

The Clause Complex Construction Realised in The Short Story Entitled “The Witch’s Brew”

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Abstract

Systemic Functional Linguistics (SFL) is the choice of analysis theory offering effective tools to analyse the language difficulties and vagueness. One of the systemic analysis tools is clause complex which can simplify the structural and grammatical meanings of the analysed texts through the use of taxis systems and logico-semantic relations (Sagheer Eid, 2016). The proposed study is aimed at analysing systemic functional analysis of clause complex realised in a short story adopting Hallidayan linguistics perspective. The short story is taken from the collection of short stories entitled “The Whispering Knights” by Clare West. From the aforementioned short stories collection, the writers take a short story entitled “The Witch’s Brew” written by Penelope Lively. By means of a descriptive study under Systemic Functional Linguistics theory as suggested by Halliday & Matthiessen (2014), the writers employ the analysis of taxis systems which cover elaboration, extension, and enhancement. Besides, logico-semantic relation is also analysed which covers projection and expansion. The findings reveal that there are 158 clause complexes which consist of 58 clause complexes of parataxis which are realised 37%, and 40 clause complexes of hypotaxis which are realised 25.3%. In conclusion, the short story is written by the dominant of parataxis then hypotaxis constructions.

Keywords: clause complex, taxis, parataxis, hypotaxis, short story

INTRODUCTION

Systemic functional linguistics henceforth referred to by the initials SFL is a theory which was firstly developed by Emeritus Professor M.A.K. Halliday from Sydney University, Australia. By the nature, SFL is a branch of linguistics, at which the grammar used and developed in it which is well-known as systemic functional grammar (henceforward SFG). Halliday then elaborated further with his wife, Ruqaiya Hasan, and a number of his colleagues including Michael Gregory, Robin Fawcett, Gunther Kress, and Jim

Martin introduced SFL to all over the world. Through their great efforts, later on, SFL can be known and learnt by most of students around the world. Because SFL was firstly developed in Australia, lately SFL is also well-known as the Australian perspective (Callaghan and Rothery, 1988: 22-23; Halliday & Webster, 2009: vii-3).

The theory of SFL views language as a source used by people to accomplish their purposes by expressing meaning language focuses meaning and how language is structured to mean.

in context (Bloor and Bloor, 2004: 2; Wattless & Radic-Bojanic, 2007: 47).

Besides, SFL as a function theory of on SFL works through emphasizing on the semogenic (meaning-making) which systematically explores how the structure of a language enables people to achieve their purposes in social context (Derewianka, 1990: 3-4; Halliday & Webster, 2009: 8). In the application, SFL provides people use to get thing done in various social contexts, for instance, buying and selling goods, making appointment, chatting with friends, writing shopping lists, writing business letters, short story, and so forth (Bloor & Bloor, 2004: 4).

Systemic Functional Linguistics (SFL)

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

how people use language in different contexts, and how language is structured to used as a semiotic system.

Dealing with the definitions above, SFL can be inferred as the term used to view how grammar is used within the clause rather than the sentence. In addition, it also can be understood as a semantic approach at which the texts contain a complex social-semiotic relation between language, society, and culture. It is also important to be recognized that the purpose of SFL is to develop both a theory about language as social process and an analytical methodology which permits the detailed and systemic description of language patterns (Eggins, 1994: 23). In conclusion, SFL can be drawn as the way at which it views a language as a source used by people to accomplish their purposes by expressing their meaning in context.

Clause Complex

Halliday and Matthiessen (2014, p. 428) state “The phenomenon ‘from above’ – that is, from the point of view of how the flow of events is construed in the development of text at the level of semantics”. It means that it is used to investigate how clauses are linked to one another by means of some kind of logico-semantic relation to form clause complexes.

Halliday and Matthiessen (2014, p. 428) asserted that clause complex is a

sequence of clause are linked to one another by logico-semantic relation that are presented as textually related messages. Moreover, Bisiada (2013, p. 46) stated that “A clause complex is the 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’.

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. To differentiate clause and sentence, the writer compares them based on Gerot and Wignell (1994) theory. Furthermore, Gerot and Wignell (1994, p. 82) provide the rank scale which point out the comparison of clause and sentence of Traditional Grammar and Systemic Functional Grammar. The rank scale is presented as table 1 below.

Table 1. The rank scale of Traditional Grammar vs Systemic Functional Grammar

Traditional (written)	Systemic Functional (written and spoken)
Sentence	Clause
Phrase	Group
Word	Word

(Adopted from Gerot and Wignell, 1994, p. 82)

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

Taxis

SFL covers spoken and written form which are assumed as a text (Derewianka, 1990; Halliday & Webster, 2009 as quoted by Hidayat (2014, p. 26-27). SFL covers not only context, but also metafunction. One of metafunctions is logical meaning at

which its grammar elements cover taxis as the so-called the type of interdependency. Taxis consists of two degree. Those are: parataxis (equal status) and hypotaxis (unequal status). The first system of taxis is parataxis. Gerot and Wignell (1994, p. 92) state that parataxis is used when one clause follows on from one another. It refers to clauses as being initiating or continuing. Then, the second system of taxis is hypotaxis. The term hypotaxis is also called subordination at which it is used to refer to relationship whether one clause is dependent or not towards another clause. In analysing practices, clauses are marked by alpha, betha, gamma, and so on (Gerot and Wignell, 1994, p. 92).

The second system determines how one clause is related to another at which the clause refers to logico-semantic relations. It covers two general types based on expansion and projection. By expansion, one clause is elaborated, extended or enhanced by another, while projection

relations involve locution and idea (Halliday and Matthiessen, 2014, p. 443).

In relation to expansion, both the taxis and the logico-semantic relationship, taxis and logico-semantic relationship can be identified by the marker which joins the clauses can be seen in table 2 below.

Table 2. Identification of Expansion both taxis and logico-semantic relationship

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

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

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

In addition, elaborating in hypotaxis consists of subordinator. For instance; *which*, Extending in hypotaxis consists of *whereas*, *while*, *instead*, *besides*, or *rather than*. Enhancing in hypotaxis consists of *as*, *while*, *when*, *where*, *because*, *if*, *even though*, or *despite*. Those marks usually appear in the texts such the short story.

Expansion links processes by providing additional information. It involves three types of relationship: elaboration, extension, and enhancement as can be seen in the following table 3 below.

Table 3. Three Types of Relationship in Expansion Links

		Paratactic	Hypotactic
Elaboration	Specifying in greater detail, restatement, exemplification, and comment	1 I tidied up my messy desk =2 it needed it	α John ran away, = β which surprised everyone.
Extension	Extending the meaning of one clause by adding something new.	1 I tidied up my messy desk +2 and I finished revising a paper	α John ran away, + β whereas Fred stayed behind.
Enhancement	Involving circumstantial relationship (<i>temporal, conditional, causal, concessive, spatial, manner</i>) where the circumstantial is coded as a new clause rather than within a clause	I tidied up my messy desk x2 so I have somewhere to write again	α I tidied up my messy desk β because I couldn't find the meeting agenda

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

The aforementioned table 3 consists of summary of a brief definition of each category completed with the example. Elaboration can be defined as one of clause expands another by restating, specifying, commenting, and exemplifying. Furthermore, there are some examples of paratactic and hypotactic construction of elaboration.

Example 1: parataxis

1 I tidied up my messy desk
=2 it needed it

The example above involve to parataxis/expansion/elaboration. It is parataxis which is marked without subordination.

Example 2: hypotaxis

α John ran away,
= β which surprised everyone.

The previous example, involves to hypotaxis/expansion/elaboration. The

example of hypotaxis is marked through applying the subordination *which*. In addition, the example of expansion is marked by putting the subordination *which* that refers to elaboration.

Short Story

A short story is understood as a narrative that can be read at one sitting of from one-half hour to two hours (Abrams, 1970 in Ceylana, 2016, p. 313). In the other hands, a short story is considered to be one of the oldest forms of the narrative in the world of literature at which it is the natural heir of the oral tale. The short story started verbally, people meet and begin telling stories to each other (Mahdi, 2014, p. 71).

Referring to the definition of a short story aforementioned, it can be understood that a short story is a kind of narrative genre which is read at the short amount of time. A

short story normally has characters, plot, conflict, and resolution.

Research Questions

In this study, the writers intend to answer two research questions. Those research questions are as follow.

1. How are the parataxis (elaboration, extension, and enhancement) constructions realized in the short story?
2. How are the hypotaxis (elaboration, extension, and enhancement) constructions realized in the short story?

METHOD

Source of the data

Concerning the source of data, the writers took a short story from the collection of short stories entitled "*The Witch's Brew*" written by Penelope Lively, and it was published by Oxford. Because the short story was published by Oxford, the writers assume that it is valid text taken as the data.

Instrument

For instruments, the writers use table of taxis systems to gain and analyse the data from the result of the short story analysis. The data were analysed based on each sub-system of taxis: elaboration, extension and enhancement. Besides, logico-semantic relation is also used to analyse which covers

locution and idea. The instrument was used for analysing taxis systems at which it is shown by table 4 (See Appendix A).

Procedures

The writers employed the procedures of collecting data through choices the short story written by Penelope Lively to gain authentic data through the use of taxis system. There are some procedures in analysing data as follows:

a. Reading

The writers read several times to catch the meaning delivered by the author of the short story. By reading the short story several times, it is expected that the writers understand the flow of information delivered.

b. Categorizing

After reading the text several times, the writers segmented sentences into the clause and highlight the words in the text which are categorized taxis systems.

c. Analysing

After categorizing the taxis system, the writers then analysed based on the data from the short story.

Data analysis

To analyse the data, the short story is analysed based on taxis systems. The constituent of taxis consists of parataxis and hypotaxis, and also logico-semantic relation. Meanwhile, in parataxis and hypotaxis, it covers elaboration, extension,

and enhancement. Then, in logico-semantic relations, it covers projection and expansion (Halliday and Matthiessen, 2004, p. 373; 2014, p. 438). There are several steps in analysing clause complexes. The example of the first step of clause complexes analysis can be seen on table 5 (See Appendix B).

The table 5 aforementioned consists of the first step of clause complexes analysis, at which the writers segmented the short story one by one from the clause complexes into moves. Then, the writers mark them by Greek letter, such as α , β , γ , etc or numbers such as 1, 2, 3, etc. The last, the writers categorized them whether those are parataxis or hypotaxis and linked by logico-semantic relation. Next, the example of the second step of clause complexes analysis can be seen in the table 6 (See Appendix C).

Based on table 6 aforementioned, there were seven columns in the second step of clause complexes analysis. The first column is filled by number of taxis category and logico-semantic relation. The second column is filled by taxis category and logico-semantic relation. For instance; P/E/Ex, H/E/El. Then, the third column is filled by number of clause. Afterwards, the

fourth column is filled by the total of clause complexes. Later, the fifth column is filled by the realization of parataxis. Next, the sixth column is filled by the realization of hypotaxis, and the last column is filled by percentage.

FINDINGS AND DISCUSSION

The writers delineated the data findings of the study. The writers applied clause complexes analysis to analyse parataxis and hypotaxis combined by logico-semantic relation as suggested by Halliday and Matthiessen (2014, p. 438); Gerot and Wignell (1994, p. 92); and But, et al., (2000, p. 29). The findings of the study are as follow:

Table 7. The realization of Taxis and logico-semantic relation

No.	Category	No. of Clause	Total	The realization of Parataxis	The realization of Hypotaxis	Percentage
1	P/EN/El	3, 12, 80, 83, 87, 91, 123, 130, 144, 148	10			17,20%
2	P/EN/Ex	2, 3, 11, 13, 14, 26, 53, 57, 60, 67, 71, 76, 80, 81, 87, 96, 99, 100, 115, 116, 117, 123, 126, 130, 132, 136, 144, 145	29	58		50%
3	P/EN/En	4, 54, 80, 123	4			6,90%
4	P/Pr/L	6, 56, 79, 95, 107, 109, 125	7			12,10%
5	P/Pr/I	18, 19, 30, 50, 52, 70, 101, 102	8			13,80%
6	H/EN/El	2, 11, 14, 15, 16, 56, 79, 89, 90, 148	10			25%
7	H/EN/En	1, 3, 9, 11, 53, 54, 58, 75, 76, 97, 123, 140, 145, 158	14		40	35%
8	H/Pr/L	114, 138	2			5%
9	H/Pr/I	17, 21, 23, 39, 45, 47, 48, 49, 50, 51, 73, 102, 118, 131	14			35%
Total of clauses		158	98	37%	25%	

Note:

- P : Parataxis
- H : hypotaxis
- EN : Expansion
- Pr : Projection
- El : Elaboration
- Ex : Extension
- En : Enhancement
- L : Locution
- I : Idea

From the table 7 aforementioned, it was found that elaboration in building parataxis was realised 10 clause complexes. Meanwhile, elaboration in building hypotaxis was realised in 10 clause complexes. In other words, elaboration in building parataxis was realised 17.20%, and elaboration in building hypotaxis was realised 25% which were constructed in the short story. Afterwards, extension in building parataxis was realised 29 clause

complexes. Meanwhile, there is not extension realisation in the short story. In other words, extension in building parataxis was realised 50%.

Furthermore, enhancement in building parataxis was realised in 4 clause complexes, then enhancement in building hypotaxis was realised in 14 clause complexes. In other words, enhancement in building parataxis was realised 6.9%, meanwhile enhancement in building

hypotaxis was realised 35% which were constructed in the short story.

Afterwards, projection was also realised in parataxis and hypotaxis at which projection in building parataxis was realised in 15 clause complexes, then projection in building hypotaxis was realised in 16 clause complexes. In other words, projection in building parataxis was realised 25.9%, meanwhile projection in building hypotaxis was realised 40%.

After highlighting the findings of this research, the writers then delineate the answer of the research questions. The first research question is “How are the parataxis (elaboration, extension, and enhancement) constructions realised in the short story?” Dealing with the table 7, the realization of taxis and logico-semantic relation, the constructions in the 58 clause complexes are realised by 5 taxis categories: Parataxis/Expansion/Elaboration which are found in 10 clause complexes, Parataxis/Expansion/Extension are found in 29 clause complexes. Parataxis/Expansion/ Enhancement are found in 4 clause complexes. Parataxis/Projection/Locution are found in 7 clause complexes, and Parataxis/Projection/Idea are found in 8 clause complexes.

The results of the first research question are in line with the previous research carried out by Rukmini (2014).

Rukmini’s research (2014) also focuses on analysing the quality of clause complexes in article abstracts written by Semarang State University Graduate Students. The study has succeeded to explore the taxis constructions based on the article abstracts written by Universitas Negeri Semarang Graduate students.

Related to the present study, Rukmini (2014) employed taxis system in analysing article abstracts. Actually, it has similarity to the present study carried out by the writers, particularly on the aspect of taxis. Through this similarity, the previous study investigated the taxis system on clause complex. Thus, this previous study is going to be the reference for the writers to analyze taxis system. Meanwhile, the data are in the form of the article abstracts which covers taxis system such parataxis, hypotaxis, and logico-semantic relation.

Meanwhile, the second research question is “How are the hypotaxis (elaboration, extension, and enhancement) constructions realized in the short story?” Dealing with the table 7, the realization of taxis and logico-semantic relation, the constructions in the 40 clause complexes are realized by 4 taxis categories: Hypotaxis/Expansion/Elaboration are found in 10 clause complexes, Hypotaxis/Expansion/ Enhancement are found in 14 clause complexes, Hypotaxis/Projection/Locution are found in

2 clause complexes, and Hypotaxis/Projection/Idea are found in 14 clause complexes.

The results of the second research question are in line with the previous research carried out by Ngongo (2018). Ngongo's research (2018) also focuses on taxis and logico-semantic relation. His research entitled on taxis and logico-semantic relation in undergraduate students' English theses writing text: a Systemic Functional Linguistics Approach". His study focused on 10 English theses writing texts written by undergraduate students of Artha Wacana Christian University. The results showed that hypotaxis was used higher than parataxis.

In short, the study aims at finding out the realization of taxis taken from English theses writing texts written by undergraduate students. He took 10 English theses writing texts, then it was analysed by applying Halliday framework (1994). The results of the study reported that the use of taxis and logico-semantic in theses writing realized textual meaning of text that is important for a text cohesion. Related to present study conducted by the writers, it has similarity to Ngongo's (2018) study. This present study also focuses on taxis and logico-semantic relation.

CONCLUSIONS

Based on the analysis as pointed out in preceeding point, it results that Parataxis is realized in 5 taxis categories, those are (1) Parataxis/ Expansion/ Elaboration, (2) Parataxis/ Expansion/ Extention, (3) Parataxis/ Expansion/ Enhancement, (4) Parataxis/ Projection/ Locution, and (5) Parataxis/ Projection/ Idea. Furthermore, hypotaxis is realized in 4 taxis categories. Those are (1) Hypotaxis/ Expansion/ Elaboration, (2) Hypotaxis/ Expansion/ Enhancement, (3) Hypotaxis/ Projection/ Idea, and (4) Hypotaxis/ Projection/ Locution. Based on the aforementioned data description, 'that' is the most frequently subordinations or subordinators used in hypotaxis constructed in clause complexes in the texts.

Based on the data analysis aforementioned, parataxis is more dominant than hypotaxis realized in clause complexes in the short story. This could be seen that 37% of parataxis is constructed in the text, meanwhile 25.3% of hypotaxis is constructed in the texts.

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Appendix C

The example of the second step of clause complexes analysis

Table 6. The example of the second step of clause complexes analysis

No.	Category	No. of Clause	Total	The realization of Parataxis	The realization of Hypotaxis	Percentage
Total of clauses						