension of the eighth grade students of MTs N1 Kudus in 2016/2017 academic year before being taught by using Silent Card Shuffle Strategy is 66	**Hypotaxis = 2**
		ii.	γ	while after being taught by using Silent Card Shuffle Strategy is 82	
	So, the writer concluded that Silent Card Shuffle Strategy is an effective strategy to teach reading of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year.		
		i.	α	So the writer concluded	
		ii.	β	that Silent Card Shuffle Strategy is an effective strategy to teach reading of the eighth grade students of MTs N 1 Kudus in 2016/2017academic year	
2	After finding the research and discussing it in the previous chapter; the students' perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016	**Parataxis = 2** **Hypotaxis = 2**

	academic year toward their English teacher's time and classroom space is fair.		
	i. β After finding the research		
	ii. 2 and discussing it in the previous chapter		
	iii. 1 α the students' perception of the tenth preeminent class of MA NU Banat Kudusin 2015/2016 academic year toward their English teacher's time and classroomspace is fair		
			Parataxis = 2 **Hypotaxis** = 2
	The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in managing setting up the classroom and managing administrative task, transition and interruption while the students' perception of the tenth preeminent class of MA NU Banat Kudus teacher's managing instructional time is good.		
	i. 1 α The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in managing setting up the classroom		
	ii. 2 and managing administrative task, transition and interruption		
	iii. β while the students' perception of the tenth preeminent class of MA NU BanatKudus teacher's managing instructional time is good		**Hypotaxis** = 2
	While the students perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher's managing student's behavior is fair.		
	i. β While the students perception of the tenth		**Parataxis** = 2

	preeminent class of MA NU BanatKudus in 2015/2016 academic year toward their English teacher's	**Hypotaxis** = 2
	ii. α managing student's behavior is fair	
	On the other hand the researcher concludes that the students' perception of the tenth preeminent class of MA NU Banat Kudus toward the teacher's delivering teaching standard and reinforcement are fair.	**Parataxis** = 2 **Hypotaxis** = 2
	i. 1 α On the other hand the researcher concludes	
	ii. β that the students' perception of the tenth preeminent class of MA NU Banat Kudus toward the teacher's delivering teaching standard	
	iii. 2 and reinforcement are fair	
	And from the last aspect of classroom management, the researcher conclude that the students' perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher providing feedback is fair.	**Parataxis** = 1
	i. 2 And from the last aspect of classroom management	
	ii. 1 α the researcher conclude	
	β that the students' perception of the tenth preeminent class of MA NU BanatKudus in 2015/2016 academic year toward their English teacher providing feedback is fair	**Parataxis** = 2 **Hypotaxis** = 2
	The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in providing oral feedback.	

	i. 1 The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in providing oral feedback
	
	So, from the explanation above, the researcher can conclude that the perception of the tenth preeminent class of MA NU Banat Kudus students in 2015/2016 academic year toward their English teacher classroom management is fair.
	   i. 2 So from the explanation above
	  ii. 1 α the researcher can conclude
	  iii. β that the perception of the tenth preeminent class of MA NU Banat Kudus students in 2015/2016 academic year toward their English teacher classroommanagement is fair	

3	After completing this research, the writer draws conclusion that can be seen as follows:
	   i. γ After completing this research
	  ii. α the writer draws conclusion
	  iii. β that can be seen as follows
	
	The writer concluded that there is significant difference between the ability of writing recount text of the eighth grade students of SMP Negeri 1 Gabus Pati before and after being taught by writing personal letter in academic year 2016/2017, in the level of significance (α) is 0.05 degree of freedom (df) 35.
	   i. 1 α The writer concluded
		Hypotaxis = 3
		
		Parataxis = 3
		Hypotaxis = 5

	ii.	β α	that there is significant difference	
	iii.	β	between the ability of writing recount text of the eighth grade students of SMPNegeri 1 Gabus Pati	
	iv.	2 γ	before and after being taught by writing personal letter in academic year 2016/2017	Hypotaxis = 4
	v.	3	in the level of significance (α) is 0.05 degree of freedom (df) 35	

It is shown that t (obtained) is higher than t (critical).

i.	α	It is shown
ii.	β α	that t (obtained) is higher
iii.	β	than t (critical)

Parataxis = 5

The result of t_o or t (obtained) is 11.60 and the t_1 or t (critical) is ± 2.030.

i.	1	The result of t_o
ii.	2	or t (obtained) is 11.60
iii.	3 1	and the t_1
iv.	2	or t (critical) is ± 2.030

Parataxis = 2
Hypotaxis = 3

The mean of ability of writing recount text of the eighth grade students of SMP Negeri 1 Gabus Pati academic year 2016/2017 before being taught by writing personal letter is 64 and after being taught by writing personal letter is 74.

i.	1 α	The mean of ability of writing recount text of the eighth grade students of SMP Negeri 1 Gabus Pati academic year 2016/2017
ii.	β	before being taught by writing personal letter is 64
iii.	2 γ	and after being taught by writing personal letter is 74

Parataxis = 2
Hypotaxis = 5

	Therefore, the mean post-test is significantly higher than pre-test and it can be concluded that writing personal letter is an effective way to teach writing recount text.			
	i.	1 α	Therefore the mean post-test is significantly higher than pre-test	
	ii.	β		
	iii.	2 α	and it can be concluded	
	iv.	β	that writing personal letter is an effective way	
	v.	γ	to teach writing recount text	

4	The discussion from the previous chapter is to be summarized to accomplish the objective of the research.	**Parataxis** = 2 **Hypotaxis** = 2
	i. 1 α The discussion	
	ii. 2 from the previous chapter is to be summarized	
	iii. β to accomplish the objective of the research	
	I would like to state a conclusion, since there is a statement of the problem that should be answered.	**Parataxis** = 2 **Hypotaxis** -= 4
	i. 1 α I would like	
	ii. β to state a conclusion	
	iii. 2 α since there is a statement of the problem	
	iv. β that should be answered	
	The conclusion are as follows:	**Parataxis** = 1
	i. 1 The conclusion are as follows	
	Based on the questionnaire result, the perception of students of SMA N 1 Bae Kudus toward English PPL is good on three aspects of Hornings' criterion with over than 70% average of good perception for structure, position and backstage.	**Parataxis** = 2 **Hypotaxis** = 2

i. 1 Based on the questionnaire result	
ii. 2 α the perception of students of SMA N 1 Bae Kudus toward English PPL is good on three aspects of Hornings' criterion	
iii. β with over than 70% average of good perception for structure, position and backstage	**Parataxis** = 2 **Hypotaxis** = 2

But the perception of students toward setting aspect is still bad with over than 74% of bad perception.

i. 1 α But the perception of students toward setting aspect is still bad	**Parataxis** = 5 **Hypotaxis** = 7
ii. 2 β with over than 74% of bad perception	

The result shows that English PPL students are still not aware towards the benefits for constructing a good setting of the classroom but have a good ability to make a good structure, to reposition themselves and to behave out of classroom as their backstage aspect.

i. 1 α The result shows	
ii. β that English PPL students are still not aware towards the benefits	
iii. 2 for constructing a good setting of the classroom	
iv. 3 1 α but have a good ability	**Parataxis** = 2 **Hypotaxis** = 5
v. β to make a good structure	
vi. γ to reposition themselves	
vii. 2 α and to behave out of classroom	
viii. β as their backstage aspect	

The interview result shows that the perception of teacher of SMA N 1 Bae Kudus toward English PPL performance is

	still out of their expectation with most of the interview questions were answered with negative answer and a lot of opinion from them.	
	i. α The interview result shows	
	ii. β that the perception of teacher of SMA N 1 Bae Kudus toward English PPL performance is still out of their expectation	**Parataxis** = 4 **Hypotaxis** = 6
	iii. 1 γ α with most of the interview questions were answered	
	iv. β with negative answer	
	v. 2 and a lot of opinion from them	

We can see that on the result that the teacher mostly answer with not so good or still need to learn, for example of their preparation, structure, confidence and their voice in classroom.

i.   α   We can see

ii.   β   that on the result

iii.   1 γ α   that the teacher mostly answer

iv.   β   with not so good

v.   2   or still need

vi.   γ   to learn

vii.   1   for example of their preparation, structure, confidence

viii.   2   and their voice in classroom

Parataxis = 6
 Hypotaxis = 3

It shows that English PPL students not only need more preparation before they conduct the program but also learn and adapt faster during the program so they can reach the teacher expectation in the end of the program.

i.   1 α   It shows

	ii.	β that English PPL students	
	iii. 2	not only need more preparation	
	iv.	γ before they conduct the program	
	v. 3 1	but also learn	
	vi. 2	and adapt fasterduring the program	
	vii. 3	so they can reach the teacher expectation in the end of the program	
5	Strategy is the tool for getting the achievement in study.		**Parataxis = 1**
	i. 1	Strategy is the tool for getting the achievement in study	
			Hypotaxis = 2
	Without using strategies, people will not be capable of study.		
	i. β	Without using strategies	
	ii. α	people will not be capable of study	
			Parataxis = 2
	Based on the result of the data analysis which has been discussed in the previous chapter, it can be concluded as follows:		**Hypotaxis = 3**
	i. 2	Based on the result of the data analysis	
	ii. β	which has been discussed in the previous chapter	
	iii. 1 α	it can be concluded	
	iv. γ	as follows	**Parataxis = 2**
			Hypotaxis = 2
	Based on the finding of this research, it can be concluded that students in public speaking lesson used social strategies most frequently than other strategies.		
	i. 2	Based on the finding of this research	
	ii. 1 α	it can be concluded	
	iii. β	that students in public speaking lesson used	

	social strategies most frequently than other strategies	**Parataxis = 2** **Hypotaxis = 2**
	It can be seen from the highest response that the students gave.	
	i. 1 It can be seen	
	ii. 2 α from the highest response	**Parataxis = 2**
	iii. β that the students gave	
	There are three statements for social strategies, the 18 and 19 were the most strategies used by the students.	
	i. 1 There are three statements for social strategies	
	ii. 2 the 18 and 19 were the most strategies used by the students	**Parataxis = 1**
	The second strategy used by the students was cognitive strategy.	
	i. 1 The second strategy used by the students was cognitive strategy	**Parataxis = 1**
	The third strategy used by the students was compensation strategy.	**Parataxis = 1**
	i. 1 The third strategy used by the students was compensation strategy	**Parataxis = 1**
	The fourth strategy was metacognitive strategy.	
	i. 1 The fourth strategy was metacognitive strategy	**Hypotaxis = 2**
	The last strategy used by the students was memory strategy.s	
	i. 1 The last strategy used by the students was memory strategy	
	Another finding was found out to know the students' strategies used by the students in high speaking ability.	**Hypotaxis = 2**

	i. α Another finding was found out ii. β to know the students' strategies used by the students in high speaking ability	Parataxis = 1
	The result showed that the students in high speaking ability used social strategies. i. α The result showed ii. β that the students in high speaking ability used social strategies	Parataxis = 1
	The second strategy used by the students was cognitive strategies. i. 1 The second strategy used by the students was cognitive strategies	Parataxis = 4
	The third strategy used by the students were compensation strategies. i. 1 The third strategy used by the students were compensation strategies	
	Then, the next strategies had two strategies used by the students, they are affective and memory strategies. i. 1 Then, the next strategies had two strategies used by the students ii. 2 1 they are affective iii. 2 and memory strategies	Parataxis = 1
	The last strategies used by the students in high speaking ability was metacognitive strategies. i. 1 The last strategies used by the students in high speaking ability was metacognitive strategies	
6	The writer would like to draw conclusion as follows: i. α The writer would like to draw conclusion as follows	Parataxis = 1

The result of The Implementation of Morning tutorial in SMA Muhammadiyah can be seen that three meeting in morning tutorial, the teacher always giving warming up to test students about their English knowledge by giving some questions.		**Parataxis** = 2 **Hypotaxis** = 4
	i. 1 α	The resut of The Implementation of Morning tutorial in SMA Muhammadiyah can be seen
	ii. β	that three meeting in morning tutorial
	iii. 2 α	the teacher always giving warming up
	iv. β	to test students about their English knowledge by giving some questions
Teacher sometimes made a game in morning tutorial activity to make the students feel refresh and fun.		**Parataxis** = 2 **Hypotaxis** = 2
	i. 1 α	Teacher sometimes made a game in morning tutorial activity
	ii. β	to make the students feel refresh
	iii. 2	and fun
In teaching learning process of morning tutorial, the teacher did not always use English to explain the material.		**Parataxis** = 2
	i. 1	In teaching learning process of morning tutorial
	ii. 2	the teacher did not always use English to explain the material
The teacher always gave the assignment to the students to do individually or group.		**Parataxis** = 1
	i. 1	The teacher always gave the assignment to the
		Hypotaxis = 3

	students to do individually or group		
	The technique which use the English teacher in teaching English is always asks students to practice after the teacher explained the material.		**Parataxis** = 2
	i.	α	The technique
	ii.	β	which use the English teacher in teaching English is always asks students to practice
	iii.	γ	after the teacher explained the material
			Hypotaxis = 2
	By giving assignment to the students, the teacher will know how far their understanding about material.		
	i.	2	By giving assignment to the students
	ii.	1	the teacher will know their understanding about material	**Parataxis** = 3
	Teacher also always give correction after the students practice their work.		
	i.	α	Teacher also always give correction
	ii.	β	after the students practice their work
	From the second statement of the problem about students' perception in implementation of Morning tutorial, the writer shared questionnaire sheet in open-ended and closed-ended questions.		**Parataxis** = 2 **Hypotaxis** = 4
	i.	3	From the second statement of the problem about students' perception in implementation of Morning tutorial

	ii.	1	the writer shared questionnaire sheet in open-ended	
	iii.	2	and closed-ended questions	

The result of open-ended questions are all of the students stated that morning tutorial activity can help them to learn English easier because the class in morning tutorial is so fun and the students like the way of the English teacher teach them.

Parataxis = 2
Hypotaxis =3

i.	α	The result of open-ended questions are all of the students stated	
ii.	β	that morning tutorial activity can help them	
iii.	γ	to learn English easier	
iv.	1 δ	because the class in morning tutorial is so fun	**Hypotaxis** = 2
v.	2	and the students like the way of the English teacher teach them	

While the result from closed-ended questions, we can see from the list of questions that have shown a positive responses from the students.

i.	γ	While the result from closed-ended questions	
ii.	1 α	we can see	**Parataxis** = 2
iii.	2	from the list of questions	**Hypotaxis** = 2
iv.	β	that have shown a positive responses from the students	

Here, the writer can conclude that students get advantages from the teaching English in morning tutorial activity not only increase students' speaking skill but also help them to get English score better.

i.	α	Here, the writer can conclude

	ii.	β	that students get advantages from the teaching English in morning tutorial activity not only increase students' speaking skill but also help them to get English score better	
	17 or 23 students also stated that they want the morning tutorial still continue until they in XII grade			
	i.	α	17 or 23 students also stated	
	ii.	β 1	that they want the morning tutorial still continue	
	iii.	2	until they in XII grade	
7	Based on the result of data analysis that had been calculated in the previous chapter, the writer concluded that there is a significant difference between the reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before and after being taught by using Chunking Technique.			**Hypotaxis** = 4
	i.	α	Based on the result of data analysis	
	ii.	β	that had been calculated in the previous chapter	
	iii.	α	the writer concluded	
	iv.	β	that there is a significant difference between the reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before and after being taught by using Chunking Technique	**Parataxis** = 3 **Hypotaxis** = 2

It can be seen from the t-test result that showed t-obtained falls in the critical region and H_o is rejected and H_a is accepted.			
	i.	1 α	It can be seen from the t-test result
	ii.	β	that showed t-obtained falls in the critical region
	iii.	2	and H_o is rejected
	iv.	3	and H_a is accepted
			Parataxis = 2
The result of t-obtained is 19.4 and the t (critical) is ± 2.262.			**Hypotaxis** = 2
	i.	1	The result of t-obtained is 19.4
	ii.	2	and the t (critical) is ± 2.262
The mean of reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before being taught by using Chungking Technique is 69, while after being taught by using Chunking Technique is 83.			
	i.	α	The mean of reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before being taught by using Chungking Technique is 69
			Hypotaxis = 2
	ii.	β	while after being taught by using Chunking Technique is 83
While looked at the condition in the classroom, the activeness and good understanding of the students in having Chunking is really nice for their reading comprehension.			**Parataxis** = 2
	i.	β	While looked at the condition in the classroom

	ii.	α the activeness and good understanding of the students in having Chunking is really nice for their reading comprehension	**Parataxis = 2**
	That activity is challenging and make them having total attention in their text. i. 1 That activity is challenging ii. 2 and make them having total attention in their text		**Hypotaxis = 2**
	Therefore, the students easily in understanding the text deeply in short term memory and know how the meaning in English is formed. i. 1 Therefore, the students easily in understanding the text deeply in short term memory ii. 2 and know how the meaning in English is formed		
	From this, the writer conclueded that Chunking Technique is an effective technique to teach reading of *Effective English Conversation Course* (EECC) Kudus. i. α From this, the writer conclueded ii. β that Chunking Technique is an effective technique to teach reading of *Effective English Conversation Course* (EECC) Kudus		
8	The conclusions of the discussion in the previous chapters of this research are as follows: i. 1 The conclusions of the discussion in the previous chapters of this research are as follows		**Parataxis = 1**

	From the native and non-native research articles that have become the object of this research, it can be concluded that the common use of modal verbs in those research articles are the dominant use of modal verbs *can* to express the ability and possibility of something to be done and the rarest use of modal verbs *shall* in both native and non-native research articles.	**Parataxis** = 2 **Hypotaxis** = 4
	i. α From the native and non-native research articles that have become the object of this research	
	ii. 1 β α it can be concluded	
	iii. β that the common use of modal verbs in those research articles are the dominant use of modal verbs *can* express the ability and possibility of something to be done	
	iv. 2 and the rarest use of modal verbs *shall* in both native and non-native research articles	**Hypotaxis** = 3
	The different frequency of modal verb *would* (native) and *should* (non-native) as the second dominant modal verb occurences showed that the native more preferably express prediction about something to be occured in the future rather than to express personal feelings of obligation context as the non-native do.	
	i. α The different frequency of modal verb *would* (native) and *should* (non-native) as the second dominant modal verb occurences showed	
	ii. β that the native more preferably express	

	iii.	γ	prediction about something to be occured in the future rather than to express personal feelings of obligation context as the non-native do	**Parataxis = 1**

Based on the modal verbs categories, both native (51.1%) and non-native (46.4%) research articles used more permission/ability modal verb category rather than the other two.

    i.   1   Based on the modal verbs categories both native (51.1%) and non-native (46.4%) research articles used more permission/ability modal verb category rather than the other two

Hypotaxis = 2

In addition, the occurences of modal verbs between the native and non-native research articles are in the same number; that is 9.2 occurences of modal verbs in every 1000 words.

    i.   α   In addition the occurences of modal verbs between the native and non-native research articles are in the same number

    ii.   β   that is 9.2 occurences of modal verbs in every 1000 words

Hypotaxis = 2

Although there are some identical use of modal verbs among the native and non-native research articles, the modal verbs meanings that presented by native and non-native have two main differences.

    i.   α   Although there are some identical use of modal verbs among the native and non-native research articles

Hypotaxis = 5

	ii.	β	the modal verbs meanings that presented by native and non-native have two main differences	

The first is the meanings of modal verbs *can*; wherethe native are more common to use it in the personal ability meeting (66.7%) but the non-native use modal verbs *can* more common in the logical possibility meanings (56.8%).

Parataxis = 4

i.	α	The first is the meanings of modal verbs *can*
ii.	β α	where the native are more common
iii.	β	to use it in the personal ability meeting (66.7%)
iv.	γ	but the non-native use modal verbs *can* more common in the logical possibility meanings (56.8%)

Parataxis = 2

The second is modal verbs meaning of *must*, the native commonly use it in the personal obligation meanings (52.9%) and the non-native more commonly use it in the logical necessity meanings (64.7%).

i.	1	The second is modal verbs meaning of *must*
ii.	2 1	the native commonly use it in the personal obligation meanings (52.9%)
iii.	2	and the non-native more commonly use it in the logical necessity meanings (64.7%)

The rest of modal verbs fit in the same meanings among the native and non-native use of modal verbs.

i.	1	The rest of modal verbs fit in the same meanings among the native

	ii. 2 and non-native use of modal verbs	
9	After completing this research, the researcher concludes that the use of chain drill technique has a significant influence in the students' speaking ability of the eight graders of MTs Al-Falah Jepara in the academic year 2016/2017.	**Hypotaxis = 3**
	i. γ After completing this research	
	ii. α the researcher concludes	
	iii. β that the use of chain drill technique has a significant influencein the students' speaking ability of the eight graders of MTs Al-Falah Jepara in the academic year 2016/2017	**Parataxis = 1**
	It proved by the result of the t-test.	
	i. 1 It proved by the result of the t-test	**Parataxis = 2**
	The t-observation (t_o) in this research is 10.83, and the t-table is 2.040 in the level of significant 0.05 from degree freedom 31.	
	i. 1 The t-observation (t_o) in this research is 10.83	
	2 and the t-table is 2.040 in the level of significant 0.05 from degree freedom 31	**Hypotaxis = 2**
	It shows that t-observation is higher than t-table.	
	i. α It shows	**Parataxis = 4**
	ii. β that t-observation is higher than t-table	
	It means H_o is rejected and H_a is accepted.	
	i. 1 It means	**Parataxis = 2**
	ii. 2 1 H_o is rejected	**Hypotaxis = 2**
	iii. 2 and H_a is accepted	

Before doing this reseacrh, the researcher found the average score before being taught by using chain drill is categorized "low" (51.68).
  i.   β Before doing this reseacrh
  ii.   1 α the researcher found
  iii.   2   the average score before being taught by using chain drill is categorized "low" (51.68)
	Parataxis = 2
	
	Hypotaxis = 2

It causes the students quite difficult to speak up.
  i.   1   It causes
  ii. 2 the students quite difficult to speak up	

While the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 after being taught by using chain drill is categorized "good" (72.40).
  i. α   While the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017
  ii. β   after being taught by using chain drill is categorized "good" (72.40)
	Parataxis = 2
	Hypotaxis = 2

It caused when the researcher applied this technique in teaching and learning process, the students is automatically forced to speak up.
  i. 1 α   It caused
  ii.   β   when the researcher applied this technique in teaching and learning process
  iii. 2   the students is automatically forced to speak up
	Hypotaxis = 4

	Thus, it can be said that the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 is better after being taught by using chain drill.			
	i.	α	Thus, it can be said	
	ii.	$\beta\,\alpha$	that the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 is better	
	iii.	β	after being taught by using chain drill	
10	Based on the data of this research, I concludes there is a significant impact on vocabulary of the fourth grade students at SD N 3 Bakalan Krapyak Kudus in 2016/2017 academic year before and after being taught by using pelmanism game.			**Parataxis** = 4
	i.	1	Based on the data of this research	
	ii.	2 1	I conclude	
	iii.	2	there is a significant impact on vocabulary of the fourth grade students at SD N 3 Bakalan Krapyak Kudus in 2016/2017 academic year before and after being taught by using pelmanism game	
	In the level significance 0.05 or 5% and degree of freedom (df) 18 showed that the data from t-test is found that t-obtained (t_o) is 21.1 falls in the critical region because t-critical is $\pm$ 2.101, so the null hypothesis is rejected and the alternative hypothesis is accepted.			**Parataxis** = 4 **Hypotaxis** = 4
	i.	1	In the level significance 0.05 or 5% and degree of freedom (df) 18 showed	
	ii.	α	that the data from t-test is found	
	iii.	$\beta\,\alpha$	that t-obtained (t_o) is 21.1 falls in the critical region	

iv.	β because t-critical is ± 2.101	
v. 2 1	so the null hypothesis is rejected	**Parataxis = 2**
vi. 2	and the alternative hypothesis is accepted	**Hypotaxis = 2**

The result of pretest is categorized sufficient, which is the high score is 65 and the lowest score is 50.

i. α	The result of pretest is categorized sufficient	**Parataxis = 2**
ii. 1 β	which is the high score is 65	
iii. 2	and the lowest score is 50	

In the pretest score is found the mean is 59.5 and standard deviation is 5.2.

Hypotaxis = 2

i. 1	In the pretest score is found the mean is 59.5	
ii. 2	and standard deviation is 5.2	

Meanwhile the result of post test is categorized as good.

Parataxis = 2
Hypotaxis = 2

i. α	Meanwhile the result of post test is categorized	**Parataxis = 2**
ii. β	as good	**Hypotaxis = 2**

If found the high score is 85 and the lowest score is 79.

i. 1 β	If found the high score is 85	
ii. 2 α	and the lowest score is 79	

After the post test calculated, the mean 78.2 and standard deviation is 4.68.

i. β	After the post test calculated
ii. 1 α	the mean 78.2
iii. 2	standard deviation is 4.68

CHAPTER IV
EFFECTS OF USING PARATAXIS AND HYPOTAXIS CONSTRUCTED WITH CLAUSE COMPLEXES

Parataxis refers to a state of equivalence between clauses. Equivalent status means that the clauses that make up a clause complex are all independent clauses, so that when parsed and split, they all become independent clauses within a given environment. Halliday (1994) states that parataxis is a union of equivalent elements, in which both the initiating and continuing elements are free in the sense that each can stand as a functioning whole. For this reason, parataxis are characterized by numerical notation (1, 2, 3, etc.). This is because it represents a sequence of actions where the first action starts and the rest continue.

On the other hand, hypotaxis highlights the unequal state of the provisions. This means that the clauses that make up the compound clause are made up of independent clauses and dependent clauses. In sentence complexes, hypotaxis occurs when some sentences are more dominant than others. In other words, a clause complex consists of independent clauses and dependent clauses that come together within the clause complex. Hypotaxis is a combination of elements of unequal status, meaning that the dominant element is free, but the subordinate element is not.

Hypotaxis is represented by geek letters (α, β, γ, etc.). This rule reminds us that independent clauses are labeled α and dependent clauses are labeled β. This form of taxis must be followed since the independent clause (α) does not necessarily come first. Therefore, in this session, I would like to discuss parataxis and hypotaxis seen in Skripsi conclusion that serve as data sources.

In this study, the authors reviewed 10 Skripsi conclusions written by students. Skripsi's first conclusion has 13 sentence complexes. It consists of 7 parataxis and 9 hypotaxis. His second ending of Skripsi has 17 sentence complexes. It consists of 11 parataxis and 12 hypotaxis. Skripsi's third conclusion has 23 sentence complexes. It consists of 12 parataxis and 20 hypotaxis. Skripsi's fourth conclusion has 41 clause complexes.

It consists of 26 parataxis and 31 hypotaxis. His fifth conclusion of Skripsi has 29 clause complexes. It consists of 20 parataxis and 13 hypotaxis. The sixth ending of Skripsi has 35 clause complexes. It consists of 19 parataxis and 22 hypotaxis. The seventh ending of Skripsi has 18 sentence complexes. It consists of 9 parataxis and 10 hypotaxis. The eighth ending of Skripsi has 22 clause complexes. It consists of 11 parataxis and 16 hypotaxis. The ninth ending of Skripsi has 24 clause complexes. It consists of 15 parataxis and 24 hypotaxis. His tenth ending of Skripsi has 21 clause complexes. It consists of 16 parataxis and 12 hypotaxis. The total number of parataxis and hypotaxis produced by the students was 144 and 160, respectively.

From the above data it can be concluded that students used dependent clauses more than independent clauses t can be concluded that the students used more dependent clauses than independent clauses. In other words, they frequently use hypotaxis instead of parataxis. From this point on, It is wonderful why students use hypotaxis so heavily. There must be some sense as to why they use more hypotaxis, and also certain specific reasons why authors primarily use hypotaxis in building their ideas and constructing their arguments.

Recalling from the previous chapter that I use as a data source also use Parataxis to document their ideas. Each has different goals and writing styles. But since parataxis says something about sequence, this affects how parataxis is exercised. Either way, it's about the same.

When writing, the terms "parataxis" and "hypotaxis" help us construct meaningful sentences that are incomprehensible. It's good to learn how to construct taxis (parataxis and hypotaxis) so that you can create good texts that are completely understandable. In other words, the author or speaker uses parataxis and hypotaxis to provide additional information and make the text easier to understand.

However, as already mentioned, it is still difficult to know exactly why the author uses mainly hypotaxis in the structure of the text and to successfully interpret it. In this session, we would like to provide some hints as to why authors primarily use hypotaxis.

First, it can point out that the authors of the Skripsi as the data source actually have good English proficiency. They have no difficulty in organizing their ideas into sentences, as they use different styles of constructing sentence complexes, such as paratactic or hypotactic. Compound sentences in which parataxis and hypotaxis occur mean that they are assumed to be spoken by a speaker with good command of English (Rismiyanto, 2006). He adds that People with good English proficiency are able to express their thoughts naturally through detailed and complete verbal expressions. This forces them to speak in compound sentences made up of different structures.

From the above descriptions, it can be pointed out that students whose skripsi I investigated are fluent in English, as they have no difficulty putting their ideas into sentences and use different styles to construct parataxis and hypotaxis. Additionally, Skripsi is said to be the last project to be completed through the consultation process. Therefore, the final project was checked many times by consultants to ensure well-organized content and high-quality writing.

Second, it can also infer that students use more hypotaxis because they want to construct text in the same way that native speakers of English would hypothetically construct text. It has been discussed that native sopeaker tend to use hypotaxis more than parataxis, and even simple sentences.

So, it can also be said that the authors of the skripsi basically understood this point. Therefore, they may be using more hypotaxis to behave more like native English speakers, who do not have difficul-

ty producing utterances and sentences, even in very complex sentence complexes.

The third, students mainly use hypotaxis because they want to subordinate their arguments to others, not to explain the messages in the order in which they are presented, but to emphasize the more or less functional importance of the messages they convey. When considering sentence complexes in a text, ideally one should be able to explain why the speaker/writer chose to express the messages as equivalent or unequal.

Thompson (1996) states that this is a very complex area. He also explains that there are essentially two main factors that need to be examined. One is which of the messages are presented as subordinate to other messages (grammatical dependencies generally reflect a message's lower functional importance), and the other is Message order (final position typically reflects greater functional importance).

Therefore, students primarily use hypotaxis to represent messages as subordinate to others, rather than presenting them in order. Nevertheless, there is no clear reason why the speaker/author makes heavy use of hypotaxis or parataxis.

CHAPTER V
CONCLUSION

In this part of this study, the writers present conclusion and suggestion of the research. The conclusion of this research is as follow: 1) The students who are involving in this research produced 243 clause complexes consisting 144 parataxis and 160 hypotaxis; 2) the students produces more dependent clauses than independent clauses in their conslusion of skripsi, and the suggestion of the research is as follows: 1) the students need to develop their writing, and 2) they have to consider about the cohesion and coherence of the text.

It can be concluded that students use both parataxis and hypotaxis to construct sentence complexes. In other words, the author constructs compound sentences in parataxis and hypotaxis expression. The occurrence of parataxis and hypotaxis varies in different Skripsi Conclusion.

It is interesting to state here that most of the authors of the skripsi primarily use hypotaxis for three reasons. They are fluent in English because they have no difficulty organizing ideas into sentences, using different styles of constructing sentence complexes, either paratactic or hypotactic. They have the same qualifications as native English speakers. By constructing their sentences hypothetically, they want their writing

to conform to the way native speakers of English do, and they subordinate their arguments to others, making them more or less functional for the message they convey. They would like to emphasize the importance of the sequence will be communicated.

By calculating taxis, the authors found that between parataxis and hypotaxis, there is a tendency to use hypotaxis. This has several effects. They are fluent in English because they have no difficulty putting their ideas into writing and use a variety of styles to construct compound sentences, either paratactic or hypotactic. They are equally qualified as native speakers of English who wish to write. They believe that native speakers of English construct their arguments hypothetically, rather than explaining them paratactically, and use their arguments to emphasize the more or less functional importance of the message they convey. Just as you would try to subjugate someone else.

However, we need to be clear on this point and avoid the idea that hypotaxis is better than parataxis the other way around. They simply reflect and tell us how the speaker/author chooses to develop and express the message as an equal or unequal position.

What should be anticipated by the teacher are providing classroom which are managed in such a way that students will be able to explore their capacity to use either hypotaxis or parataxis properly. Good learning atmosphere will make students understand and be able to implement what is being learned. Madjdi, Atik and Syafei (2021) state that Teachers should reduce difficulty where possible. They have to prepare teaching materials tailored to students Environment and culture using educational methods Strategies that promote good learning and atmosphere.

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GLOSARIUM

Clauses

A constituent that comprises a semantic predicand and a semantic predicate

Coherent

They express their thoughts in a clear and calm way, so that other people can understand what they are saying

Cohesive

When the parts of the whole work or fit together well

Combined

The result of one or more things added together

Complicated

Involving a lot of different parts, in a way that is difficult to understand

Conjunction

Words that link other words, phrases, or clauses together.

Considered

Matured by extended deliberative thought

Construction

General term meaning the art and science to form objects, systems, or organizations,

Grammatically

In a way pertaining to grammar

Hypotaxis

The grammatical arrangement of functionally similar but "unequal" constructs

Parataxis

A literary technique, in writing or speaking, that favors short, simple sentences, without conjunctions

Relationship

The way in which two or more concepts, objects, or people are connected, or the state of being connected

Skripsi

A document submitted in support of candidature for an academic degree

Taxis

The movement of an organism in response to a stimulus such as light or the presence of food.

PARATAXIS AND HYPOTAXIS

USED IN CLAUSE COMPLEXES
IN THE CONCLUSION OF "SKRIPSI"

Achmad Hilal Madjdi adalah Lektor Kepala di Program Studi Pendidikan Bahasa Inggris Universitas Muria Kudus (UMK), suatu perguruan tinggi swasta di Kota Kudus Jawa Tengah yang berdiri sejak tahun 1980. Pengabdiannya pada dunia Pendidikan sudah dimulai sejak tahun 1982 sebagai guru Sekolah Dasar (SD) di salah satu SD di Kecamatan Kota Kabupaten Kudus. Sambil melaksanakan tugasnya sebagai Guru SD, Pak Hilal (sapaan akrabnya) menempuh Pendidikan S1 pada Program Studi di mana ia sekarang mengabdi sebagai dosen. Kariernya sebagai dosen di UMK dimulai sejak tahun 1989 sampai sekarang, sembari melanjutkan studi S2 dan S3 pada Program Pasca Sarjana Universitas Negeri Semarang (Unnes). Beberapa tugas tambahan pernah diamanatkan kepadanya mulai dari Kepala Bagian Pengabdian Masyarakat di Lembaga Penelitian UMK, Ka Prodi Pendidikan Bahasa Inggris, Dekan dan Wakil Rektor. Beberapa hibah penelitian multi years pernah diraihnya yang kemdian diikuti dengan diseminiasi hasil-hasil penelitian baik dalam Seminar Nasional maupun Internasional dan artikel- artikel dalam jurnal nasional maupun internasional.